

2022-2023 School wide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

The D.C. Reeves Elementary 3rd & 4th Grades

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

School: DC Reeves Elementary

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%

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	\$2,500
Copy Machine, Duplicator, Printer	X	X	X	\$6,000
Service Contracts, Repair Cost, Rebuild Kits		X		\$3,000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$10,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X	X	\$10,000
Laminator, Laminating Film		X		\$7,500
Poster Maker, Paper for Poster Maker, ink		X		\$2,500
Communication Folders, Planners	X	X	X	\$1,500
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X		\$2,000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X		\$1,500
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	\$2,500

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		\$2,500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$3,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$3,000
ELA Materials:		X		
Social Studies Materials: Globes, Maps		X		

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 school wide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

- Invited a diverse group of stakeholders including (parents of EL students, students' w/disabilities, regular education students, community members, teachers, administration, etc.). This group helped to...
 - Committee met in June 2022 to review results of our Comprehensive Needs Assessment Survey. The Committee included 3 parents, and 1 local business owner.
 - Decide on effectiveness rating of last year's school wide plan.
 - Set priorities for the 2022-2023 school year and create CAN by analysis of data.
 - Create school wide plan based on priorities.
 - In September 2021, a second committee meeting will be held to discuss detailed implementation of Parent/Family engagement activities.
 - A mid-year review meeting will be held in January
 - Parents are allowed to review plans upon request

Provide examples of changes made to the school wide plan based on input from families/parents

NONE AT THIS TIME

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

We make parents and community stakeholders' partners with our educators by allowing them a voice in school decisions. Each of these groups has a vested interest in ensuring that our educational system is effective and meets the needs of all learners.

Therefore, we...

- Work collaboratively with Stakeholders.

- Include them in analyzing data and setting goals/priorities for the school year.
- Schedule meetings at times convenient for parents.
- Show respect for their perspectives.
- We maintain an open door policy to ensure public has access to all levels of administration.
- Conferences are frequently scheduled with parents, teachers, and administration to discuss any academic or behavioral concerns
- Parents are required to attend SAT Team, IEP or 504 meetings annually to ensure special needs are being met

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

We communicate information to parents through...

- Weekly communication folders are sent home with students. Signature of parent is required upon return
- 3rd - 4th grade are issued a weekly planner that assignments are kept in. Parents have daily access to this
- All parents must be contacted by the homeroom teacher within the first 6-weeks
- School wide event flyers are sent home with every student along with Robo calls and posting on our website
- Assignments are posted in a timely manner in Jcampus, Class Dojo, Report cards are sent home each period and parents have access to view online as well
- The school's website
- Email
- Phone calls
- Robo calls
- Facebook

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 (\$) 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><input checked="" type="checkbox"/> Meet and Greet (August 9th)</p> <ul style="list-style-type: none"> This is an opportunity to review District JCampus System for Parents and assessments for specific grade-level, grade level expectations, standardized testing <p>This will be an opportunity for parents and students to meet their child's teacher for the 2022-23 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures.</p>	<p>SWP Goal (s):</p> <p>1, 2, 3</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>M & G</p> <p>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Handouts</p> <p>Student Supply List</p> <p>Homeroom List</p> <p>Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form</p> <p>Estimated Costs:</p> <p>\$1,000</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</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> <ul style="list-style-type: none"> https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf https://files.eric.ed.gov/fulltext/EJ1156936.pdf 				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><input checked="" type="checkbox"/> Parent Literacy Night (September 22)</p> <p>Students and their families will participate in a variety of activities provided by teachers. These activities will be designed to provide a deeper understanding of Tier I curriculum in the classroom.</p>	<p>SWP Goal (s):</p> <p>1, 2, 3</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 	<p>Items Needed:</p> <p>PLN</p> <p>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports,</p>

		<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	Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Estimated Costs: \$500	exit tickets, surveys
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1074&context=reading_horizons</p>				Evaluation / Effectiveness Results (guide revision to the SWP):
<p>Parent/Family Engagement Activity:</p> <input checked="" type="checkbox"/> Open House (September 8) <ul style="list-style-type: none"> This is an opportunity for parents and students to meet their child’s teacher for the 2019-20 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade level curriculum, positive discipline, and homework procedures. Title I information and SWP information will be presented to parents. 	SWP Goal (s): 1, 2, 3	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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Estimated Costs: \$500	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
<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.tallahassee.com/story/life/family/2014/09/09/reasons-attend-schools-open-house/15326841/</p>				Evaluation / Effectiveness Results (guide revision to the SWP):
<p>Parent/Family Engagement Activity:</p> <input checked="" type="checkbox"/> All Pro Dads Breakfast (Monthly) <ul style="list-style-type: none"> This is an opportunity for students and important male figures (dad, grandfather, uncle, etc.) to share a bonding experience over a breakfast meal. There will be guest speakers in attendance to promote positivity and the importance of the male presence in the student’s life. 	SWP Goal (s): 1, 2, 3	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 	Items Needed: APD Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate. Breakfast will be provided for parents and students in attendance. Estimated Cost: \$2,000	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys

