

**2022-2023
Schoolwide Plan**



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

O. W. Dillon Leadership Academy
Pre-Kindergarten to 6th Grade

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

School O. W. Dillon Leadership Academy

SPS 31.9

Letter Grade F

Check all that apply (verify with principal):

CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an "f" for at least two years

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

The out-of-school suspension rate is two times the national average for the past three years

Frequently Ordered Title I Supplies

Place an "X" in the box to applicable areas. Enter estimated costs.

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner, Masters, Staples	X	X	X	\$18,000
Copy Machine, Duplicator, Printer	X	X	X	\$6,000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	\$2640
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$2,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	-	X	X	\$6,200
Laminator, Laminating Film	X	X	X	\$900
Poster Maker, Paper for Poster Maker, ink	X	X	X	\$1,200
Communication Folders, Planners	X	X		\$2,000
Accelerated Reader (AR) Licenses	-	X	X	\$3,948
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X		\$1,875
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	\$5,700
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	X	X	\$16,500

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, 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	X	X	\$2,880
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	\$8,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	\$5,000
ELA Materials:	X	X	X	\$3,000
Social Studies Materials: Globes, Maps	X	X	X	\$3,000

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 are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.

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:

- Stakeholders (including parents, students, and community members) will be invited in June 2023 to help evaluate the current SWP for effectiveness results based on effectiveness measures as well as help plan the SWP for the upcoming school year. The school's comprehensive needs assessment will be determined by analyzing school data; the findings will indicate areas of opportunities and strengths.
- Parent/Family Engagement Committee Semester meetings Summer 2022/Winter 2023 – One parent representative and one parent representative from a subgroup to assist in the planning of Parent/Family Events - the focus on sharing strategies families can use with students to achieve goals in the SWP.
- Parent/Family/Student/Staff Title 1 Surveys completed online – Winter 2022 - Spring 2023

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

- Parent/Family Title 1 Survey completed online topic: Student engagement. Only 34 % of students report talking about ideas from class. Provide students with a concrete opportunity to talk about ideas from class.
- Science scores indicate areas of opportunity. Science night to promote science, PhD/Open Science curriculum, and hands on science activities.

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

- Parent/Family Title 1 Survey completed online.
- Parents are invited to serve on the SWP as directed by ESSA.
- Stakeholders will be invited in June to discuss improvements for the implementation of the PFE plan.

- Parents/Family members will be involved in the implementation of the SWP through a collaborative effort at PFE activities.
- Parents/Caregivers attend IEP /IAP meetings and are involved in making decisions about their child's education plan.
- Parents/Family members are invited through Facebook, newsletters, website, and Robocalls / All calls to participate in committees including: Parent/Family Engagement Committee, and PBIS.

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

- Parents / Family members receive verbal communication at events such as: Annual Meeting/Open House, Meet and Greet, Parent/Family Engagement Committee, Luncheons, and O.W. Dillon events.
- Parents / Family members receive written information through the website, newsletters, Facebook, notes home and emails.
- Parents / Family members receive Robocalls / All calls for information.
- Parents / Family members use OnCourse Connect to receive information about their child's grades.
- Report cards are sent home each grading period.
- IEP meetings, 504 meetings, SAT meetings, which include parents, teachers, administrators, and support personnel, are held as needed/required to make educational decisions.

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
<p>Parent/Family Engagement Activity:</p> <p><u>Annual Meeting/Meet and Greet / Open House – August 2022</u></p> <ul style="list-style-type: none"> •Curriculum overview with grade level standards •JCampus/OnCourse Connect for Parents and Guardians • PFE activities scheduled for the year •PBIS - Positive Behavioral Interventions and Supports <p>*Informational slideshow may be posted in lieu of a meeting</p> <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=3748&context=dissertations</p> <p>https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2331&context=etd</p> <p>https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p> <p>https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</p>	<p>SWP Goal (s):</p> <p>1-13</p>	<p>Budget</p> <p>Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p>PBIS with Advanced Referral System</p> <p>Estimated Cost:</p> <p>Materials and supplies \$600</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><u>Pop In & Log In - OnCourse/JCampus/PBIS – September 2022</u></p> <ul style="list-style-type: none"> •Parents / Caregivers are invited to attend the family event and learn about OnCourse/JCampus features. Parents will learn how to calculate grades. Parents will log in with their child’s Chromebook. •Parents / Caregivers are invited to learn more about PBIS. Parents can use their child’s Chromebook along with a personal smartphone. 	<p>SWP Goal (s):</p> <p>1-13</p>	<p>Budget</p> <p>Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund 	<p>Items Needed:</p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p>Chromebooks</p> <p>PBIS OnCourse</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>

