

**2021-2024**  
**SCHOOL ADVANCEMENT PLAN**

# **Carolyn Park Middle**



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

# 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
LEAP 2025 indicated strengths in 4th grade ELA; the assessment index is the highest at 72.9 and another strength was 6th grade math at 64.3.	LEAP 2025 indicated that social studies in all grades scored weak. The school wide index score is 39.5 with 4 <sup>th</sup> and 5 <sup>th</sup> grade scoring 60% weak and 54% scored weak in grade 6.
On LEAP 2025, female students scored above the school average with assessment indices at 65.1 in ELA, 61.9 in math, and 51.3 in science.	Male, SWE, and ELL students scored below the school index in all subjects for LEAP 2025. Males in ELA scored 55.1 (60.2), math 47.8 (55), science 46.9 (49.2), and soc. studies 38.7 (39.5); SWE ela 33.5, math 20.8, science 23.8, and social studies 16.9; ELL in ELA scored 33.3, math 37.3, science 22.7, and social studies 24.
On LEAP 2025, ELL students improved their ELA assessment index from 17 to 33.3, and Hispanic students’ assessment index went from 44.2 to 59.5 in ELA.	LEAP 2025 indicated that written expression is an ELA weakness with 49% of the students scoring weak (Approaching Basic and Unsatisfactory). History in social studies is another weakness with 58% of students scoring weak (Approaching Basic and Unsatisfactory).
LEAP 2025 indicated reading vocabulary in ELA has the highest percentage of students scoring strong (Advanced and Mastery) at 44%.	LEAP 2025 math scores indicated that interpreting fractions, place value and scaling are all weak (Approaching Basic and Unsatisfactory) at 58%, as well as reasoning.

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## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

**Goal #1 : From Spring 2021 to Spring 2024, the percent of students in each grade achieving Mastery or above on the LEAP2025 in the category of written expression will increase by 2 percentage points and the percent scoring basic will increase by 3 percentage points each year.**

	2021 Score	2022 Goal	2023 Goal	2024 Goal
<b>4th grade</b>	<b>Strong 39%</b> <b>Moderate 32%</b>	<b>Strong 42%</b> <b>Moderate 35%</b>	<b>Strong 45%</b> <b>Moderate 38%</b>	<b>Strong 48%</b> <b>Moderate 41%</b>
<b>5th grade</b>	<b>Strong 20%</b> <b>Moderate 19%</b>	<b>Strong 23%</b> <b>Moderate 22%</b>	<b>Strong 26%</b> <b>Moderate 25%</b>	<b>Strong 29%</b> <b>Moderate 28%</b>
<b>6th grade</b>	<b>Strong 24%</b> <b>Moderate 21%</b>	<b>Strong 26%</b> <b>Moderate 24%</b>	<b>Strong 28%</b> <b>Moderate 27%</b>	<b>Strong 30%</b> <b>Moderate 30%</b>

**Instructional Focus:**

**1. Writing within Guidebooks**

2022-2023: Continue focus on backward design of GB units to identify writing opportunities for students **and** clear understanding of what students are being asked to do within the writing prompts (for teachers and students)

**2. Writing Revolution**

2022-2023: Foundationally understand how to plug in WR to support students in GB writing (teachers)

**Resources needed:**

**plc, instructional coaches, curriculum materials, paper, printers, ink, poster maker, poster maker paper & ink, folders, technology materials and installation. Magnetic white boards,**

**Team Reflection:**

At midyear, students continue struggling with citing relevant evidence in their writing.

