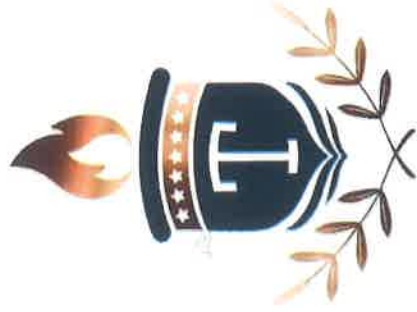


2022-2023 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Tucker Elementary
1st-2nd Grade

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

School Tucker Elementary School

SPS 62.8

Letter Grade C

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%

 x 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

 x Black

 White

 x 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 <i>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</i>	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner, Masters, Staples	x	x	x	\$8,000
Copy Machine, Duplicator, Printer	x	x	x	\$6,000
Service Contracts, Repair Cost, Rebuild Kits	x	x	x	\$500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	x	x	x	\$9,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		x		\$1,500
Laminator, Laminating Film		x		\$3,000
Poster Maker, Paper for Poster Maker, ink		x		\$900
Communication Folders, Planners	x	x		\$2,000
Accelerated Reader (AR) Licenses		x		\$3,000
LEAP 2025 Test Prep Materials, ACT Prep Materials				\$0
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		x		\$1,200
Must be used by STUDENTS General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out,		x		\$1,500

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Border, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards					
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels		x			\$1,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x			\$4,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x			\$2,000
ELA Materials: Supplemental books, sentence strips		x			\$1,000
Social Studies Materials: Globes, Maps		x			\$1,300

1.1 Family and Stakeholder Engagement

The SWP/SIP 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 SWP/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 is 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.

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and student with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

- End of the Year ELA and Math District Checkpoint performance band and sub-group data for first and second grade disseminated and displayed in a labeled pie chart and the identification of a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator).
- OnCourse Discipline data disseminated and presented in bar graphs, each bar graph explained in detail, and a model of identifying a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator).
- Parent Survey and Teacher/Staff Survey results analyzed and disseminated by ILT (Instructional Leadership Team) members and strengths and opportunities of growth presented to Stakeholders.
- Referred to 21-22 SWP and identified and presented goals reached.
- Instructional Support Coach modeled reviewing data in Comprehensive Needs Assessment (CNA) and rating effectiveness of 21-22 SWP. Stakeholders reviewed data and determined effectiveness into mixed groups assigned specific sections of the SWP. Groups presented their effectiveness ratings and discussed data used to determine effectiveness ratings.

Provide examples of changes made to the schoolwide plan based on input from families/parents:

- AR (Accelerated Reader) removed and replaced with Amplify Reading/mCLASS for Interventions.
- Addition of school-wide Intervention time to be implemented during the 2022-2023 school year to Interventions for At-Risk Students section.
- SBLC meetings changed to SAT meetings.

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

- PTO Meetings (Monthly September 2022- April 2023) general updates of how parents can support learning at home, analyzing school data, and volunteer opportunities

- Volunteers for school-sponsored curriculum-related events (Family Learning Night)
- Volunteers for positive behavior sponsored events. (Meet and Greet-Aug, Volunteer copies September- May, Tucker Treating- October, Fall Festival - November, Candy Grams- December, Field Day- April, Parent Brunch- May, Awards Day- May)
- Stake-holders meetings
- Early June Stakeholder Meeting
- Monthly Newsletter-specific examples of how parents can help at home as well as current school events
- Parish Parent Survey with feedback opportunity
- Title I Parent Resource Center (provide manipulatives and guidance to parents seeking resources to help their children)
- Class Dojo App
- Email communication
- Weekly homework note

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:

- PTO(Parent) Meetings (Monthly September 2022- April 2023)- general updates of how parents can support learning at home, analyzing school data, and volunteer opportunities
- Volunteers for school-sponsored curriculum-related events (Family Learning Night)
- Monthly Newsletter-specific examples of how parents can help at home and stay informed of school activities
- IEP Meetings
- Teacher/Parent Conferences
- Meet and Greet
- Parent Night
- Stakeholders meetings
- Meeting between feeder schools (Tucker and Perrin) Teachers from Tucker will visit Perrin Elementary to discuss strengths and weaknesses between the curriculum and develop strategies to transition upcoming 1st grade students. The teachers will discuss test scores, academic/curriculum concerns, transition concerns, and social concerns

Translation Services:

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.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged.