<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.allprodad.com/educators/</p>		<input type="checkbox"/> Other		<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><input checked="" type="checkbox"/> Mardi Gras with Moms (February 23/24)</p> <ul style="list-style-type: none"> Students enjoy family bonding with Mom during this fun filled event. There are activities that promote family engagement such as: dinner, dancing, pictures, and family game-like fun. 	<p>SWP Goal (s): 1, 2, 3</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: MWM</p> <p>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Handouts Student Supply List Homeroom List</p> <p>Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form</p> <p>Light refreshments will be served. Estimated Cost: \$750</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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://hechingerreport.org/what-the-research-says-about-the-best-way-to-engage-parents/</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><input checked="" type="checkbox"/> Mad About Math Eureka Night (Oct 19)</p> <ul style="list-style-type: none"> Students and their families will participate in a variety of activities provided by teachers. These activities will be designed to provide a deeper understanding of Tier I curriculum in the classroom. 	<p>SWP Goal (s): 1, 2, 3</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: MAM</p> <p>Differentiated based on classroom needs: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Snacks and refreshments may be provided to parents for meetings and activities. Estimated Cost: \$500</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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.familymathnight.com/blog/?p=4617</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity: PBIS Events</p> <p>At the end of each nine weeks, the PBIS team will host events for students. Parent will be invited/encouraged to attend some of the events. These events include: Neon Dance Party,</p>	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II 	<p>Items Needed: PBIS</p> <p>Differentiated based on Activity:</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports,</p>

<p>Character dress up, Dance off, Sing-Along assembly, Lip Sync Battles, Kickball game. During these events, parents will be instructed on ways to incorporate the positive behavior incentives to home activities. (PBIS system will be reviewed with parents.)</p>		<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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Decorations: Students will utilize paper and other items to decorate.</p>	<p>exit tickets, surveys</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://nwcommons.nwciowa.edu/cgi/viewcontent.cgi?article=1375&context=education_master_s</p>			<p>Estimated Cost: \$500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Grandparents Day Luncheon-(Sept 9) Grandparents are invited to attend the annual luncheon where students celebrate the importance of family time and bonding with Grandparents. There will be a guest speaker attending, to promote positivity, assist with additional resources based on the importance of grandparents in a student’s life. 	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <p>X 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>	<p>Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Decorations: Students will utilize paper and other items to decorate.</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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://reader.elsevier.com/reader/sd/pii/S1877042812013481?token=1D408BE20ADEFEF4C7C1783EE7D1A4918914761507DBC6E0D62DA6FBB174C2A18CFC7C334B7AE80569038247EACF8F00&originRegion=us-east-1&originCreation=20221011022027</p>			<p>Estimated Cost: \$500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <ul style="list-style-type: none"> ☑ Field Day- (October 20/21) Families will attend activities that promote positive interaction and competition with students while engaging in physical activities. There will be a short presentation focusing on promoting Physical Fitness for students. 	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <p>X 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>	<p>Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Decorations: Students will utilize paper and other items to decorate.</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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.prnewswire.com/news-releases/10-benefits-of-physical-activity-for-students-301414560.html</p>			<p>Estimated Cost: \$500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p><input checked="" type="checkbox"/> Veterans Day Program (November 11) Parents and families are invited to attend the Veterans Day program where students will participate in celebrating and honoring Veterans. The presentation provided will incorporate how the curriculum correlates to veterans and character traits system.</p>	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <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>	<p>Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate.</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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.fantasticfunandlearning.com/teaching-kids-about-veterans-day-resources-and-ideas.html</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><input checked="" type="checkbox"/> Christmas Program (December 19/20) Parents and families are invited to attend the Christmas Program where students will participate in an event dedicated to celebrating Christmas. Students will perform before a school-wide assembly. Activities aligned with Louisiana State Standards and technology tidbits incorporated for learning.</p>	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <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>	<p>Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate.</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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.goodhousekeeping.com/holidays/christmas-ideas/g34837704/how-christmas-is-celebrated-around-the-world/ https://www.tangischools.org/departments/technology</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p><input type="checkbox"/> Black History Month Program (Feb 28) Parents and families are invited to attend the Christmas Program where students will participate in an event dedicated to the accomplishments of famous African-Americans in history. Students will perform before a school-wide assembly. Activities aligned with Louisiana State Standards. Technology tidbits available for review.</p>	<p>SWP Goal (s): 1, 2, 3</p>	<p>Budget Decisions/Coordination:</p> <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</p>	<p>Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate.</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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>Evaluation / Effectiveness</p>