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<p><b>3. Analyzing student writing in all subject areas/ modified writing rubrics</b></p> <p>2022-2023: providing specific and actionable feedback for students (chunking growth)</p>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● information about writing strategies to use at home</li> <li>● Family literacy night - Writing Revolution activity (i.e. scrambled sentences or scrambled paragraphs)</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>● Game Night where parents/families can come and participate in various games that reinforce math skills, thinking skills, and <b>language skills</b> with their students and the teachers</li> </ul>	<p>Resources needed: Reading &amp; writing handout paper, printers, ink, poster maker, poster maker paper &amp; ink, folders, critical thinking games, ela games (telestrations, codestack, tapple, blurt, quiddler, trivia) Hues &amp; Cues Reading Rods Work Building Dominoes Pemdice</p>	<p><b><u>Number of Participants:</u></b> 49 families</p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b> _Based on exit ticket data, parents request more manipulatives for home to read and learned the most from the cause/effect activity. Secondly, parents were grateful to sign up for a library card. Lastly, there was an overwhelming response of how much families enjoyed the stations and the event was fun for everyone.</p>
<p><b>Professional Development:</b> <b>Led by coach; ongoing during PLCs:</b></p> <ul style="list-style-type: none"> <li>● unpacking guidebook unit tasks (CLM 5, Session 1 &amp; 3)</li> <li>● Lesson Planning for Writing within Guidebooks (22-23)</li> <li>● Writing Revolution</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Annotating Student Writing for Evidence of the Standards (CLM 5, Session 5) – connect to providing feedback</li> <li>● Writing Support (CLM 6, Sessions 1-4) ??</li> </ul>	<p><b>Resources needed:</b></p> <p>Content Leader Modules rubrics student work assessments website</p> <p><b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</b></p>	<p><b><u>Feedback from Teachers:</u></b></p> <p>Teachers feel that students’ strengths in writing are on the prompt and organization while they continue to struggle with providing evidence to support their answers.</p>
<p><b>Follow Up and Support:</b></p>		

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- ELA Content Leader and Instructional Coaches model writing lessons
- Curriculum specialist and ILT to support with PD and observation feedback
- PLCs will reinforce
  - planning for writing instruction (within GB lessons/unit)
  - using common assessments to evaluate writing and TWR strategies
  - analyzing student writing using the writing rubric
  - tracking student writing using the modified writing rubric (based on grade-level/PLC focus)

Ex: Measuring “Having a clear and strong thesis statement” over multiple writings to show progress

**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

**Assessments:**

- writing tasks - track 3 writing tasks for each guidebook unit
- LEAP 360 diagnostic and interim data

**Observations:**

- ILT will visit 4th-6th ELA classrooms at least once a month to conduct a snapshot using the NIET look-for tool

**Middle of the Year Monitoring Results/Areas for improvement: LEAP360 Interim; look at Guidebook unit tasks to monitor progress; common Guidebook unit Section writing**

Students are struggling with evidence yet demonstrate strengths in organization.

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**End of the Year Results:**

Students' organization and clarity have improved through the use of TWR strategy of the SPO. Students' use of TWR strategy expanded sentences also contributed to improved scores in the area of clarity. Students are continuing to work with mentor sentences and exemplar texts to improve their writing.

**Goal #2 :From Spring 2021 to Spring 2024, the percent of students in each grade level achieving a strong (Advanced and Mastery) performance in math, modeling and application, will increase by 1 percentage point each year.**

	2021 Score	2022 Goal	2023 Goal	2024 Goal
<b>4th grade</b>	<b>Strong 27%</b>	<b>Strong 28%</b>	<b>Strong 29%</b>	<b>Strong 30%</b>
<b>5th grade</b>	<b>Strong 19%</b>	<b>Strong 20%</b>	<b>Strong 21%</b>	<b>Strong 22%</b>
<b>6th grade</b>	<b>Strong 35%</b>	<b>Strong 36%</b>	<b>Strong 37%</b>	<b>Strong 38%</b>

**Instructional Focus:**

- solve real-world problems, engaging particularly in the modeling practice

**2022-2023**

- increase teacher understanding of modeling expectations, including what different representations can be used and how they relate to the standards
- using strong and weak work samples during instruction

**Resources needed:**

eureka, ready math, zearn, iready  
**paper, printers, ink, poster maker, poster maker paper & ink, folders, technology boards, materials and installation, seat pockets, earbuds, presenter remotes, scanners, monitor, study carrels, wall easel hangers, hundreds charts, math catch balls, teacher totes, dry erase sheets/posters, bulletin board materials**

**Team Reflection:**

Based on student work, our students struggle to make sense of real world problems. As a result, the 3 reads process and scaffolding in the form of anchor charts, intervention time, models to make sense of problems. Class participation is increasing as kids gain confidence in problem solving.

