

2022-2023 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Greenville Park Leadership Academy

Grades: 4-8

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

School: Greenville Park Leadership Academy

SPS: 44.6

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 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, labels, ink, toner, masters, staples	X	X	X	\$6,000
Copy machine, Duplicator, Printer	X	X	X	\$2,500
Service Contracts		x	x	\$2000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors	x	x	x	\$750
Laminator, Laminating Film	X	X		\$1,000
Poster Maker, Poster Paper, ink	X	X	X	\$1,000
Communication Folders, Planners	X	X		\$1,000

Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,	X	X		2,000
MUST BE USED BY STUDENTS:General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, Bulletin Board Border, glue, glue sticks, anchor charts,	X	X	X	\$12,000
Dry Erase Supplies: boards, erasers, cleaner, markers		X	X	3,500
Science Refill Kits, other Science supplies,		x		\$2,000
Math Materials: Rulers, Protractors, Set Squares, Compass Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier 1 Math Materials	X	X		500.00
ELA Materials: Chart Paper, Close Read Materials, Informative Text Articles		x		300.00
Social Studies Materials: Maps, Globes, Articles		X		300.00

Family and Stakeholder Engagement

1.1 Family and Stakeholder Engagement:

- *The SWP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school is required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

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

All parents will be invited to attend a school wide planning meeting in May 2023 to review data and help decide effectiveness ratings of last year's SWP, review data to assist in writing the CNA, and provide input in writing the SWP by helping create our goals and activities based on the priorities in the CNA.

Provide examples of changes made to the schoolwide plan based on input from families/parents: All parents in attendance were in agreement with the plan.

They discussed ways to include more parental activities such as grandparents day, Thanksgiving/Christmas lunches for families, etc. We plan to have these activities but we did not include them in the plan because they did not meet the criteria for PFE, which is to provide materials and training to help parents work with their children to improve 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:

- Stakeholder meeting held in September to obtain input and feedback
- Parent input obtained at the September 6, 2022 Open House Night where they will be given the opportunity to ask questions and offer input on the SWP plan.
- The SWP plan will be available on GPLA's website. Parents and community members may offer input and or give feedback on the SWP plan.

- The SWP plan will be available in the front office for parents to review and offer input/ feedback

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

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

- Parent-Teacher conferences are held as needed; however, each parent is contacted within the first six weeks of school via carbon home note, phone call, email, conference, Class DoJo, or RemindApp. Teachers have a parent log on line as well as a paper copy to record parent/teacher conversations and state the reason for the call/email ex: grades, behavior, concerns, praise
- SBLC meetings are held weekly to meet with parents of at-risk students to discuss how students are progressing and additional support needed to attain academic and behavioral success at school.
- IEP Meetings- parents of students with disabilities participate in creating an Individual Education Plan for their child
- Meet and Greet- Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school/ classrooms/ and schedules.
- Open House- held on September 6, 2022 with parents to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events.

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

- Robo-Calls- Administration notifies parents of information by using a message sent via our automated call system
- School Website and Facebook Page- Parents can check the school website for information about teachers, curriculum, upcoming events, school initiatives, and behavior goals.
- Meet and Greet- Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and schedule
- Open House- held in August to discuss standards, curriculum, grade level expectations, classroom routines and procedures, and upcoming events.
- SBLC/ IEP/ Parent Conferences- these meetings are held to discuss student progress as needed
- Weekly Graded Work Folders- Teachers send home graded work, notes, and reminders in a weekly Graded Work Folder on Thursday of each week.
- JCampus/Student Progress Center-Parents can log into JCampus to check student's grades, missing assignments and absences. Also parents can see any alerts sent regarding assignments or behavior.
- Teacher Email: Parents are encouraged to email their child's teacher for any questions or concerns regarding student academics, student behavior, assignments, or general questions about any school function or policy.

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 will be arranged with a translator.
- Google Translate App will also be utilized to assist in communication barriers.