<p>●Popcorn will be provided to parents / caregivers that “pop in” for this event. *An alternative activity may occur in lieu of an in-person event with PFE Informational materials and/or video.</p>		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost:</p> <p>Materials and supplies \$600 PBIS with Advanced Referral System \$1533</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-School https://files.eric.ed.gov/fulltext/EJ1156936.pdf https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity: <u>Let’s take a “LEAP” – October 2022</u> ●Parents / caregivers are invited to attend a LEAP family workshop and are encouraged to attend sessions with their child’s teacher(s). Parents will learn the type of support your child will need based on his or her performance on the test and how many points are needed for achieving Mastery, indicating their readiness for the next grade level. ●Pre-K to 2nd grade teachers will present grade level curriculum content. *A traditional fair is planned – alternative activity may occur in lieu of an in-person event with PFE Informational materials and/or video.</p>	<p>SWP Goal (s): 1-13</p>	<p>Budget Decisions/Coordination:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost:</p> <p>Materials and supplies \$600</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://sedl.org/insights/2-2/District_Support_for_Family_Engagement.pdf https://sedl.org/secc/resources/briefs/improve_family_community_share/ImprovingFamilyCommunity.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p><u>Math Night/STREAM Night</u> – January 2023</p> <ul style="list-style-type: none"> ●Parents / caregivers are invited to attend the family event. ●Parents will learn about the components of Eureka Math Squared ●The math teachers will provide parents / caregivers with ideas for hands-on math activities and homework help. <p>*Zoom event likely in lieu of in-person event</p>	<p>SWP Goal (s):</p> <p>1, 3, 4, 6, 8, 10, 12, 13</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost:</p> <p>Materials and supplies \$600</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.familymathnight.com/blog/?p=4617</p> <p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog14_engaging-families-for-math-success.asp</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><u>Science Night</u> – February 2023</p> <ul style="list-style-type: none"> ●Parents / caregivers are invited to participate in this family event. ● Parents will learn about the components of PhD Science/Open Science. ●Families will get to participate in a hands on science activity. <p>*Zoom event likely in lieu of in-person event</p>	<p>SWP Goal (s):</p> <p>1, 4, 5, 8, 10, 12, 13</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p>Estimated Cost:</p> <p>Materials and supplies \$600</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://scholarworks.montana.edu/xmlui/bitstream/handle/1/10089/SchumacherR0816.pdf?sequence=6</p> <p>https://gm.greatminds.org/en-us/funding-resources</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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.**
and
- **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
School Performance Score increased, with the exception of 20-21, 4 consecutive years	School Performance Score dropped from 55.5 to 33.9 in 20-21
72% of Pre-Kindergarten students scored average or above on the end of the year ELA assessment	Comprehensive Intervention Required for: Academics
78% of Pre-Kindergarten to second grade students scored average or above on the end of the year math assessment	Urgent Intervention Required for: Students with Disabilities, Economically Disadvantaged, and Black students
31% of students in grades 3-6 scored Basic or above on the Spring 2022 LEAP Assessment in ELA.	0% of students with disabilities in grades 3-5 scored Mastery or above on the Spring 2022 LEAP Assessment in ELA.
22% of students in grades 3 – 6 scored Basic or above on the Spring 2022 LEAP Assessment in Math.	0% of students with disabilities in grades 3-5 scored Mastery or above on the Spring 2022 Leap Assessment in Math.
100% of students in grades 3-6 are on track to mastery in both ELA and Math.	3% of grade 5 students scored Mastery or above on the Spring 2022 LEAP Assessment in Social Studies.
95% of students report that they have a teacher or other adult from school they can count on to help, no matter what.	2% of grade 5 students scored Mastery or above on the Spring 2022 LEAP Assessment in Science.
89% of students report that teachers are respectful towards them.	Only 34 % of students report taking about ideas from class.
	Only 39% of students reported feeling that other students showed them respect.