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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Math learning/event night to assist parents in understanding the importance of key mathematical concepts and how to support students at home (Candy Quest)</li> <li>● curriculum based parental supports via sources such as websites and instructional videos, jpams teacher pages</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>● Game Night where parents/families can come and participate in various games that reinforce <b>math skills</b>, thinking skills, and language skills with their students and the teachers</li> </ul>	<p><b>Resources needed:</b>  math parent resource pamphlet  exit tickets  computer (virtual)  <b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders, math games such as: sumoku, pixy cubes, dice capades, checkers, flash, money bingo, fraction dominoes,</b></p>	<p><b>Number of Participants:</b>  140 (was a virtual event) students/family  41 parents drove by for the PFE exit tickets</p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b>  _Parents noted math manipulatives at home would be helpful and that kahoot was the favorite activity. Parents noted that decimals, place value and the percent activities were the skills reviewed that helped them the most.</p>
<p><b>Professional Development:</b>  <b>Ongoing in PLCs:</b></p> <ul style="list-style-type: none"> <li>● Precision in Mathematical Language, unpacking module standards and eureka resources</li> <li>● customizing lessons to meet students’ needs</li> <li>● annotating lessons to extend supports and scaffolds</li> </ul> <p><b>2022-2023</b></p> <p>Consider vendor or curriculum specialist to support teachers in Eureka (RDW) and Ready (Think-Pair-Compare) strategies to get the <b>kids</b> to do the math...not the teacher</p>	<p><b>Resources needed:</b>  Tier 1 Curriculum Resources (Great Minds Curriculum Resources - inSync, Equip, Navigator, Affirm/Edulastic; Ready Mathematics/i-Ready Mathematics)  District Resources within Guaranteed Curriculum/Google Classrooms  Louisiana Believes State Planning Documents  district curriculum specialists</p>	<p><b>Feedback from Teachers:</b>  Teachers enjoy the collaboration of sharing and examining student work. Data indicates that the implemented instructional practices are increasing student confidence and performance.</p>
<p><b>Follow Up and Support:</b></p>		



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<ul style="list-style-type: none"> <li>● Instructional Coach - model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work.</li> <li>● PLC will reinforce: analyzing student work and determining appropriate tools for remediation and/or enrichment, solving math problems collaboratively to anticipate student misconceptions, and determining and modeling effective instructional strategies based on students' needs</li> </ul>	<p><b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</b></p>	
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**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● LEAP360/ZEARN/iReady/ Eureka and Ready module assessments</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● ILT will visit every 4th-8th math classroom at least once a month to conduct a snapshot using the NIET math look-fors document</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**  
Interim results show students are on track to improve their previous year's test scores.

**End of the Year Results:**  
Math students continue to engage with multi-step application problems and use mathematical discourse to analyze errors, utilize mathematical vocabulary to express reasoning, and choose problems to solve. 2022LEAP 2025 data will be used to determine growth.

**Goal #3: From Spring 2021 to Spring 2024, the percentage of students scoring moderate and strong (Basic/Mastery/Advanced) in each grade level in the category of reading informational text in ELA will increase by 2% each year.**

	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th grade	70%	72%	74%	76%

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5th grade	61%	63%	65%	67%		
6th grade	65%	67%	69%	71%		
<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● fluency</li> <li>● building background knowledge</li> <li>● strategies for reading within guidebooks</li> <li>● reading in the content area (sci &amp; soc stds)/ academic vocabulary</li> </ul>					<p><b>Resources needed:</b></p> <p>plc, instructional coaches, curriculum materials, IRLA materials, IRLA title 1 tutors, Achieve3000 paper, printers, ink, poster maker, poster maker paper &amp; ink, bulletin board sets &amp; banners, folders, critical thinking games, lycr novels, story cubes, comprehension cubes, writable globes,</p>	<p><b>Team Reflection:</b></p> <p>Achieve3000 shows students’ lexile levels are improving (555 to 639average).</p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● information about reading strategies to use at home</li> <li>● literacy night (22-23: consider including all content areas, and writing as a response to reading)</li> <li>● science night (reading in the content area)</li> </ul> <p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li>● game night</li> </ul>					<p><b>Resources needed:</b></p> <p>handout/brochure exit ticket, exit ticket prizes (pencils), science station activities/critical thinking games, station bins, catch balls, bookmarks and reading pencils</p> <p>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</p>	<p><b>Number of Participants:</b></p> <p>49 families attended</p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p> <p>_Based on exit ticket data, parents request more manipulatives for home to read and learned the most from the cause/effect activity. Secondly, parents were grateful to sign up for a library card. Lastly, there was an overwhelming response of how much families enjoyed the stations and the event was fun for everyone.</p>