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 Goals Addressed	Budget Used to support activity (must be reflected in the budget in the consolidation application	Items Purchased to support the activity	Effectiveness
1. Meet and Greet- held on August 9, 2023 before school begins- students meet their teachers, acclimate to the school and schedule, review of	Goals 1-7	✓ Title I Title II Title III Title IV	Items Needed: Agenda Sign-Ins	Measures Sign-In Sheets for attendance measure Teacher/ Parent Contact

<p>school handbook and parental resources are sent home about curriculum in core subjects. We also address our ancillary subjects (Spanish, IBCA, Culinary, Quest for Success where students earn opportunities for high school credit.</p> <p>https://vhlblog.vistahigherlearning.com/meet-and-greet.html</p> <p>6,</p>		<p>LA4 IDEA Homeless General Fund Perkins Other</p>	<p>School Handbooks Parental Resources Snack for students</p> <p>Estimated Cost: 150.00</p>	<p>Log documentation</p> <p>Effectiveness Results:</p>
<p>2. Open House - Held on September 6, 2023. Principal will provide parents with an overview of the SWP and students' progress from the previous year. Parents have the opportunity to schedule parent-teacher conferences based on individual student needs at this time as well as throughout the year. Parents will also move to the student's teachers' classrooms where teachers will provide them with standards based curriculum, grade level expectations, and basic classroom procedures and routines. Teachers will prepare information sheets for parents along with specific examples demonstrating the expectations of the grade level standards. Parents will receive cards with</p>	<p>Goals 1-7</p>	<p>✓ Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other</p>	<p>Items Needed: Agenda Sign-Ins School Handbooks Parental Resources Teacher business cards Snack for students Copy of Principal Presentation</p> <p>Estimated Cost: 150.00</p>	<p>Measures: Sign in sheets for Attendance measure</p> <p>Effectiveness Results:</p>

<p>teachers contact information such as grade level, subject area, email, and school phone number</p> <p>https://www.familyeducation.com/school/parent-teacher-conferences/why-school-open-house-important</p>				
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Family Testing/ Game Night held second semester- Parents join their children after school for Team Building Activities utilizing the core curriculum and large/giant games to familiarize themselves with what their children are tasked to do daily and perform on LEAP. Teaching parents how to support their children. <p>https://blog.ung.edu/press/benefits-of-family-literacy/</p>	<p>Goal(s): 1-7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Large/ Giant Sized Games</p> <p>Sign-Ins / Agendas</p> <p>Light refreshments</p> <p>Estimated Cost:</p> <p>\$5,000</p>	<p>Effectiveness Measure: Sign-Ins/ Agendas</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <p>A Stem (Science, Technology, Engineering, and Math) Day held in the second semester partnered with the school and</p>	<p>Goal(s): 1,3,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA 	<p>Items Needed: Schedule</p> <p>Volunteers</p> <p>Materials for Stations</p> <p>Surveys</p>	<p>Effectiveness Measure: Sign-In for attendance measure</p> <p>Parent and Student Surveys</p>

<p>community to provide students with engaging activities based on Science and Math standards https://www.nsba.org/Perspectives/2019/STEM-Family-Engagement</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Sign-In Sheets Estimated Cost:</p>	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> ● Parent Informational articles/ handouts/ pamphlets will be sent home periodically to help parents with the following topics: <ul style="list-style-type: none"> ○ Homework Helpers ○ Vocabulary Development ○ Math Strategies <p>https://www.readingrockets.org/article/building-parent-teacher-relationships</p>	<p>Goal(s): 1-7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Eureka Homework Helpers</p> <p>Vocabulary development (Mentor Sentences)</p> <p>Estimated Cost: 1,000.00</p>	<p>Effectiveness Measure: CWT/ End of Module Assessments</p> <p>LEAP 2025 data</p> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: Renaissance Rally Twice a year a Renaissance Rally will be held to celebrate our students' achievements, awards,</p>	<p>Goal(s): 1-7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Items Needed: Certificates, Awards, trophies, snacks for students, equipment</p>	<p>Effectiveness Measure: Sign Ins/ Agendas Powerpoints photos</p>