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:

O. W. Dillon Leadership Academy is a community school with 97% Economically Disadvantaged students. O. W. Dillon has an SPS score of 31.9 and Comprehensive Intervention is required. The SPS subgroup score is 12, but notably student progress is 94.0. Students in grades pre-kindergarten to 2nd grade are scoring significantly better on benchmark assessments compared to students in grades 3rd to 6th on LEAP 2025 assessments. LEAP

2025 Mastery or Advance scores in science and social studies are holding steady at 4% and 5%, and improvement in these areas is essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 0-1. The correlation between LEAP scores and the Implementation scores is 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. Strengths include 93% of students with zero out of school suspension and 95% of students report that they have a teacher or other adult from school they can count on to help, no matter what. Only 34 % of students report taking about ideas from class. From the parent survey last year indicating 50% of students responded that parents have visited school for activities and the lack of attendance at Parent Family Engagement events, increasing parent family involvement at O. W. Dillon is a priority.

According to the BOY Reading iREADY diagnostic assessment, 132/146 (90%) of students in grades 3 - 6 are working one to three grade levels below. According to the BOY Math iREADY diagnostic assessment, 87/147 (59%) of students in grades 3 - 6 are working one to three grade levels below.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase effective implementation of core curriculum, with a focus on science and social studies.
- Increase the percentage of students proficient in science.
- Decrease behavior incidents within the classroom.
- Increase students' favorable perception of school climate
- Increase effective implementation of core curriculum, with a focus on science and social studies.
- Increase the percentage of students proficient in science.

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):

Data collected and analyzed from multiple sources: LEAP 2025, LADOE School Report Card, LEAP 360, Benchmark Assessments for K-2, TS Gold for Pre-K, Formative Assessments, Report Card Grades, and AR.

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. By May 2023, at least 41% of the students in grades 3-6 (general education and students with disabilities) will score basic or above on the Spring 2023 ELA LEAP assessment
2. By May 2023, at least 32% of the students in grades 3-6 (general education and students with disabilities) will score basic or above on the Spring 2023 Math LEAP assessment
3. By May 2023, at least 26% of the students in grades 3-6 (general education and students with disabilities) will score basic or above on the Spring 2023 Science LEAP assessment.

4. By May 2023, at least 23% of the students in grades 3-6 (general education and students with disabilities) will score basic or above on the Spring 2023 Social Studies LEAP assessment.
5. In the areas of ELA and Math, the percentage of students in grades K-3 (general education and students with disabilities), who take the ELA and Math end of the year district benchmark assessment will score no more than 15% below the district average through the use of Tier 1 curriculum material.
6. The PBIS committee will meet once a month to discuss discipline, rewards, fundraisers, and teacher compliance. By the end of 2023, OWD will demonstrate less than 50 Major discipline referrals that results in suspension in grades K - 6
7. By 2023 O.W. Dillon Leadership Academy will increase the SPS from 33.9 to 40.