https://www.primaryblissteaching.com/4-reasons-to-teach-black-history-to-young-children/		<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other		Results (guide revision to the SWP):
Parent/Family Engagement Activity: <input type="checkbox"/> LEAP Into Success- This will provide information for parents regarding statewide assessments, online resources, and strategies to assist students with preparation for LEAP testing. LEAP preparation activities and information provided for families.	SWP Goal (s): 1, 2, 3	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: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate. <u>Estimated Cost: \$500</u>	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
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/resources/library/family-support-toolbox-library				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: <input checked="" type="checkbox"/> Cinco De Mayo Celebration (May 5) Parents and families are invited to attend the Cinco de Mayo Celebration where students will participate in events that connect to the celebration of Mexican and Mexican American culture. Presentation will be provided to inform cultural awareness and implementation through curriculum.	SWP Goal (s): 1, 2, 3	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: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate. <u>Estimated Cost: \$500</u>	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://growingupbilingual.com/teaching-kids-about-cinco-de-mayo/ https://www.macmillanenglish.com/us/blog-resources/article/cultural-awareness-1				Evaluation / Effectiveness Results (guide revision to the SWP):

1.2 COMPREHENSIVE NEEDS ASSESSMENT

To ensure the school wide 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 school wide 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 CAN	OVERALL WEAKNESSES LISTED in CNA
The number of 4th Grade students scoring <u>Mastery & Advanced</u> in ELA increased by 200 students	The number of 3rd Grade students scoring <u>Approaching Basic & Unsatisfactory</u> in ELA increased by 36 students
The number of 4th Grade students scoring Mastery & Advanced in Math increased by 34 students	The number of 3rd Grade students scoring Approaching Basic & Unsatisfactory in Math increased by 8 students
The number of 4th Grade students scoring <u>Mastery & Advanced</u> increased in Science & Social Studies: <ul style="list-style-type: none"> • Science-20 Social Studies-62	The number of 3rd grade students scoring <u>Approaching Basic & Unsatisfactory</u> increased in Science & Social Studies: <ul style="list-style-type: none"> • Science-36 Social Studies- 91
	22% of Economically Disadvantaged Scored Mastery or Advanced on LEAP 2025 in ELA 23% of African Americans Scored Mastery or Advanced on LEAP 2025 in ELA
ELA and Math were a between a Level 2 & 3 on the LADOE implementation scale.	Social Studies was a Level 1 on the LADOE Curriculum Implementation Scale
88% of the students at THE DCR feel they are supported in their relationships with family, friends, and adults at school. Compared to other schools across the country, our school is near the 70th percentile on this topic.	Engagement: 66% of the students at THE DCR responded favorably to being attentive and invested in class. Compared to other schools across the country, our school is near the 80th percentile on this topic.
76% of the students at THE DCR feel they have a strong connection between them and their teachers beyond the classroom. Compared to other schools across the country, our school is near the 80th percentile on this topic.	59%% of the teachers at THE DCR have a favorable perception of their own professional well-being.

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:

All of the data collected and examined came from multiple data sources including: LEAP 2025, LEAP 360, Classroom/Student Work, LDOE School Report Card Grades, OnCourse Stats, Principal's Portal, Formative Assessments: EAGLE, LADOE Curriculum Implementation Scale, Discipline Data, PBIS Rewards, Leadership Team Analysis, Electronic Surveys (Staff, Parents, and Students), and the Principal's Portal.