<p>recognitions on state wide assessments and attendance. Parents and community members will be invited August 19, 2022 https://www.jostensrenaissance.com/idea-exchange/renaissance-rallies/</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG	<p>Estimated Cost: 300.00</p>	<p>Effectiveness Results:</p>
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<p>1.2 COMPREHENSIVE NEEDS ASSESSMENT</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>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.</i>
<p>STRENGTHS</p>
<p>School Performance has increased each year for the past 3 years.</p>
<p>LEAP 2025 Math student scores increased from 5% to 5.7% students scoring Mastery or Advanced.</p>
<p>LEAP 2025 ELA student scores increased from 9% to 12.2% students scoring Mastery or Advanced.</p>
<p>LEAP 2025 Science student scores increased from 14.5 to 21 points for an increase of 6.5 points</p>
<p>The number of Willful Disobedience referrals decreased from 65 to 17.</p>
<p>89% of students in grades 4-5 and 80% of students in grades 6-8 feel they have supportive relationships with friends, family, and</p>

adults at school.
WEAKNESSES
Urgent Intervention is required for behavior
Comprehensive Intervention is required
LEAP 2025 Social Studies students achievement points dropped 1.4 points
he current 8th graders did not have a higher than 25% proficiency rating in any content area on the LEAP 2025 Assessment
Sense of Belonging: Grades 4-8 38% How much the students feel that they are valued members of the school community
Engagement: 32% of students grades 4-8 believe they are fully engaged in the lessons and take ownership of own learning
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: Greenville Park Leadership Academy is rated an “F” school on an academic report card grade by the state of Louisiana with SPS 44.6. Our school is also rated a “B” school for moving students’ achievement levels for the past 4 years. Our school has decreased the number of discipline referrals in the last 2 years. Our students and parents believe GPLA is supportive for the students in building relationships with peers and adults on campus. We need to improve our school culture by giving the students a sense of belonging and allowing them to be more engaged in lessons by incorporating more student engagement strategies and more hands-on learning experiences for our students. Hopefully by implementing these measures, the students will feel more involved and student achievement will increase further, especially in science and social studies.

PRIORITIES

Priority Needs Identification (based on Part 5) to be used when setting SWP goals Federal funds will be spent based on priority goals in SWP.

1. Decrease student behavior incidents within the classrooms.
2. Increase effective implementation of core curriculum of core subjects.
3. Increase the number of students scoring proficient in science and social studies.
4. Increase student engagement in all curriculum areas, therefore increasing the students' achievement levels and scores on the LEAP 2025 assessment in all core subject areas.
5. Increase the percentage of students who feel like they are valued members of the school community.

DATA SOURCES:

- LEAP 2025 data from Spring 2022
- On Course Data
- JCampus Data for 2021-2022
- School Report Card from 2020-21 which is the most current available;
- Panorama surveys
- Discipline Data Reports
- Curriculum Implementation Scale

School-Wide GOALS

- *Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include Subgroup (s) Goal (s)*

1. From Spring 2021-2022, students in grades 4-8 will increase their Math LEAP 2025 Assessment Achievement level to mastery:
4th Grade: from 6% to 12%; 5th Grade from 11% to 20%; 6th Grade: from 7% to 19%; 7th Grade from 6% to 10%, and 8th Grade from 5% to 10%

2. From Spring 2021-2022, students in grades 4-8 will increase their ELA LEAP 2025 Assessment Achievement level to mastery: 4th Grade from 6% to 12%; 5th Grade from 11% to 20%; 6th grade from 7% to 19%; 7th Grade from 11% to 17%; 8th grade from 15% to 24%

3. From Spring 2021-2022, students in the subgroup, increase the “Students with Disabilities” scoring mastery or advanced on the end of the year state assessment from 0% to 5%

4. From Spring 2021 -2022, increase the percentage of students of color scoring mastery or advanced on the end of the year state assessment from 4% to 10%.