Translator APP will be utilized.

Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on 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.

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: - September: - Open House is scheduled near the beginning of the school year once students have gotten established. - Teachers briefly discuss expectations, curriculum, how to analyze BOY DIBEL, Screening, Benchmark data, and allow parents to sign up for teacher conferences. - Home / school relationships are built.	SWP Goal (s): 1,2,3,4,5,6,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Bulletin Board paper Estimated Cost: \$500	Effectiveness Measure: Parent Survey Sign-In Sheet 2023 DIBELS Data 2023 District Benchmark Data

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: October: Math and Learning Night is held to educate parents and families to better understand curriculum through engaging learning opportunities. Examples of opportunities include writing, phonics, fluency, math strategies, Parents engage in learning experiences that connect directly to standards and classroom curriculum. Community leaders and Title I Resource Personnel will be invited	SWP Goal (s): 3,4,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other Items Needed: trade books Estimated Cost: \$500	Effectiveness Measure: Parent survey Sign-in Sheet Math District Checkpoint Data

to attend and assist in educating parents on resources available				Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf				

Parent/Family Engagement Activity: Monthly: Parents are encouraged to attend monthly PTO(Parent) meetings where curriculum, student achievement, volunteer opportunities and upcoming events are discussed. During these meetings, parents are encouraged to participate in volunteering in the workroom weekly to help with copying papers, preparing material for teachers, PBIS incentives,	SWP Goal (s):. 1,2,3,4,5,6,7,8	Budget Decision /Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Substitutes Estimated Cost: \$1,000	Effectiveness Measure: Sign-In sheets Agendas Parent Surveys PBIS Data
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fundraising, providing feedback and SWP suggestions, and more.					Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf					
Parent/Family Engagement Activity: April: Orientation for future 3rd grade students- 2nd grade students from Tucker Elementary School will travel to an Orientation Day at D. C. Reeves Elementary School. The purpose of this trip is to introduce the second-grade students to their future school. The day will include: bus transportation from Tucker Elementary, an introduction to the Positive Behavior Intervention	SWP Goal (s) 7	Budget Decision /Coordination : ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Bus provided by D.C. Reeves 		

System (PBIS) used at D.C. Reeves Elementary, current school data and curriculum review, a tour of the D.C. Reeves campus, rules and procedures regarding all locations of the school campus, possible rewards and incentives earned at D.C. Reeves Elementary and a popsicle snack before leaving. Parents are encouraged to attend.					Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf					

1.2. COMPREHENSIVE NEEDS ASSESSMENT

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

- Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.
- Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take 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.

OVERALL STRENGTHS Listed in CNA	OVERALL WEAKNESSES LISTED in CNA
ELA and Math were a Level 3 on the LDOE Curriculum Implementation Scale.	Science was a Level 1 on the LDOE Curriculum Implementation Scale.
Implementation of PBIS increased due to COVID restrictions lifting and paper ticket utilization.	Social Studies was a level 0 on the LDOE Curriculum Implementation Scale.
83% of families responded favorably to students feeling safe at school.	Top discipline incidents were 25%(29/115) of bus safety violations.
75% of teachers responded favorably to students ability to control his/her emotions when s/he needs to.	50% of families feel that it is slightly to somewhat difficult for their child to get help from an adult for bullying.
80% of second grade students scored proficient or above on the EOY Math Checkpoint.	28% of teachers say adults often have important conversations about race, even when they might be uncomfortable.
76% of first grade students scored proficient or above on the EOY Math Checkpoint.	67% of 1st grade students scored proficient or above on the EOY ELA District Checkpoint.
98% of students had zero out of school suspensions	57%(146/258) of African-American students scored Proficient/Basic or Above on Math EOY District Checkpoint
Over 50% of students in Math and ELA scored proficient or above on checkpoints	Decrease the # of discipline incidents of African-American students