D.C. Reeves Elementary School is a 3rd and 4th grade community school with (308) 48.28% Economically Disadvantaged students. We are committed to creating a learning environment in which students take the initiative to be Respectful, Compassionate, and Great with an opportunity to be lifelong learners and productive citizens. By incorporating diverse learning into our daily curriculum, we will ensure that all students play an integral part of learning. Our PBIS Rewards program plays a key role in the success of our students. By tracking progress and soliciting input from all sources (students, faculty, and staff), we will continue to increase positive behavior on a daily basis. Our SPS score is 62.8 and Urgent Intervention is required. We had 83% of students who had fewer than 15 absences and 98% of students who had zero out of school suspensions. LEAP 2025 Mastery or Advanced scores in science and social studies are holding steady at 23%, and improvement in these areas is essential.

Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were consistently 1. The correlation between LEAP 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. Strengths include 96% of students with zero out of school suspension and 88% feel that they are supported through their relationships with friends, family, and adults at school. Relationship building is a priority at The D.C. Reeves Elementary, as 76% of families' agree that students have a strong connection between them and their teachers beyond the classroom.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Academic Data---Tier I curriculum will continue to be utilized along with rigorous instruction based on Student Standards. Specific interventions will be implemented to address the academic deficits for students in daily instruction.
- Needs Assessments---Teachers will continue to provide multiple assessment types which are based on standardized test and rigorous questioning. Communication will be addressed through multiple methods. This will allow communication between parents and teachers in numerous ways. (Taking Time Tuesday, Class DoJo, PBIS, Newsletters, etc.)
- Discipline---Teachers will continue to teach rules, expectations and consequences throughout the year, focusing on positive behavior supports. By focusing on Positive Behavior Supports and consistency of behavior plans, teachers will build consistency based on discipline in the classroom.
- Curriculum Implementation Scale---Teachers will continue to implement Tier I curriculum that is provided for students. Professional development that allows teachers to provide instruction with fidelity will be ongoing. (Common planning, unpacking the standards instruction, and district professional development days)

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

All of the data collected and examined came from multiple data sources including: LEAP 2025, LEAP 360 Diagnostic/Interim, Classroom/Student Work, Weekly IGP, SLTs, LDOE School Report Card Grades, Jcampus, Principal’s Portal, Formative Assessments: EAGLE, LADOE Curriculum Implementation Scale, Discipline Data, PBIS Rewards, Leadership Team Analysis, Electronic Surveys (Staff, Parents, and Students), and the Principals Portal.

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. From spring 2022 to spring 2023 To Increase our Assessment index from _57 to _62
2. In Spring 2022 to Spring 2023 the percent of students achieving Mastery or Above on the ELA and Math Assessment Index, LEAP 2025 as follows:
 - Increase the % of my third grade students who achieve mastery on their third-grade Leap 2025 assessment in ELA from 28% to 33% __31% to _36%.
 - Increase the % of my third grade students who achieve mastery on their third-grade Leap 2025 assessment in Math from 26% to 31% 30% to 35 %.
3. From Spring 2022 to Spring 2023 the students in the subgroup “Students with Disabilities” for grades 3-4 will increase their Assessment Index on LEAP 2025 as follows:
Math: Increase by at least 3 index points from a **55.7 in 2017 to 58.7 by 2019.**
4. Decrease the % of my students who are chronically absent (15 or more days a year from 17.1% to 12.1%.
5. Decrease the % of my students in PreK-4 who are suspended from out of school from 2.1% to 1%.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of school wide 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 school wide model should align school wide 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: Learnzillion/ Guide Books/ Eureka Math Curriculum/ Strategies/PhD Science/Social Studies</p> <p>These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum (Tier I-Eureka, Learnzillion, Guidebooks, PhD, Science and Social Studies-District created) allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. Resources such as document cameras, Chromebooks, Smartboards, etc. are used in the instruction to take individual assignments and turn them into class assignments, creating more discussion, interaction, and maintaining students' attention.</p> <ul style="list-style-type: none"> ● Enrichment/Intervention classes based on grade level needs ● Using paras, resource teachers, and an instructional 	<p>ED</p> <p>Priority(s):</p> <p>#1</p>	<p>SWP Goal(s):</p> <p>1,2,3</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <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>All Curriculum Components Technology/Computer Access Staff Document cameras Chromebooks Smartboards</p> <p>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, colored pens/pencils for labeling, highlighters, poster maker supplies (paper, ink, etc.)</p> <p>Estimated Cost: \$10,000</p>	<p>Effectiveness Measure:</p> <p>SLTs Test Scores Exit Tickets Weekly IGPs</p>
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<p>coach for support. Instructional coach supports instruction. Paras utilized for inclusion model. Resource teachers scaffold learning for SPED students. Guidance enrichment classes to focus on growth mindset.</p> <ul style="list-style-type: none"> ● SWD receive instruction in an inclusion setting, except for interventions that are need based (System 44, Read 180, Mindplay) <p>School-wide daily interventions provide instruction for all students based on student needs (Re-Teaching and Enrichment)</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> <ul style="list-style-type: none"> • https://hechingerreport.org/inside-eu-reka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/ • https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf • https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/p10-handout.pdf?sfvrsn=4 • https://gm.greatminds.org/witwisdom/the-science-of-reading-and-witwisdom 					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>iReady reports SLTs Test Scores Exit Tickets Weekly IGPs</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • SLTs (Student Learning Target) <p>Student Learning Targets are detailed, measurable ELA and Math goals for students in grades 3-4 which guides instruction and progress monitoring.</p> <ul style="list-style-type: none"> • Weekly IGPs (Individual Growth Plans) <p>Individual Growth Plans are detailed, measurable guides that utilize weekly data for</p>	<p>ED</p> <p>Priority(s):</p> <p>#1, 4</p>	<p>SWP Goal(s):</p> <p>1,2,3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.)</p> <p>Word Study materials:</p> <p>Manuals, composition books, colored paper</p>	<p>Effectiveness Me Test Scores</p> <p>Exit Tickets Weekly IGPs Unit Tests Assessments</p>