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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● unpacking guidebook unit tasks (CLM 5, Session 1 &amp; 3)</li> <li>● Lesson Planning for reading informational texts within Guidebooks/</li> </ul> <p>Consider identifying common strategies across grade-levels and content areas</p>	<p><b>Resources needed:</b></p> <p>instructional coach, guidebooks curriculum and additional resources, District Resources within Guaranteed Curriculum/Google Classrooms district curriculum specialists</p> <p><b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</b></p>	<p><b>Feedback from Teachers:</b></p> <p>Teachers feel that students struggle with the vocabulary used in the assessment questions. Vocabulary is lacking and evident in the classrooms as well as during irla interventions.</p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader and Instructional Coaches model reading lessons for all content areas when appropriate</li> <li>● PLCs will reinforce:             <ul style="list-style-type: none"> <li>○ using common assessments to analyze students’ areas of concern</li> <li>○ determining strategies to address students’ needs</li> </ul> </li> </ul>		

**Budgets** used to support this activity:

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

<p><b>Monitoring and Evaluating</b></p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● guidebook assessments/Ready/Eureka</li> <li>● LEAP 360 diagnostic and interim data</li> <li>● teacher created common assessments (SS/Science)</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● ILT will visit 4th-6th ELA classroom at least once a month to conduct a snapshot using the NIET look-for tool</li> </ul>

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

Interim data shows students need improvement in the areas of text structure, what happened and why, and author’s evidence.

**End of the Year Results:**

Students demonstrated improvements, especially in 6<sup>th</sup> grade in the areas of text structure (RI5) and what happened & why (RI3). Students need to continue making improvements in citing relevant evidence (RI1).

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

**DISCIPLINE**

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

**Goal #1 (Discipline):**

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

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
32%	30%	28%	26%

**Tier 1 (School wide):**

- pbis
- classroom management plans
- weekly social skills lessons

**Tier 2 (Targeted Prevention):**

- targeted social skills instruction
- student specific reinforcement
- check in/check out

**Tier 3 (Intensive Individual):**

- FBA

**Resources needed:**

behavior coach  
 counselor classroom  
 lessons/social games,  
 stress squeezies,  
 mhp support,  
 pbis, forms & data for  
 tier 3,  
 paper, printers, ink,  
 poster maker, poster  
 maker paper & ink,  
 folders, student of month  
 incentives  
 (pencils)certificates,

**Team Reflection:**

PBIS team meets to assess current initiatives, discussing weekly incentives for no infractions which teachers do feel is helpful in behavior management. The behavior team also meets once a month to discuss specific students.

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<ul style="list-style-type: none"> <li>● BIP</li> <li>● safety plan</li> <li>● daily social skills</li> </ul>	<p><b>character building resources</b></p>													
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Coffee with a counselor</li> <li>● PBIS table at all PFE events starting in 2022-23</li> </ul>	<p><b>Resources needed:</b>  <b>cwc handout, counselor paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</b></p>	<p><b>Participation Outcome:</b> only 1 parent joined</p> <p><b>Parent Feedback/Exit Tickets/Survey:</b>                  No feedback available</p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● PBIS meetings</li> </ul>	<p><b>Resources needed:</b>                  copies of meeting notes &amp; presentations</p>	<p><b>Feedback from Teachers:</b>                  _Teachers find the PBIS program helpful with student behavior management.</p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PBIS updates</li> </ul>														
<p><b>Budgets</b> used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													
<p><b>Data used to Monitor and Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● jpams referral data</li> <li>● class infractions</li> <li>● check in check out</li> </ul>														
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b>                  Students lack skills to handle their emotions and reactions in situations which leads to conflict between students as well as students and staff. The majority of student referrals are for fighting.</p>														
<p><b>End of the Year Results:</b>                  PBIS will examine ways to help improve student attendance for next school year as well as rewards for positive behavior.</p>														

**STUDENTS WITH EXCEPTIONALITIES**

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- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

**Goal #2 (SWE):**

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by   2   points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
Ela 33.5	35.5	37.5	39.5
Math 20.8	22.8	24.8	26.8

**Describe policies and practices to identify disabilities early and accurately:**

- TAT/SBLC process is utilized for identifying students

**Team Reflection:**

TAT/SBLC works with teachers to identify students; most of the students we have assisted so far all have behavior issues, impacting academics.