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Tucker Elementary School is a first and second grade school with 82% Economically Disadvantaged students. Tucker Elementary school has an SPS score of 62.8. The SPS subgroup score is 56.4 however due to the impact of COVID-19, school and district report cards have not been updated since 2018-2019. Students in 1st

and 2nd grade are scoring significantly better on ELA district assessments compared to previous years. ELA District Checkpoint proficient and advanced scores increased by 10% -12%, and improvement in these areas is essential. The ELA and math LDOE Curriculum Implementation Scale scores were 3. Additionally, science was a level 1 and social studies was a level 0 on the LDOE Curriculum Implementation Scale. The correlation between EOY District Checkpoint scores and the implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment and climate. Strengths include 98% of students with zero out of school suspension and 77% of families responded favorably to their child having a good fit at school, based on their cultural background. Increasing parent family involvement at Tucker Elementary School is a priority, as 44% of families responded favorably to how well the activities offered at your child's school match his/her interests.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease behavior incidents on the school bus.
- Increase effective implementation of science and social studies curriculum.
- Increase the percentage of students scoring proficient or above on ELA District Checkpoints.
- Increase the number of students missing fewer than 15 days.
- Increase the student achievement from 67% to at least 70% of first grade students scoring proficient or above on the ELA EOY District Checkpoint.
- Increase the student achievement from 57% to at least 62% of African-American students scoring proficient or above on Math EOY Checkpoint

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, Tangipahoa Parish School Systems Panorama Needs Assessment Surveys (1) Administrators/Faculty and staff, (2) family, (3) student, LDOE School Report Card, District Benchmarks for K-2, OnCourse Multiple Measures, OnCourse Grade Distribution Report, Formative Assessments, and Benchmark Assessments for 1-2

SCHOOLWIDE PLAN 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)*
- *Aligned to District Goals*

1. Increase the number of first grade students scoring proficient and above from 67% to 70% by the end of the 2022-2023 school year, according to the EOY ELA Checkpoint.
2. Increase the number of second grade students scoring proficient and above from 76% to 79% by the end of the 2022-2023 school year, according to the EOY ELA Checkpoints.
3. Increase the number of first grade students scoring proficient and above from 76% to 79% by the end of the 2022-2023 school year, according to the EOY Math Checkpoints.
4. Increase the number of second grade students scoring proficient and above from 80% to 83% by the end of the 2022-2023 school year, according to the EOY Math Checkpoints.
5. Increase the student achievement for 48% to at least 51% of Hispanic students scoring Proficient or Above on ELA EOY Checkpoint by the end of the 2022-2023 school year, according to the EOY Checkpoints.
6. The implementation of the Science standards/curriculum will reach an attainment level of at least a 2 by the end of the 2022-2023 school year, according to the LDOE Implementation Scale.
7. The implementation of Social Studies standards will result in an attainment level of at least 70% of first and second grade students reaching proficiency(75%) or above on the EOY Social Studies Assessment.
8. The implementation of SEL will decrease the number of bus referrals by 3% from 25% to 22% by the end of the 2022-2023 school year, according to JCampus discipline data.
9. The implementation of SEL will decrease the number of classroom referrals by 3% (64% to 61%) by the end of the 2022-2023 school year.
10. Increase the number of students missing fewer than 15 days from 69% to 72% by the end of the 2022-2023 school year, based on the Student Information System.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of schoolwide strategies that the school is implementing to:

1. Use methods and instructional strategies that strengthen the academic program in the school
2. Increase the amount and quality of learning time
3. Help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education
4. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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Rigorous, Standards-Based Curriculum: ● Tier I Curriculum-district level resources and strategies along with scope and sequence to ensure alignment in all classrooms. ● K-2 ELA curriculum based on Wit & Wisdom, CKLA, series which provides a variety of engaging literature and multiple opportunities for writing & examining art. ● Eureka Math- strategies used to help make math concepts more concrete to support student understanding at a deeper level ● Boost, MindPlay, Epic, Teach Your Monster to Read, Prodigy, Zearn, Amplify, mCLASS and Type Agent computer-based programs are used to allow students the ability to work on their independent level and earn points for mastery. ● PhD Science will be utilized to plan rigorous and engaging lessons for students. ● Social Studies Scope & Sequence lessons, TrueFlix, ReadWorks	ED Priority(s): 1, 2, 3, 4, 5	SWP Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Die cuts Question Cubes Sentence Strips Notebooks/ELA Highlighter Tape Headphones Earbuds Chargers Charging/Docking station Salary and Benefits Estimated Cost: 30,000	Effectiveness Measure: Spring 2023 Dibels scores District EOY Checkpoints Parent Survey Agendas Sign-in Sheet MindPlay Data
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1773/RAND_RR1773.pdf https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf https://mindplay.com/wp-content/uploads/2019/07/MindPlay-Virtual-Reading-Coach-Does-It-Affect.pdf https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Use of Academic Assessments to Improve Instruction: ● Tier 1 Assessments-grade level teachers use curriculum assessments to determine mastery of content and future instruction ● Student Learning Targets-district created assessments administered two-three times per year to determine mastery of content and future instruction ● DIBELS-administered three times a year, in addition to progress monitoring for students not meeting benchmark, to guide mCLASS intervention strategies	ED Priority(s): 1, 2, 3, 4, 5	SWP Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: 	

	Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://us.sagepub.com/sites/default/files/upm-assets/16416-book item 16416.pdf https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://files.eric.ed.gov/fulltext/ED557610.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):
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Strategies, Curriculum, and Assessments Specific to Students with Disabilities: - Curriculum: Unique Learning System Common Standard Based Instruction - RTI (Response to Intervention) - Tutoring	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA	Items Needed: Salary and Benefits	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoint Data Parent Survey
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Assessments: CBAs (Curriculum Based Assessments) , SLTs (Student Learning Targets), DIBELS, Sensory Board/room, technology assisted tools	Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://files.eric.ed.gov/fulltext/ED557610.pdf http://www.rtinetnetwork.org/learn/research/field-studies-rti-programs https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6195&context=dissertations https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf		☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Estimated Cost: 20,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Strategies, Curriculum, and Assessments Specific to English Learners: The LA Connectors for English Learners will be used 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,	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,,7,8	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund	Items Needed: Translator Salary and Benefits	Effectiveness Measure: Spring 2023 Dibels scores District EOY Checkpoints Parent Survey Sign-in Sheet

and science. Describe the EL program at your school, including how and what services are provided to the EL students: • Imagine Learning • Mindplay • Amplify/mCLASS • Parent Resource Center • District and School-Site Translator • ESL Tutor Advocates meets with students and teachers as needed		☐ Perkins ☐ Other	Estimated Cost: \$30,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://mindplay.com/wp-content/uploads/2019/07/MindPlay-Virtual-Reading-Coach-Does-It-Affect.pdf https://il-cms.imaginelearning.com/media/pdf/foundations/LNL-%20How%20Imagine%20Language%20and%20Literacy%20Aligns%20with%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://www.proquest.com/openview/230272bde6d9047958afd5d73fef9b11/1?pq-origsite=gscholar&cbl=18750&diss=y				

Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions: • DIBELS-administered three times a year to measure phonemic awareness and fluency for 1st grade students and fluency and comprehension for 2nd grade students, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • CKLA Screening Assessments are administered in the fall to identify student's strengths and weaknesses. Interventions for at-risk students are provided based on their needs • Teacher determines appropriate interventions and/or screenings to meet individual student needs, progress monitoring which includes students reading aloud and retelling in order to determine the level of fluency and comprehension. Data will be collected on the students to monitor growth and their ability to perform in comparison to their peers. • Weekly Grades/Report Cards • Students will engage in mCLASS Boost/Amplify Reading to build phonemic awareness and fluency.	Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost: \$0	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoint CKLA/Amplify Data Parent Survey Evaluation / Effectiveness Results (guide revision to the SWP):
List the Opportunities and Interventions for Students in Need: • School-wide Intervention Time-Helping Hands-Academically weaker students will receive more intense and more frequent interventions targeted to their needs. • After-school Tutoring-small groups including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS score, • Computer based program to improve phonemic awareness and reading comprehension (mCLASS Reading/Amplify)	Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Book binding machine Die-cuts Estimated Cost:	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoint CKLA/Amplify Data Parent Survey