<p>students in grades 3-4. These plans analyze weekly data to provide information for daily instruction and progress monitoring.</p> <ul style="list-style-type: none"> ● Pre and Post Unit Tests: Grades 3-4 are given a pre-test in both ELA and Math prior to unit instruction to determine prior knowledge of students. A post-test in both ELA and Math is given after completion of a unit of study to determine academic growth of students. ● Common Weekly Assessments: Grades 3-4 use various means of formal and informal ELA and Math assessments to measure student performance meeting criteria for content curriculum within a given time-frame. ● iReady: Diagnostic Testing/Interventions Students in grades 3-4 will be given a practice test two times to provide data that focuses on standardized 				<p>Estimated Cost: \$6,000</p>	
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<p>testing items.</p> <ul style="list-style-type: none"> ● LEAP 2025: 3-4 <p>Statewide standardized testing in all core subjects is taken by students in grades 3-4. Test results are obtained in the summer and used to drive instruction in the following academic school year.</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> <ul style="list-style-type: none"> ● https://dibels.uoregon.edu/sites/dibels1.uoregon.edu/files/2021-06/dibelsparentguide.pdf ● https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/ 					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<ul style="list-style-type: none"> • https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf • https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/p10-handout.pdf?sfvrsn=4 • https://gm.greatminds.org/witwisdom/the-science-of-reading-and-witwisdom 				
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>3-4: Inclusion: Special Education teachers support students in the classroom, collaborate with general education teachers on specific student needs.</p> <p>3-4 Resource Classrooms Special Education teachers support students in the classroom, collaborate with general education teachers on specific student needs.</p> <p>Unique curriculum is a specific reading</p>	<p>ED Priority(s): #1,4</p>	<p>SWP Goal(s): 1,2,3</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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.)</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</p>
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<p>program used to assist SWD from preschool to transition with: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p>System 44, Read 180, and Mindplay are utilized as specific interventions for struggling readers and SWD.</p> <p>SPED paras provide support in the regular education setting and special education setting</p>				\$ 1,500	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <ul style="list-style-type: none"> • https://www.hmhco.com/products/read-180/pdfs/3256_READ180-System44_ResearchFoundation_EnglishLearner_2009.pdf • https://gm.greatminds.org/math/blog/eureka/eureka-math-is-your-first-stop-for-rti 					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <p>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> <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p>	<p>ED Priority(s):</p> <p>#1, 4</p>	<p>SWP Goal(s):</p> <p>3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.)</p> <p>Estimated Cost:</p> <p>\$1,000</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</p>