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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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guidebooks will be used in grades 3-6 – ELA curriculum aligned with state standards. ● Wit and Wisdom and CKLA will be used in grades K-2 – ELA curriculum aligned with state standards. ● Teachers will utilize the Guidebooks or Wit and Wisdom / CKLA (mClass) curriculums to plan for and implement 120 – 170 minutes of daily ELA instruction to increase student achievement Including the following pedagogy:- teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer -independent practice; - use of manipulatives/hands on materials. ● Teachers will utilize Accelerated Reader to motivate students to engage in reading in order to impact student growth. ● Eureka Math - curriculum aligned with state standards ● Teachers will utilize the Eureka curriculum to plan for and implement 75-120 minutes of daily Math instruction to increase student achievement Including the following pedagogy:- CRA methodology; -teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer -independent practice; - use of manipulatives. ● Science - PhD and OpenSciEd and curriculum aligned with state standards. ● Social Studies curriculum aligned with state standards. 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies Test prep materials ELA, math, science, and social studies materials (Such as: calculators, globes, maps, plant, water, and life-cycle materials, cvc, sight word, word family, alphabet, letter formation, whisper phones, reading trackers, math skills, number operations, counting materials, timers, clipboards, pocket charts, chart stands, magnets, sensory materials, storage sacks, 2” tape, post it flags, index cards, zip bags, bags, rubber bands, journals, construction paper, grid paper, triangular grid paper, giant walk-on number line, blank write on wipe off number lines and number bond cards, push pins, paint) Chargers/ Power Cords, Power Strips for Chromebooks, LEAP</p>	<p>Effectiveness Measure:</p> <p>Curriculum assessments, LEAP 360, LEAP 2025 Report card grades, intervention usage reports, intervention progress reports</p>
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<p>●Accelerated Reader is a supplemental program- to motivate students to engage in reading in order to influence student growth.</p>				<p>2025 Test Prep books, Kindergarten instructional activity rug, At-Your-Seat Storage Sacks, PBIS, OnCourse, curriculum, etc. while actively circulating/teaching in the classroom. Accelerated Reader student licenses iReady Literacy Pro. BookFlix PearDeck Premium membership NoRedInk subscription</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68</p> <p>https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.</p> <p>https://doc.renlearn.com/KMNet/R61323.pdf</p> <p>https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evidence-based-research-report.pdf</p> <p>https://www.marylandresourcehub.com/evidence-based-curriculum-review</p> <p>https://gm.greatminds.org/en-us/funding-resources</p> <p>https://about.zearn.org/insights/zearn-math-effectiveness</p>				<p>Estimated Cost:</p> <p>Materials and supplies \$45,000 Accelerated Reader \$3,948 iReady \$5,000 BookFlix \$4,200 Literacy Pro \$4,000 PearDeck \$1,500 NoRedInk \$5,700 Kindergarten instructional rug \$295</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> ● LEAP 2025 Results from 2022 - assessment data would be analyzed by administration and teachers to determine strengths and areas of weakness in curriculum and instruction in order to plan accordingly for the upcoming school year for students in grades 3-6. ● MindPlay – ELA assessment 1-6. ● iReady – ELA and math assessment K-6 ● Amplify mClass – K-2 ELA assessment. ● DIBELS / DAZE assessments. ● DIBELS Next – DIBELS assessments are administered to K-2 students. The data is analyzed and used to determine student needs for instruction and interventions. ● Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs. ● TS Gold – Pre -K assessment for early childhood objectives for development and learning. 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes for DIBELS testing data analysis, substitutes for LEAP 360 interim assessment data analysis assessment materials and supplies</p> <p>Estimated Cost:</p> <p>Substitutes and supplies \$800</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, DIBELS/DAZE, MindPlay, iReady, AR, DRDP, Amplify mClass, Unique, Guidebook performance task results</p> <p>Review of intervention data, usage reports, progress reports, reflection</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68</p> <p>https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.</p> <p>https://doc.renlearn.com/KMNet/R61323.pdf</p> <p>https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evidence-based-research-report.pdf</p> <p>https://www.marylandresourcehub.com/evidence-based-curriculum-review</p> <p>https://gm.greatminds.org/en-us/funding-resources</p> <p>https://about.zearn.org/insights/zearn-math-effectiveness</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ●Students with Disabilities receive accommodations in their classrooms according to their IEPs / IAPs and implemented to the Diverse Learners Guide, as needed. Students receive instruction through the inclusion model (the special education teacher will push in to the regular education classroom and provide academic supports). Students also receive resource minutes in a small group setting to cover curriculum needs. The Louisiana Connectors are for Students with Significant Disabilities. ●LEAP 2025 – all students in grades 3-6 will take the standardized state tests. Students in special education, who qualify, will take LEAP Connect. 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Accelerated Reader student licenses iReady BookFlix Literacy Pro</p> <p>Estimated Cost:</p> <p>Accelerated Reader \$3,948 iReady \$5,000 BookFlix \$4,200 Literacy Pro \$4,700</p>	<p>Effectiveness Measure:</p> <p>LEAP Connect grades 3-6, LAA 1 Science grade 4 AR, iReady</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding. https://doc.renlearn.com/KMNet/R61323.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be 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, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Imagine Learning 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost:</p> <p>Materials and supplies \$50.00</p>	<p>Effectiveness Measure:</p> <p>Translator sign in sheets EL teacher schedule</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