Teacher/parents collaboration to assist students.			Evaluation / Effectiveness Results (guide revision to the SWP):
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: - Teacher and para determine appropriate interventions and/or screenings to meet individual student needs;(Pupil Appraisal representative) - DIBELS /ORF - mCLASS/Amplify Data - School level SAT conferences with teachers to look at student data/progress/next steps - Students referred to SAT to meet with all team members when students exhibit little progress after interventions are implemented - Behavior Charts - Report Cards - Teacher Observations - Teacher/parent collaboration to assist student - Students will be referred to Afterschool Tutoring Program	Goal(s): 1,2,3,4,5,7,8 Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Para-Salary/ benefits Collection Binders Estimated Cost: \$50,000	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoint CKLA/Amplify Data Parent Survey Evaluation / Effectiveness Results (guide revision to the SWP):

Interventions Specific to Students with Disabilities: • Unique Learning System promotes standards-based learning and literacy instruction with classroom teacher and/or resource teacher • FCRR (Florida Center for Reading Research)-research based practices related literacy • Multisensory Instruction • SAT-IEP, Special Services • mCLASS Reading/Amplify	ED Priority(s): 1,2,3,5	SWP Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost: \$0	Effectiveness Measure: Spring 2023 Dibels scores LEAP 2023 scores EOY District Checkpoints Parent Survey Data Evaluation / Effectiveness Results (guide revision to the SWP):
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf

https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6195&context=disertations>

<https://journals.sagepub.com/doi/10.1177/2158244014530411>

https://www.naesp.org/sites/default/files/Callender_MA12.pdf

Interventions Specific to English Learners: • After-school Tutoring program for students with reading concerns • Imagine Learning • Students will be assigned and visited by district advocates and tutors • mCLASS Reading/Amplify • Parents and students will be referred to the Title I Resource Center for guidance, instruction and materials that can be used to assist in their learning. • mCLASS Interventions, BOOST App, and Amplify Reading	ED Priority(s): 1, 2, 3, 4, 5	SWP Goal(s): 1, 2, 3, 4, 5, 7, 8	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Salary and Benefits Estimated Cost: \$30,000	Effectiveness Measure: Spring 2023 Dibels scores LEAP 2023 scores EOY District Checkpoints Parent Survey Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://il-cms.imaginelearning.com/media/pdf/foundations/LNL-%20How%20Imagine%20Language%20and%20Literacy%20Aligns%20with%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://www.proquest.com/openview/230272bde6d9047958afd5d73fef9b11/1?pq-origsite=gscholar&cbl=18750&diss=y			Evaluation / Effectiveness Results (guide revision to the SWP):		

1.4 STUDENT SUPPORT SERVICES

Provide a description of schoolwide improvement strategies the school is implementing to address students well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe and Achieve: Educational Priorities.

Activities to Address Social and Emotional Well Being:	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7,8	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed:	Effectiveness Measure:
- Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support - PBIS Events-grade level teams choose target behaviors for entire grade levels to work toward - Character Trait Lessons(SEL)/Awards-weekly lessons and weekly awards which recognize positive student behavior related to the weekly character trait - Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support - Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day - Check in/Check Out program-students briefly meet with the disciplinarian or				PBIS weekly and annual rewards Salary and benefits for PAC teacher Estimated Cost: 35,000	Spring 2023 Dibels scores LEAP 2023 scores EOY District Checkpoints Parent Survey Behavior Data Discipline Data

another faculty member to receive daily support and reinforcement • Parish Behavior Interventionist/ SAT Committee • School Counselor • School Wellness Team • Utilization of restorative practices to build positive relationships and classroom/school community • Panorama- Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.			
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://www.naesp.org/sites/default/files/Callender_MA12.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):

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supportive relationships, and make responsible and caring decisions.