<p>Imagine Learning</p> <p>The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. There are several services that are utilized to ensure success for EL students. Services include: District translators, District advocate, Spanish ancillary teacher on-site, Imagine Learning program, Translator application.</p> <p>Teachers will receive an accommodation plan for LEP students at the beginning of the year to ensure that teachers are aware and implement these accommodations. Teachers will utilize a translator (Microsoft, Google, etc.) for communication as needed.</p> <p>Parent communication (newsletters, phone call, etc.) will be provided in the student's primary language.</p> <p>Imagine Learning will be utilized in addition to any assistance provided by the ELL teacher.</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> <ul style="list-style-type: none"> • https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf <p>https://www.louisianabelieves.com/docs/default-source/academics/louisiana-connectors-parent-guide.pdf?sfvrsn=4</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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"> • LEAP 360 (Diagnostic) and LEAP 2025 data is used to determine students who need interventions. • Administration reviews possible failure reports. • Teachers and administrators analyze assessments. • School-wide chosen based on LEAP 360 and LEAP 2025. • Classroom chosen based on exit tickets and daily and weekly assessments. • Review records/IEPs, IAPs, and SBLC documents of new students to determine interventions needed. • Any students who have been promoted with interventions. 	<p>Goal(s):</p> <p>1,2,3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper ,poster maker supplies (paper, ink, etc.)</p> <p>Chromebooks</p> <p>Estimated Cost:</p> <p>\$1,000</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys, Weekly IGPs</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"> Look at data to decide which interventions are needed. Students who scored Basic, Approaching Basic or Unsatisfactory on the State assessment will utilize intervention programs to assist with daily instruction. (iReady, Mindplay, etc.) Teachers will provide daily interventions for all students. (Daily School-wide interventions in ELA and Math 8:25-8:45) RDW/RACES Word Study A step by step response strategy will be used as an intervention for students who struggle with written response. System 44, iReady <p>Students are identified as at risk, teacher recommendations, and test scores. Students are expected to use the program weekly. Progress will be monitored by student performance reports. Interventions for reading comprehension and writing will be done by the teacher.</p> <ul style="list-style-type: none"> 12 Powerful words program implementation Read 180 <p>This program is designed to meet specific needs for students who demonstrate a below proficiency level in reading.</p>	<p>Goal(s):</p> <p>1,2,3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, Chromebook Word Study materials poster maker supplies (paper, ink, etc.)</p> <p>Estimated Cost:</p> <p>\$7,000</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</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 still experiencing difficulty move to Tier II interventions. Teacher refers student to committee chair, Teacher and chair generate a 3 week intervention. Teacher monitors student progress. Students still experiencing difficulty move to Tier III interventions. At this point, more data is gathered to see if an evaluation needs to be done. 	<p>Goal(s):</p> <p>1,2,3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper poster maker supplies (paper, ink, etc.)</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<ul style="list-style-type: none"> ● SBLC: (School Building Level Committee) The team will perform a complete evaluation of students experiencing difficulty academically and/or behaviorally. 			Chromebooks Estimated Cost: \$1,000	
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Graphic Organizers Utilizing pictorial or visual representations that help organize academic information. ● Computer assisted instruction (iReady, Mindplay/System 44) Drill and Practice, tutorial, or simulation activities on the computer to enhance learning, reinforce skills, and supplement traditional, teacher directed instruction. ● Unique Instruction This program is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. ● Modification of Text or Curriculum Adapting the text or curriculum to ensure comprehension. Reduction of non-essential text outlining, paraphrasing, and emphasis on main points, vocabulary review/review strategies, and use of audio text will be used to facilitate learning. ● Tutor/Peer Buddy 	<p>ED</p> <p>Priority(s):</p> <p>#1, 4</p>	<p>SWP Goal(s):</p> <p>1, 2, 3</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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.) Chromebooks</p> <p>Estimated Cost:</p> <p>\$1,500</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</p>
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<p>Students help one or two other students with reading and math activities to assist in achieving learning objectives.</p> <ul style="list-style-type: none"> ● IEP Goals/Objectives <p>Allows students to achieve academic success based on the needs and individualized instructional methods. These Goals/Objectives are set to ensure specific prerequisite skills are achieved.</p> <ul style="list-style-type: none"> ● Use of Visuals <p>Making information comprehensible with concrete or pictorial representations, pictures, and drawings.</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> <ul style="list-style-type: none"> ● https://www.mainspringacademy.org/prospective-students/curriculum/ ● https://www.hmhco.com/products/read-180/pdfs/3256_READ180-System44_ResearchFoundation_EnglishLearner_2009.pdf 					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> ● ELL Interventionist implements interventions determined by each student’s plan. ● Ancillary teachers will also provide additional intervention support for ELL students. ● ELL student will participate in Imagine Learning computer program weekly to enhance acquisition of the English Language. ● ELL teacher will meet to monitor and assist with student progress. ● Teachers receive accommodation plans for LEP students to understand and 	<p>ED</p> <p>Priority(s):</p> <p>#1,4</p>	<p>SWP Goal(s):</p> <p>1,2,3</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X 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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper poster maker supplies (paper, ink, etc.) Chromebooks</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</p>