**Describe structures to increase collaboration amongst general and special education teachers:**

- PLC's

**Team Reflection:**

\_ SWE and reg ed teachers have a common plc together to facilitate collaboration.

**Supports and Strategies in Tier 1 (Core Instruction):**

- guidebooks
- achieve3000
- writing revolution
- Eureka math
- reflex math
- iReady

**Resources needed:**

**chromebooks, curriculum, intervention programs, tutors, para support paper, printers, ink, poster maker, poster maker paper & ink, folders, chromebook sleeves, microscopes, dry erase boards & calendars, critical thinking games**

**Team Reflection:**

Monthly meetings are comprised of information regarding IEP compliance as well as accompanying forms and documentation for IEP's. General information such as LEAP accommodations, PAS reminders, ALO/AIO documentation and reminders, as well as integrating PBIS on school buses were also discussed.

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

- IRLA
- project read
- achieve3000
- eureka equip

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<ul style="list-style-type: none"> <li>● small group Zearn</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● eureka equip</li> <li>● reflex</li> <li>● iReady- my path</li> <li>● project read with 3 or fewer</li> <li>● irla</li> <li>● achieve3000 personalized learning path</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <p><b>A designated SWE table will be set up at all of the PFE events below beginning in 2022-23:</b></p> <ul style="list-style-type: none"> <li>● math night</li> <li>● literacy night</li> <li>● game night</li> <li>● science night</li> </ul>	<p><b>Resources needed:</b>  <b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders, talking pens</b></p>	<p><b>Participation Outcome:</b>          _ 7 sped families attended  <b>Parent Feedback/Exit Tickets/Survey:</b>          Parents noted math manipulatives at home would be helpful and that kahoot was the favorite activity. Parents noted that decimals, place value and the percent activities were the skills reviewed that helped them the most. Based on exit ticket data, parents request more manipulatives for home to read and learned the most from the cause/effect activity. Secondly, parents were grateful to sign up for a library card. Lastly, there was an overwhelming response of how much families enjoyed the stations and the event was fun for everyone.</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● SWE inservice by district</li> <li>● IEP facilitator meets monthly with SWE teachers</li> </ul>	<p><b>Resources needed:</b>  <b>moodle, swe consultant, iep facilitator</b></p>	<p><b>Feedback from Teachers:</b>          _IEP facilitator and swe consultant meet monthly to discuss any issues or student needs.</p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● swe school team meetings</li> </ul>		

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<b>Budgets used to support this activity:</b>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													
<b>Data used to Evaluate Goal:</b> irla, achieve3000, iready, zearn, iep goals, leap2025 scores, leap360, curriculum assessments														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b> 4th grade math: read and write multi-digit numbers; rounding; constructed response to word problems 5th grade math: read and write decimals; add and subtract fractions with unlike denominators; round decimals; write and interpret numerical expressions ELA swe students continue to struggle with reading comprehension but are improving their writing skills.														
<b>End of the Year Results:</b> SWE ELA students are able to determine main idea, theme, claims and quote from texts. Comprehension is still an area in need of growth, and students need more work with finding text evidence. Writing has improved; students can produce clear and coherent writing, introduce a topic and link ideas. SWE math students continue to struggle with word problems, application, and fractions.														