1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s): 1, 2, 3, 4, 5	SWP Goal(s): 1, 2, 3, 4, 5, 6, 7, 8	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure
- Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support - PBIS Events-grade level teams choose target behaviors for entire grade levels to work toward - Character Trait Lessons(SEL)/Awards-weekly lessons and weekly awards which recognize positive student behavior related to the weekly character trait - Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support - Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day - Check in/Check Out program-students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement			☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	PBIS weekly and annual rewards Salary and benefits for PAC teacher Estimated Cost: \$40,000	Spring 2023 Dibels scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheets Discipline Data

● Parish Behavior Interventionist/ SAT Committee ● School Counselor ● School Wellness Team ● Utilization of restorative practices to build positive relationships and classroom/school community ● Panorama- Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.			
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3fffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://www.naesp.org/sites/default/files/Callender_MA12.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Title I School Planning: • SWP/Stakeholder Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. • Eureka Math, CKLA, Wit & Wisdom, and PhD Science Learning walks in peer teacher classrooms • Administration and Teacher Leader Cadre members attend the Teacher Leader Summit in order to receive tools and training which will enable all faculty members at Tucker to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect • Support from Curriculum Specialists with the introduction of new ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum.	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed Estimated Cost: \$6,000	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoints Digital Data Walls Survey Agendas Sign-in Sheet Teacher Survey Data
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• Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka), Guidebooks, and standards-based math curriculum. • Ongoing PD to reinforce and build PBIS program. • Ongoing PD to address needs based on data	Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderroles.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf	ED Priority(s): 1,2,3,4,5 Professional Learning Communities (PLCs): • Grade Level meetings which follow the PLC protocol discuss Tier I Curriculum (Eureka Math, Wit & Wisdom, CKLA, PhD Science, etc.). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities.	SWP Goal(s): 1,2,3,4,5,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund		Items Needed: Estimated Cost: \$0	Evaluation / Effectiveness Results (guide revision to the SWP):	Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoints Digital Data Walls Survey Agendas Sign-in Sheet Teacher Survey Data
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- Teams will be created in 1st and 2nd grade to review/analyze curriculum-based assessments that target curriculum goals and student growth. Some of these tests will be used to track student data and growth. Teams will also create and gather activities that reinforce and support implementation of tier 1 curriculum. - Title I contact person assists in making information available to teachers and faculty members. - Grade Level PLCs meet to discuss ELA (CKLA, Wit & Wisdom). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. - Teachers leadership roles are shared throughout the grade level - Teachers will collaborate during weekly PLCs (Professional Learning Communities) to analyze student data, classroom data, and school-wide data in comparison to district data for the purpose of determining individual growth plans and student learning targets. - Teams of teachers will meet to plan and organize lessons and lesson materials needed to effectively implement science scope and sequence. - Teacher leaders support and lead PLC meetings			☐ Perkins ☐ Other	
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderfor.es.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf https://files.eric.ed.gov/fulltext/EJ1207956.pdf https://books.google.com/books?id=uvk3AwAAQBAJ&lpg=PR11&ots=Gzw690gS8l&dq=instructional%20leadership%20team%20meeting%20effectiveness&lr&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false			Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Development: Other Professional Training – - Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. - Support from Curriculum Specialists Tier I ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum.	ED Priority(s): 1,2,3,4,5	Goal(s): 1,2,3,4,5,7,8 Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed Effectiveness Measure: Spring 2023 Dibels scores EOY District Checkpoints Digital Data Walls Survey Agendas Sign-in Sheet Teacher Survey Data

• Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka) • Ongoing PD to reinforce and build PBIS program. • Ongoing PD to address needs based on data • Administration and Teacher Leader members attend the Teacher Leader Summit in order to receive tools and training which will enable all faculty members at Tucker to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect • Eureka Math, CKLA, Wit & Wisdom, and PhD Science Learning walks in peer teacher classrooms			Estimated Cost: \$5,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderroles.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_20				