Interventions for At-Risk Students				
<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> mClass – progress monitoring every ten days in grades K-2. Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs. TS Gold – Pre -K assessment for early childhood objectives for development and learning. MindPlay – and ELA intervention program. 	<p>Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Assessment data, DIBELS, Reading Inventory, Read 180 / System 44, CBAs, LEAP scores, substitutes for assessment data analysis</p>	<p>Effectiveness Measure:</p> <p>Assessment data, DRDP, MindPlay, iReady, CBAs, LEAP scores</p>

<ul style="list-style-type: none"> ●iReady – ELA and math adaptive intervention K-6 ●IEPs, IAPs, and SAT documents are used to determine placement for specific interventions based on students’ identified needs and data. 			<p>Estimated Cost:</p> <p>Substitutes and supplies \$800</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ●MindPlay – reading and language arts instruction program for students who qualify in grades 2-6. ●iReady – ELA and math adaptive interventions K-6 	<p>Goal(s):</p> <p>1-6, 8 ,10, 12-14</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Accelerated Reader student licenses iReady BookFlix Literacy Pro</p> <p>Estimated Cost:</p> <p>Accelerated Reader \$3,948 iReady 5,000 BookFlix \$4,200 Literacy Pro \$4,700</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, AR, Unique, MindPlay, Zearn Math, CBAs, assessment data</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ●Students who are still demonstrating academic and / or behavior concerns are recommended for 504 / SAT - counselor, speech therapist and other pupil appraisal representatives meet with the parents to discuss services and / or interventions. 	<p>Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes for assessment data analysis PBIS with Advanced Referral System</p> <p>Estimated Coast:</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, DIBELS/DAZE, Unique, MindPlay, CBAs, PBIS, assessment data</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

			Substitutes and supplies \$500 PBIS with Advanced Referral System \$1533	
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ●Students with academic concerns (IEPs / IAPs) receive additional support in a small group resource setting with the special education teacher / special education staff or students receive additional support in the regular education setting with the special education teacher / special education staff. ●Eligible students use various programs such as MindPlay, etc. ●Students with behavior concerns (BIP) receive additional supports. 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-6, 8-10, 12-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes for assessment data analysis PBIS with Advanced Referral System</p> <p>Estimated Coast:</p> <p>Substitutes and supplies \$500 PBIS with Advanced Referral System \$1533</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, DIBELS, Reading MindPlay, Zearn Math, CBAs, PBIS, assessment data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</p> <p>https://www.hmhco.com/research/essa/essa-solutions-comparison-chart</p> <p>https://charts.intensiveintervention.org/intervention/toolGRP/5</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

cbd9f8744539c68 https://about.zearn.org/insights/zearn-math-effectiveness					
Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> ●All EL students who qualify are provided support in the classroom by the teacher. EL students are supported through the use of Imagine Learning. Students will also have the use of a translator app. District translators are available. The English Language Proficiency Test (ELPT) provides information regarding student instructional needs and supports. EL students stay in their regular classes with their English speaking peers to help them practice and acquire English language skills. EL students have access to grade level standards based instruction along with the Louisiana Connectors for English Learners. 	ED Priority(s): 1-3	SWP Goal(s): 1-6, 8-10, 12-14	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: Materials and supplies Estimated Cost: Materials and supplies \$50	Effectiveness Measure: English Language Proficiency Test ELPT
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2					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**.