<b>ENGLISH LEARNERS</b>		
<ul style="list-style-type: none"> <li>Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.</li> <li>Consider verbally interpreting: registration &amp; enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.</li> </ul>		
<b>Goal #3 (English Learners):</b> From Spring 2021 to Spring 2024, all ELL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)		
<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>guidebooks, eureka, and ready math</li> <li>ELL connectors</li> </ul>	<b>Resources needed:</b> ELL teacher, translated materials, programs <b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders, skill flash cards, bilingual instructional games, English/Spanish leveled readers</b>	<b>Team Reflection:</b>  ELL teacher shared links and hard copies of modified ELL materials aligned with curriculum with the teachers and ELL students.
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>ELL connectors</li> <li>project read</li> <li>achieve3000</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b>		



**Carolyn Park Middle 2021-2024**

<ul style="list-style-type: none"> <li>● project read</li> <li>● rosetta stone</li> </ul>														
<p><b>Parent and Family Engagement Activity:</b></p> <p>Beginning in 2022-23, an ELL table will be set up at each PFE event listed.</p> <ul style="list-style-type: none"> <li>● math night</li> <li>● literacy night</li> <li>● science night</li> <li>● conferences with ELL teacher</li> </ul>	<p><b>Resources needed:</b> translated materials</p> <p><b>paper, printers, ink, poster maker, poster maker paper &amp; ink, folders</b></p>	<p><b>Participation Outcome:</b> _ 5 ELL families attended literacy night</p> <p><b>Parent Feedback/Exit Tickets/Survey:</b> Parents were appreciative of the translated materials.</p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● strategies for teaching ELL students</li> </ul>	<p><b>Resources needed:</b></p> <p>GC ELL resources progress report forms</p>	<p><b>Feedback from Teachers:</b> ELL coordinator provided pd to all reg ed teachers, discussing strategies for teaching ELLs. ESL teacher works with reg ed to provide support when needed. ELL progress report materials are also translated when needed.</p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● progress reports</li> <li>● ELL teacher communicates with reg. teachers</li> </ul>														
<p><b>Budgets</b> used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
x	x													
<p><b>Data used to Evaluate Goal:</b></p> <p>ELPS/ELPT data, student ELL progress reports, intervention data</p>														
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p> <p>Grades 5-6 are on target to meet growth target of 75% in 2 domains. Grade 4-6 beginners are on target to grow 60% from their baseline newcomers score and project read. ELL teacher would like to coordinate more with reg ed and attend plcs in order to increase growth.</p>														
<p><b>End of the Year Results:</b></p> <p>75% of 5<sup>th</sup> and 6<sup>th</sup> graders grew in two domains. Beginners grew by 60% points in 4-6<sup>th</sup> grades. ELL teacher would like to coordinate more with reg ed and attend plcs in order to increase growth but is difficult when not on campus each day.</p>														

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

**Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- The school communicates information to parents via the school website, PFE events, robocalls, phone calls, parent/teacher conferences, IEP's, 504 reviews, ELL meetings, handouts, student progress center, and jpams teacher pages.

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

- Parents and community stakeholders provide input during conferences, exit tickets at PFE functions and the completion of the PFE survey.

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

- website, jpams, exit tickets, activities for the math, science, game and literacy nights, take home materials from PFE activities, paper, ink, poster maker, poster paper, games, pencils, science night activity stations, exit ticket prizes, station bins, critical thinking games, catch balls, teacher totes to transport materials

**Budgets** used to support this activity:

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

**Team Reflection:**

The ILT committee is working on ways to encourage more parental involvement, especially our SWE and ELL families; however, our PFE events have been well attended this year. We do not currently have an active ptsa or volunteers. Only 2 parents completed the cognia parent survey: not enough for data purposes. We look to specifically target our swe and ell families next year in terms of soliciting parent/family attendance at events by using our swedl and ell teacher to reach out to families.

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

**Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- School staff assesses students based on leap360 data, IRLA diagnostic testing, and leap2025 scores from 2021-22.

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

- The school designates an intervention time for all students.

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

- reading IRLA for grades 4-6 for fluency, comprehension, vocabulary, and phonics
- iready grade 6 math, 4-5 zearn for math, reflex math, before school tutoring
- Achieve3000 grades 4-6 for reading fluency and comprehension
- Project Read for students with characteristics of dyslexia

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

- The instructional interventionist monitors IRLA data, instructional coaches, TRT and school admin monitor programs and classroom teaching.

**Budgets used to support this activity:**

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

**Resources Needed to Support Interventions:**

Interventionist, instructional coaches, programs, tutors, teachers, programs

**Middle of the Year Monitoring Results:**

Students are making progress in all intervention programs.