provide instruction based on these needs. Imagine learning will be provided in addition to ELL interventions.				Estimated Cost: \$1,500	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://cdnwebsites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf https://www.louisianabelieves.com/docs/defaultsource/academics/louisiana-connectors-parent-guide.pdf?sfvrsn=4					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: Weekly SEL lessons based on needs of learning. Character counts/traits are implemented daily into regular curriculum instruction. Group meetings in regards to additional social and emotional learning needs.	ED Priority(s): #1, 2,3, 4	SWP Goal(s): 1,2,3	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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.)	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys 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): <ul style="list-style-type: none"> https://thecounselingteacher.com/2020/02/5-major-benefits-of-social-emotional-learning.html https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://www.panoramaed.com/blog/measure-social-emotional-learning 					

				Estimated Cost: \$1,000	
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 <u>Believe to Achieve: Educational Priorities</u> .					
<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"> • Each grade level attends one field trip per year. • Student clubs: 4-H, Eaglets (dance team), BETA Club, Student Government Association, Chorus <p>Summer Learning Camp is provided to assist students in danger of failing or who did not meet promotional requirements.</p>	<p>ED Priority(s): #1, 4</p>	<p>SWP Goal(s): 1,2,3</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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper poster maker supplies (paper, ink, etc.)</p> <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</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> <ul style="list-style-type: none"> • https://www.nacep.org/resource-center/research-on-dual-and-concurrent-enrollment-student-outcomes/ • https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1225&context=diss 					<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"> • Talented Art & Talented Theater- Talented teacher will provide weekly instruction for students as outlined in the IEP. 					

- Students have a special ancillary classes included with daily/weekly schedule including Art, Spanish, Computer Technology, Guidance Enrichment, and Library.
- PE- All students participated in physical activity to review and master skills that are aligned with particular standards to promote physical development and coordination.
- Clubs- Clubs are implemented for the entire school year. All students choose a club that will be supervised monthly by teachers.
- Occupational Services such as APE, OT, and Speech provided based on IEP goals.
- Community Education may include Career Day and Public Servant visits
- FINS is provided for families based on their needs.
School counselors and behavior interventionists are available to provide services for distressed students and students with specific needs.

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 Achieesssve: 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"> ● PBIS: Points are given to students when positive, safe, responsible, and respectful behaviors are demonstrated. Students may spend their PBIS points per six weeks at the PBIS Store. ● Superstar Spotlight Monthly Goals for Character Traits and Core Values ● Positive Behavior celebrations are held to encourage school spirit and respectful culture. ● Don't be Tardy for the Party will spotlight students that have not received any tardies for each nine weeks grading period. ● We're All In will spotlight students that have not missed any days of school. ● ISS/PAC is used to support, address, and reteach behaviors. 	<p>ED Priority(s): #1,2, 3, 4</p>	<p>SWP Goal(s): 1,2,3</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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Chromebooks</p> <p>Estimated Cost: \$1,000</p>	<p>Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys</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> <ul style="list-style-type: none"> ● https://files.eric.ed.gov/fulltext/EJ1175692.pdf ● https://k12engagement.unl.edu/strategy-briefs/Check-in%20Check-out%203-14-16.pdf%20_0.pdf 				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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</p> <p>Priority(s):</p> <p>#1,2,3,4</p>	<p>SWP</p> <p>Goal(s):</p> <p>1,2,3</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: \$2,500</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, Presentations Documentation, Surveys</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> <ul style="list-style-type: none"> • https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf 				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Weekly Collaboration/Planning Meetings, where teachers meet during common planning periods based on the needs of the grade level and needs of students. • Content Leaders and Administrators attend weekly grade-level meetings to assist with data review, guidance, modeling, and planning utilizing the Tier I curriculum. • Teachers meet bi-weekly to discuss any information provided during Leadership Team meetings. Grade level representatives redeliver the information to the team members. • Semester vertical planning where grade-level representatives meet and plan based on standards and skills across third and fourth grade curriculum 	<p>ED</p> <p>Priority(s):</p> <p>#1,3,4</p>	<p>1,2,3</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X 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>Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p> <p>Substitutes provided</p> <p>Estimated Cost:</p> <p>\$2,500</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, Documentation, Surveys, Data sheets, IGPs, SLT, lesson plans</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> <ul style="list-style-type: none"> • https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/9 			<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. ● Professional Development is provided on District Professional Development days and grade-level common planning. ● Professional development is provided to address each SIP goal led by administrators and district personnel. ● Content Leaders provide PD as needed. ● Administrators encourage attendance to Summer Development sessions. ● ELA, Math, Science, and Social Studies teachers, content leaders, and administrators will attend training throughout the year in/out of district as needed. ● Swivl robots will be utilized to provide virtual PD that focuses on Refinement data. 	<p>ED</p> <p>Priority(s):</p> <p>#1,3,4</p>	<p>Goal(s):</p> <p>#1,2,3</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>\$3,000</p>	<p>Effectiveness Measure:</p> <p>Agenda, Sign In Sheets, reports, exit tickets, surveys</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): https://files.eric.ed.gov/fulltext/ED494706.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP): Agenda, Sign In Sheets, reports, exit tickets, surveys</p>