<p>Activities to Address Social and Emotional Well Being:</p> <p>●Students will participate in SEL Character First lessons and activities.</p>	<p>ED Priority(s):</p> <p>2</p>	<p>SWP Goal(s):</p> <p>7, 11, 14</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Character First</p> <p>Materials and supplies</p> <p>Information and promotion: paper, pencils, markers, notebook paper, posters and adhesive tape</p>	<p>Effectiveness Measure:</p> <p>Number of major discipline referrals, suspensions / expulsions Attendance</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.tangischools.org/departments/student-services#fs-panel-32813</p> <p>https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx</p> <p>https://resources.finalsite.net/images/v1628196805/tangischoolsorg/qn4ucrpulwp8v8tko2iq/REVISEDWelcomeBackToSchoolAugust2021.pdf</p> <p>https://characterfirsteducation.com/</p> <p>https://files.eric.ed.gov/fulltext/ED585944.pdf</p>			<p>Estimated Cost:</p> <p>Information and promotion: posters and adhesive tape \$800</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

1.5 STUDENT OPPORTUNITIES

Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable **Believe to Achieve: Educational Priorities**.

<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.):</p> <ul style="list-style-type: none"> • 21st Century After School Program - 2 ½ hours @ 4 days per week. 21st Century provides homework help, remediation, PE and other activities with online programs such as: Prodigy, and Epic Books. *program to be in person and not virtual this year • Semester Field Trips – real-world experiences, for new learning and social-emotional growth opportunities. 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-8, 10-14</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials and supplies</p> <p>Estimated Cost:</p> <p>Materials and supplies \$800.00 (Teacher salaries and some programs are paid through the 21st Century After School Program Grant)</p>	<p>Effectiveness Measure:</p> <p>Student roster and attendance sheets Permission slips with Agenda</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/pubs/clc2004_abstract.asp</p> <p>https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • A form of accelerated class for highly motivated students is offered in selected grade levels. • Talented and Gifted classes available through the district for students who qualify. 					

1.6 MULTI-TIRED 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.

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● Strong technology enhanced PBIS, which facilitates student recognition, positive rewards, and motivation. (Tier 1) ● PBIS Advanced Referral System -a digital discipline tracking system provides notifications to administration and data to make adjustments and interventions with the intent to maximize positive behavior and improve school climate. ● Check In / Check Out program (Tier 2) 	<p>ED Priority(s):</p> <p>2</p>	<p>SWP Goal(s):</p> <p>7, 11, 14</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>PBIS with Advanced Referral System PBIS Store Items Posters, packing / adhesive tape</p> <p>Estimated Cost:</p> <p>PBIS with Advanced Referral System \$1533 PBIS Store Items 3,000 Information and promotion: posters and packing/adhesive tape \$800</p>	<p>Effectiveness Measure:</p> <p>Number of major discipline referrals, suspensions / expulsions Attendance</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</p> <p>https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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.

<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP 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. 	<p>ED Priority(s):</p> <p>4-5</p>	<p>Goal(s):</p> <p>1-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p>Estimated Cost:</p> <p>Substitutes and stipends \$8,000</p>	<p>Effectiveness Measure:</p> <p>Agenda Sign-in Sheet Log Sheets</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Faculty and staff participate in monthly PLC meetings. ● Faculty participate in weekly collaboration meetings for team members to focus on curriculum and instruction as well as behavior concerns. ● Faculty and staff leadership team members participate in a minimum of bi-monthly meetings. 	<p>ED Priority(s):</p> <p>4-5</p>	<p>Goal(s):</p> <p>1-14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins 	<p>Items Needed:</p> <p>Materials and supplies Substitutes Stipends</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, LEAP 360, assessments, data, PLC documentation, discipline data</p>