**End of the Year Results:**

Students participated in a variety of intervention programs this year. All students had either and/or IRLA/Achieve3000, their grade level math programs, ZEARN or iReady and/or reflex math. Students were offered breakfast club tutoring first semester and advanced eagles tutoring second semester.

## 6. SUPPORT AND EXTENDED LEARNING

### Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- students have the opportunity to participate in choir, band, pe, art & library during the school day
- science lab for hands-on lessons
- broadcasting
- book club beginning 2022-23 school year

### Resources needed:

Giant post its, enrichment teachers, musical/rythm instruments, keyboard headsets, ink pens, buddy book bags for book club, giant puzzle, digital scale science posters, science lab materials ex. Fossil kits, microscope slides, telescopes, science models & lab activity resources, protective eyewear, student lab coats, calculators, mini white boards, document based resources, lab table bins, physical education equipment, game resources, team building activities, Crayola pastels, bulletin board paper and borders, math/sci/ss/ela critical thinking games, portable microscopes with compatibility to smartboards, solar system simulator, water cycle models, rocks and minerals, digital camera

### Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):

- SWE can come before school for tutoring (breakfast club) using Reflex math and Achieve3000.
- Before school tutoring (accelerated eagles)- starting in January, math and ELA tutoring will be offered to all students scoring below basic
- School clubs: robotics/STEM club, beta club, girls on the run, book club, choir, band

### Resources needed:

teachers, reflex math, chromebooks paper, printers, ink, poster maker, poster maker paper & ink, folders, seat pockets for students, scholastic books, lego league kit for robotics, STEM kits  
Stipends to Teachers

### Budgets used to support this activity:

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

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

**Carolyn Park Middle 2021-2024**

- The breakfast club and accelerated eagles teachers will monitor Reflex math data and literacy packets provided by the instructional coach.

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

Students enjoy pe, band and choir. Those groups participated in 2 activities and the science lab will be debuting on Science Night.

**End of the Year Results:**

More 4<sup>th</sup> and 5<sup>th</sup> graders participated in the tutoring programs than 6<sup>th</sup> graders. Many students who need the extra support exhibit behavior problems in order to be removed from participating. Several clubs were postponed or unable to begin due to the rise in covid cases and restrictions but look forward to being 100% for the 2022-23 school year.

## 7. COUNSELING SERVICES

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

**Services Provided by Mental Health Provider(s):**

- Individual counseling and group sessions with approved students, PBIS, check in check out, crisis support, TOVs, techniques to handle stress, anger etc.

**Resources needed:**

**pbis program, counselor, mhp, border, cut outs for students of the month board, wall post its, social skills games, stress manipulatives, pbis puzzle pieces**

**Services Provided by Counselor(s):**

- classroom guidance
- individual and group sessions
- peer mediation
- PBIS
- PBIS ambassador program
- PBIS eagle cart
- TAT
- check in check out

**Resources needed:**

**counselor lessons, mhp, pbis, TAT forms paper, printers, ink, poster maker, poster maker paper & ink, folders, dry erase sheets, erasers, character resources, PBIS honor roll pizza party, no infraction celebration snacks & drinks, pbis eagle cart rewards (sensory items, pencil cases, pencils, pencil erasers, wristbands, markers, pens)**

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- Gifted screening
- Dyslexia screening
- Talented screening
- Thirsty Thursday
- 504 coordinator

**Budgets** used to support this activity:

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

**Team Reflection:**

Now that covid restrictions are lifted, PBIS can hold more reward events. Both the counselor as well as the MHP are available to students almost any time of day and never hesitate to assist when called.

## 8. TRANSITION ACTIVITIES

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

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

**Transition Activities for Students:**

- **The 6th graders going to Slidell Jr. High participate in Tiger Walk in August of the new school year. Third graders from BWE participate in Eagle Up (May), by touring the school.**
- **Slidell Jr. High admin team come to speak to CPM 6<sup>th</sup> grader (May)**

**Resources needed:**

**paper, prizes, colored ink, printer**

**Parent and Family Engagement Activity:**

- **During Eagle Up, the students receive materials to take home and tour the school. Parents are invited to attend.**

**Resources needed:**

**Brochures,  
paper, printers, ink, poster maker, poster  
maker paper & ink, folders**

**Participation Results:**

**Carolyn Park Middle 2021-2024**

79 students participated in Eagle Up from BWE.