<p>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:</p> <ul style="list-style-type: none"> ● 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. 					
<p>Strategies for Workforce Talent:</p> <ul style="list-style-type: none"> ● Mentor Teacher Buddy Program ● Weekly Collaboration Meetings ● School Building Level Committees ● Stipends for PD ● District Level PD ● New Teacher Orientation 	<p>ED Priority(s): #1,4</p>	<p>Goal(s) : 1,2,3</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X 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 	<p>Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper</p>	<p>Effectiveness Measure: End of the year survey, Meeting of the Minds,</p>

<ul style="list-style-type: none"> • In-district certification for non-certified teachers • Effectiveness stipends • Recruitment stipends 			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Estimated Cost: \$2,500	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.forbes.com/sites/forbescoachescouncil/2018/03/28/smart-businesses-invest-in-future-workforce-talent-through-k-12-education/?sh=5cd07bec6e68			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: <ul style="list-style-type: none"> • The May before the next school-year, incoming second grade students will attend a tour of the school and visit the classrooms. • The May before the next school-year, out-going fourth grade students will attend an Ice-Cream Social to transition to fifth grade at the feeder school (Martha Vineyard) 	ED Priority(s): #2,3	Goal(s): 1,2,3	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: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Estimated Cost: \$500	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys 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): <ul style="list-style-type: none"> • https://nces.ed.gov/pubs95/web/95741.asp • https://www.edutopia.org/article/welcoming-students-smile 					

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:

- SWP goals are monitored on a continuing basis during Leadership meetings, Collaboration meetings, grade level meetings, and PDs
- Learning walks and snapshots
- Formal and informal COMPASS evaluations
- Title I visits
- SLTs provide diagnostic, pre and post test results
- LEAP 2025
- LEAP 360
- Guidebook Cumulative Writing Tasks
- Data; weekly, monthly, semester, and yearly
- Progress Monitoring data collected and charted in weekly IGPs
- Weekly common assessments are used to provide data for weekly IGPs
- Discipline, PBIS and attendance reports

- On Course Reports-behavior and academics are monitored
-

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:

- Stakeholder meetings will be held to identify and discuss the effectiveness of the SWP. They will also discuss strengths and weaknesses as identified in the surveys from parents, students, and faculty. (June)

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

- Administration will meet with teachers on the first day to discuss/review the school-wide plan to ensure implementation.
- The annual Title I meeting will be held to notify and discuss the school-wide plan with parents.
- Stakeholder meeting will be held (December/January, June/August) to set and revise plan as needed.

2022-2023 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Tamara Whittington**
- **Assistant Principals: Marcus Brown, Margaret Milazzo**
- **Student: Vincent Romero**
- **Student: Sarah Hattaway**
- **Student: Ty’ron Monk**
- **Student: Brooke Mitchell**
- **Teacher: Susie Miller**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

- Principal: Tamara Whittington**
- Assistant Principals: Marcus Brown, Margaret Milazzo**
- Student: Vincent Romero**
- Student: Sarah Hattaway**
- Student: Ty’ron Monk**
- Student: Brooke Mitchell**
- Teacher: Susie Miller**

- **Teacher: James Cox**
- **Parent/Family: Marcus McMillan**
- **Parent/Family: Ashley Zaleski**
- **Community Members: Dr. David Cranford, Jeremy Peltier, Dennis Hebert, Bre Layrisson**

Teacher: James Cox
Parent/Family: Marcus McMillan

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
 - 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

Date

Chairperson, Schoolwide Improvement Team Signature

Date

SCHOOL ASSURANCES

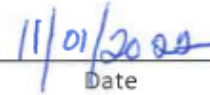
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ 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



Date



Chairperson, Schoolwide Improvement Team Signature



Date