			<input type="checkbox"/> Other	Materials and supplies \$500 Substitutes \$5,000 Stipends 20,000	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. 	<p>ED Priority(s):</p> <p>4-5</p>	<p>Goal(s):</p> <p>1-13</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed <p>Estimated Cost:</p> <p>Materials and supplies \$500 Substitutes \$5,000 Stipends 20,000</p>	<p>Effectiveness Measure:</p> <p>Rosters, sign in sheets, agendas</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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 Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS 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: ●Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.	ED Priority(s): 4-5	Goal(s): 1-14	Budget Decisions/ Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: None at the school level Estimated Cost:	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tangischools.org/departments/human-resources				Tuition for this program is \$4,500. However, there is no out of pocket expense as long as the teacher candidate teaches in Tangipahoa Parish for three years \$50 application fee for a Practitioner License	Evaluation / Effectiveness Results (guide revision to the SWP):

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: <u>Grade Six Transition Visit Day</u> – March 2023 ●Sixth grade students visit Kentwood Junior High School. ●Kentwood Junior High School teachers present grade level expectations to upcoming students.	ED Priority(s): 1	Goal(s): 11-14	Budget Decisions/ Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: Instructional materials and supplies to support PFE activities and meetings Substitute and transportation costs Estimated Cost:	Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					

https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1091&context=edd				Materials and supplies \$50.00 Substitutes and transportation \$300.00	Evaluation / Effectiveness Results (guide revision to the SWP):
Transition Activities for Incoming and Outgoing students: <u>Kindergarten Transition Visit Day – April 2023</u> <ul style="list-style-type: none"> ●Pre-K students visit and tour the school. ●Kindergarten teachers present curriculum overview with grade level standards to upcoming kindergarten parents / caregivers. *Zoom event likely in lieu of in-person event	ED Priority(s): 1	Goal(s): 9, 14	Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: Instructional materials and supplies to support PFE activities and meetings Substitute and transportation costs Estimated Cost: Materials and supplies \$50.00 Substitutes and transportation \$300.00	Effectiveness Measure: Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions 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://eclkc.ohs.acf.hhs.gov/publication/educator-practices-support-successful-transitions-kindergarten https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ttk-educator-practices-successful-trans.pdf					

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

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

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

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

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

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

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

4. Regular Monitoring and SWP Revision

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

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

- The SWP Committee meets bi-monthly to discuss progress points and any needed addendums to the School Wide Plan.
- The SWP Committee meets to discuss and analyze student data: LEAP 2025, LEAP 360 DIBELS, in order to make needed adjustments.
- The SWP Committee reviews student assessment data: LEAP 2025, LEAP 360 DIBELS, CBAs for special education students, in order to make needed accommodations and adjustments.

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

- The SWP Committee meets bi-monthly to discuss progress points in the School Wide Plan.
- The SWP Committee will evaluate the effectiveness of the programs implemented in the current school year when planning for the next school year.
- The SWP Committee members meet to discuss goals to increase student learning and achievement for the upcoming school year using information and data from the current year.
- The SWP Committee meets with stakeholders (including parents, students, and community members) to assess results from current plan and set new goals for upcoming school year, ongoing and June 2022/2023

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 information will be shared with parents and caregivers at the Meet and Greet / Open House/ Annual Meeting in August.
- SWP information will be shared with faculty and staff at professional development meetings in August.
- SWP information will be shared and posted on the school website at the beginning of the school year.

2022-2023 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Torrea Gordon-Ard
- Assistant Principal: Rosa Eleser
- Student: Zacharee Myers
- Teacher: Lindsey Pennington
- Teacher: Devona Sibley
- Teacher: Natasha Johnson
- Parent/Family: Ja’Nisha Williams
- Parent/Family: Talor Kinzy
- Community Member: Charlieta Banks

You may add more members. Provide title and name of each member.

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members

Include:

- Principal: Torrea Gordon-Ard
- Assistant Principal: Rosa Eleser
- Student: Zacharee Myers
- Teacher: Lindsey Pennington
- Teacher: Devona Sibley
- Teacher: Natasha Johnson
- Parent/Family: Ja’Nisha Williams
- Parent/Family: Talor Kinzy

You may add more members. Provide title and name of each member.

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
 - A 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.

Torrea Gordon-Ard

Principal Signature

10/14/2022

Date

Rosa Eleser

Chairperson, Schoolwide Improvement Team Signature

10/14/2022

Date