**Feedback from Parents/Families:**

Several BWE parents attended Eagle Up with their students. The parents and students enjoyed the tour and were grateful for the take home materials, handouts, brochure and the student written letters to the future Eagles.

**Budgets** used to support this activity:

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

## 9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

**Describe the structure/make-up of your PLC groups:**

- PLCs are conducted in grade-level and subject area groupings (ELA/SS and Math/Science/SS)

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

- PLCs occur weekly throughout the year for 45 minutes each session

**Resources needed:**

**Tier 1 Curriculum Resources**  
**District Resources within Guaranteed Curriculum/Google Classrooms**  
**Content Modules**  
**binders, ink, paper, markers, chart paper, poster rolls, poster ink,**  
**writing revolution books**  
**writing revolution Google Classroom**

**Budgets used to support this activity:**

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

**Middle of the Year Reflection/Areas for Improvement:** Teachers engage in PLC to collaborate using district assessment resources and tier 1 curriculum resources to plan unit topics and lessons. Our focus for rest of year is to spend more time solving modeling and application problems and planning mathematical discourse. ELA plc's implements high quality curriculum and study the units within it. Student work is analyzed and plc is weekly where all of the resources are utilized.

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

5th teachers report that they would like to continue "chunking" type 3 problems, developing analysis questions related to Mps specifically making sense of the problem (mp1) reasoning(mp2) and modeling (mp4) in PLC. Solving these problems and creating exemplar responses and then using these extended problems with students has increased students' problem solving skills supported teachers' when giving students feedback evidenced by increased class participation during discussions. ELA teachers expressed that the most valuable experience in PLC was analyzing common assessments and discussing student expectations and exemplars.

**Areas for Improvement:**

5th teachers have determined the need for ongoing professional development, beginning at the start of the school year to develop a shared understanding of best practices, enhance plc collaboration and support the development of RDW routines in the classroom beginning in Q1. Teachers have also reported that they are interested in collaborating with multiple grade levels throughout the year to support their understanding of concepts and models as they are used in K-5. This understanding would enhance PLC collaboration and action steps related to PLC question #3--what we will do



when they haven't mastered the content? ELA teachers need to spend more time planning adjustments to the guidebook lessons and planning for intervention and enrichment. Teachers need to work on creating action steps during PLC.

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

**Other Professional Development:**

- Staff participate in the following PD:  
guidebooks , ready math, writing revolution, technology & google classroom, and curriculum specialists visits, project read, irla

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

- The coaches will provide instructional PD, facilitate PLCs, and coach grade levels to meet the goals.  
The area of focus will be students performing below mastery in math and ELA.

**Resources needed:**

instructional coaches  
curriculum specialists  
district pd  
paper, printers, ink, poster maker, poster maker  
paper & ink, folders  
project read materials

**Budgets used to support this activity:**

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

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

Utilizing all of the programs available is still a work in progress, PD is ongoing but teachers are making progress and attending PD when needed.

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

Teachers do not want to be pulled from classes to attend PD, utilizing the end of the 9 weeks PD days would be a better option.

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

Classroom management, restorative practices, Teaching ELLs in reg classroom

## 11. SCHOOL ADVANCEMENT PLANNING

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

- Title 1 PFE survey in March
- exit tickets from PFE events in August, October, April, May
- comment cards in front office

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

- The plan will be conveyed to staff via a faculty meeting; the plan is also posted on the school’s website for all stakeholders to access.

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- Eagle focus meetings take place once a month, beginning of the year, interim and end of the year and ILT meets once a month.

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Temeka Smith
- Teacher: Mary May
- Teacher: Jennifer Thompson, TRT
- Teacher: Shantell Coulon
- Parent/Family: Maki
- Parent/Family:
- Community Member:
- Student:

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Temeka Smith
- Teacher: Jennifer Thompson, TRT
- Teacher: Faith Mitternight
- Teacher: Shantell Coulon
- Parent/Family: Maki
- Parent/Family:



## DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school-wide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date