5. From 2021-22, decrease the percent of 4th grade students out of school suspensions from 5.66% to 4%

6. From Spring 2021-2022, students in grades 4-8 will increase their percent proficient in Science and Social Studies to meet the district average.

7. From 2021-22, the percent of students missing fewer than 15 days of school will increase from 45% to 75%.

8. From Spring 2022 Increase the percentage of students who feel like they are valued members of the school community from 38% to 50%

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 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 partnership*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● LDOE Guidebooks- Rigorous ELA curriculum aligned to the standards Grades 4-8. ● Strategic Guidebook Interventions utilizing Diverse Learners Supports and Fluency Intervention 	<p>Ed Priority Goal(s): 1, 3, 4</p> <p>SWG:</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Guidebook Materials for Teacher and Students; Eureka Materials for Teacher and Students; Student</p>	<p>Effectiveness Measure:</p> <p>Annotated Lesson Plans NIET Rubric LEAP Results Walk-throughs Diagnostic Tests Results</p>

<ul style="list-style-type: none"> ● Eureka Tier 1 Math curriculum aligned to the standards Grades 4-8. ● PhD Science Tier 1 Science curriculum aligned to the standards Grades 4 and 5. Grades 6-8 PHD Science and Open SciEd. ● LDOE Social Studies Curriculum, Instructional Tasks, Item Sets along with Guidebooks Units, Interactive Notebooks, Project - Based Learning opportunities ● Mindplay and Zearn Interventions with the Core Curriculum to supplement instruction in ELA, Math, Science, and Social Studies built into the schedule ● Cluster Meetings- focus on Guidebooks and Eureka instruction ● Unique Curriculum for lowest functioning students https://study.com/learn/lesson/standards-based-curriculum-characteristics-implementation.html 	<p>1-7</p>	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>computers; Smartboards in each classroom; Social Studies LDOE materials; Materials include but not limited to: flex binders, dividers, page protectors, post-it notes for student annotations, colored pencils for annotations, file folders for interactive books, composition pads, plastic folders with brads, poster markers, Crayola markers, anchor charts, pencils, index cards, colored paper, glue sticks, loose leaf paper, highlighters, dry erase markers both size tips, poster boards for student presentations</p> <p>Estimated Cost: \$15,000</p>	<p>SLT assessment results</p> <p>Weekly and Summative Assessments</p> <p>CWT & CRT</p> <p>Data Trends from Collaboration</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> ● LEAP 2025 ● SLTs ● State Guidebook Assessments ● Weekly and Unit Assessments, Exit Tickets ● Writing Rubrics 	<p>Priority Goal(s): 1-5</p> <p>SWG: 1-7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Items Needed: Testing Materials- Colored Paper Folders</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Report card grades Checkpoints Weekly Assessments</p> <p>Leap 2025 LEAP 360 Diagnostic</p>