18_teacher_coaching.pdf				
http://www.scsk12.org/memo/files/learning%20walk2.pdf				
https://files.eric.ed.gov/fulltext/EJ1207956.pdf				

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs: ● School Administrators will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school. ● The district website advertises teacher openings. ● District leaders attend recruitment fairs at local colleges and universities in the fall and spring. ● Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships. ● The TPSS provides an 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: ● PLCs once weekly ● IET meetings ● District level PD ● New Teacher Orientation ● Effectiveness Stipends ● Uncertified teachers are given an opportunity to gain certification through a district incentive. Parish certification programs are offered at no charge. ● Funds and resources are provided by the district to assist teachers in preparing to	ED Priority(s): 1,2,3,4,5	Goal(s) : 1,2,3,4, 5,6,7,8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed:	Effectiveness Measure: Spring 2023 Dibels scores LEAP 2023 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet Copy of Certificates Praxis Tickets/Scores

take the Praxis Test to qualify for certification in their field.	Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.edutopia.org/teacher-development-research-keys-success https://learningforward.org/wp-content/uploads/2018/03/wiebk01.pdf https://files.eric.ed.gov/fulltext/EJ795876.pdf https://www.researchgate.net/publication/49610114_The_Effectiveness_of_Teach_for_America_and_Other_Under-certified_Teachers https://books.google.com/books?id=uvk3AwAAQBAJ&lpg=PR11&ots=Gzw690gS8l&dq=instructional%20leadership%20team%20meetings%20effectiveness&lr&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false		Estimated Cost: \$0	Evaluation / Effectiveness Results (guide revision to the SWP):
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1.8 STUDENT TRANSITION

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Transition Activities for Incoming and Outgoing students:

- Meet and Greet-yearly meeting to help incoming students and parents to meet the teacher before school begins
- Open House-yearly meeting to help incoming students and parents learn goals and expectations for the classroom and school
- Perrin visits Tucker- Kindergarten students and their parents take a field trip to Tucker to help incoming kindergarten students learn goals and expectations for the classroom and school
- Tucker visits D.C. Reeves- Second grade students and their parents take a field trip to D.C. Reeves to help outgoing students learn goals and expectations for their new classroom and school
- IEP meetings including current and future service providers

ED

Priority(s):

1,2,3,5

Goal(s):

1,2,3,4,5,
7,8

Budget Decisions/ Coordination:

- ☒ Title I
☐ Title II
☐ Title III
☐ Title IV
☐ LA4
☐ IDEA
☐ Homeless
☐ General Fund
☐ Perkins
☐ Other

Items Needed:

School buses

Estimated Cost:

\$2,000

Effectiveness Measure:

Spring 2023 Dibels scores
 LEAP 2023 scores
 EOY District Checkpoints
 Parent Survey
 Student Survey
 Agendas
 Sign-in Sheet

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

<https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

<https://journals.sagepub.com/doi/10.1177/2158244014530411>

Evaluation / Effectiveness
Results (guide revision to
the SWP):

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

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

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

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

English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

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

Headstart Preschool Programs: Head Start 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:

- Title I Contact Person along with the curriculum coach, and leadership team members will identify curriculum content to be assessed. They will create assessments that will allow teachers to evaluate student strengths, weaknesses, and growth. The assessments will be administered in the fall, winter and spring to determine growth and success of the plan being implemented.
- CKLA data will be collected in August and DIBELS data will be collected in September and two other times to determine students' reading strengths and weaknesses. Using the information collected, students will receive interventions that are targeted to meet their individual needs. Computer programs and reading interventionists will be utilized to assist teachers in supporting student growth. Student data, common formative assessments, and test scores will be used to identify students who are not showing adequate growth are performing below grade level expectations. Those students will receive additional support and be referred to SAT to be tracked and evaluated. Student progress will be collected, sorted by subgroups and analyzed to identify subgroups that may be at risk. Modification to the plan will be made to support those subgroups.
- Our PBIS planning team will analyze and report data by subgroups to the leadership team. This information will be discussed and then shared with collaboration pods. The PBIS team will also create bi-weekly incentives to motivate students to show dependable behavior. The PBIS plan will be used to monitor student performance. Morning announcements will be incorporated to reinforce the weekly character skill.

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:

- SIP Committee will meet after important data gaining points (DIBELS, SLTs, Common Formative Benchmark Assessments).
- The SWP will be monitored and adjusted if needed. The plan will be evaluated by the Leadership Team and Stakeholders to determine if adjustments should be made to achieve end of the year goals. Student academic and discipline data will be collected and evaluated. Data will be collected to identify base knowledge of all students and subgroups in the fall. Additional testing will be administered in the winter and spring. In addition, weekly assessments will serve as indicators of student growth, strengths and weaknesses. Our focus will be on improving academic achievement and behavioral data school wide. Phonemic awareness and reading fluency will be a central focus for first grade students. Reading fluency and

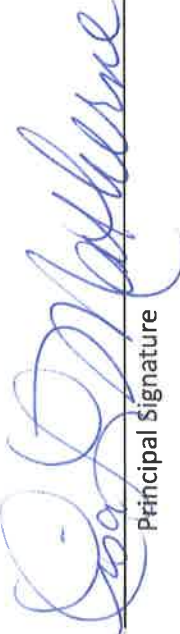
comprehension will be the focus for second grade students. While analyzing the plan, subgroups and trends will be identified and modifications will be made to target students who are falling behind or are at risk.	
Stakeholders will evaluate the plan mid-year to identify areas that may need to be adjusted to meet goals. At that time, notes will be taken, and adjustments will be noted to improve the plan for the upcoming year. In the spring, we will meet again to measure success and present additional resources and will be implemented in the upcoming year. Academic data, Needs Assessment Surveys, discipline data, and the Curriculum Implementation Scale will be analyzed to identify strengths and weaknesses to be considered in future planning.	
Describe how and when the evaluation results of the SWP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):	
SWP will be rated for effectiveness in the Early June 2023 Stakeholder meeting. Results will be shared with teachers during leadership meetings and PLCs in August 2023. Results will be shared during faculty meetings and strengths and weaknesses will be discussed. Results will be shared with parents and community members during Open House an. Assessment results are reported to stakeholders during PTO meetings, Open House in September, monthly PLCs, monthly parent newsletters, school website, and teacher websites. Parents will receive individual student reports, through daily work, weekly tests and report cards.	

2022-2023 Committee Members	
School Improvement Planning Committee	Parent/Family Engagement Committee
Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP	Responsible for the Implementation of the PFE Activities in the SWP
Members Include: - Principal: Lisa Matherne - Student: N/A - Curriculum Support Coach: Danielle Miller - Parent/Family: Lauren Perry - Parent/Family: Jamie Taylor - Community Member: Christy Knight You may add more members. Provide title and name of each member. Teacher: Amber Johnson Teacher: Linda McKenzie Teacher: Meagan Achee Teacher: Dianne Cothorn	Members Include: - Principal: Lisa Matherne - Student: N/A - Teacher: Katie Walker - Teacher: Dianne Cothorn - PBIS Team Member: Jessica Falcon - Parent/Family: Jamie Taylor - Parent/Family: Misty Noble-Hodge You may add more members. Provide title and name of each member. Curriculum Support Coach: Danielle Miller Teacher: Sarah Dowd

SCHOOL ASSURANCES

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

- ✓ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.


Principal Signature

9/28/22
Date


Chairperson, Schoolwide Improvement Team Signature

9-28-22
Date

Teacher: Katie Walker Teacher: Sarah Dowd Teacher: Julie Neidhamer Assist Principal: Keondra Hookfin Assist Principal: Ashley Penton	Teacher: Linda McKenzie Teacher: Meagan Achee Teacher: Julie Neidhamer Teacher: Katie Walker Assist. Principal: Keondra Hookfin Assist. Principal: Ashley Penton
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