<ul style="list-style-type: none"> • Common Assessments discussed at Cluster meetings to allow for data collection and next steps in instruction • LEAP 360 Diagnostic/ Interims • District Benchmark Assessments <p>https://eddata.com/2018/03/assessment-improves-learning#:~:text=Assessments%20can%20provide%20evidence%20of%20learning&text=A%20system%20of%20well%2Dconstructed,be%20directly%20beneficial%20to%20students.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	\$500	results SLT results Effectiveness Results:
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<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</p> <p>Our students, depending upon their IEP's, IAP's, will participate in either full day inclusion into the general education classroom with monitoring, a resource setting, or a self-contained setting (Tier 2 or Tier 3).</p> <ul style="list-style-type: none"> • Students participating in self-contained setting may participate in the LEAP Connect Curriculum; otherwise, students receive accommodations with the general education Tier 1 curriculum • Strategies include: scaffolded instruction, Diverse Learner's Guide within Guidebooks or La Connectors • Paraprofessionals are strategically placed to provide needed support in each special education classroom based upon individual student needs • Assessments are utilized from the curriculum and students involved in the SBLC process are monitored through interventions and checklists • Unique Instruction <p>The same common assessments as their typical peers</p>	<p>Priority Goal(s): 1 - 5</p> <p>SWG: 1-4; 6</p>	<p>Budgets used to support this activity:</p> <p>√ Title I Title II</p> <p><input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other</p>	<p>Items Needed: Core Curriculum Materials</p> <p>LEAP Connect Materials</p> <p>Paraprofessionals IEP's and IAP's along with accommodations/modifications</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Lesson Plans with accommodations, modifications</p> <p>Weekly Assessments</p> <p>Unique Data</p> <p>LEAP 2025</p> <p>LEAP Connect</p> <p>SLT assessments</p>
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<p>are utilized with accommodations if they are taking regular assessments at the end of the school year</p> <p>https://www.parentcenterhub.org/accommodations/</p>				<p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <p>We have a Spanish teacher who provides services to ELL students on a weekly basis. The teacher is also available for additional interventions with ELL students and translation services for parents.</p> <ul style="list-style-type: none"> Imagine Learning District translation services Pamphlets in Spanish Google Translate <p>https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners</p>	<p>Priority Goal(s): 1-5</p> <p>SWG: 1-4; 6; 8</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Imagine Learning Chart Paper Translation app colored pencils</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>ELDA Reflection</p> <p>Walk throughs</p> <p>Lesson Plan annotations</p> <p>NIET Rubric</p> <p>District Benchmark</p> <p>Grades in JCampus</p> <hr/> <p>Effectiveness Results:</p> <p>ELL students will improve their achievement levels in core subjects</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> All students will participate in a school wide intervention time based on student need as determined by district BOY assessment for gap skills and then teacher monitoring of trends through collaboration. Teachers will analyze classroom assessments and performance to determine if students may be at risk. If a student is determined to be at risk, that student will receive additional intensive intervention during enrichment times and may be referred to SAT. SAT team meets to discuss students at risk and share data to determine if intervention is successful or further evaluation or screening is needed <p>https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticeschl.pdf</p>	<p>Priority Goal(s): 1-5</p> <p>SWG 1-8</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Intervention materials tied to Tier 1</p> <p>SAT protocol</p> <p>Intervention list</p> <p>Estimated Cost:</p> <p>District costs</p>	<p>Effectiveness Measure: Student assessment data</p> <p>Intervention and Progress Monitoring Data</p> <hr/> <p>Effectiveness Results: Improvement on Mindplay reports, Zearn reports I ready reports Improvement in achievement of core subjects throughout the school year and end of year state assessments</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Reading Fluency Practice (Repeated Readings)- students engage in repeated reading during intervention time to increase accuracy, rate, and comprehension MindPlay Eureka Remediation Lessons during intervention time Zearn Receive small group interventions in math from Master Teacher Math Tutor- will pull students from intervention time 	<p>Priority Goal(s): 1-5</p> <p>SWG: 1-8</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Mindplay Zearn Accelerate lessons</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: Mindplay Reports Zearn Reports I Ready Reports</p> <hr/> <p>Effectiveness Results: Achievement increases in core subjects on assessments throughout the school year and end of year state assessments</p>

<p>for a smaller, targeted approach based on gap skills;</p> <ul style="list-style-type: none"> • iREADY Reading Remediation Intervention • Math Accelerate lessons utilized https://www.edu.gov.mb.ca/k12/specedu/fas/pdf/4.pdf 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Classroom teachers will meet with the parents of those students who do not make progress through Classroom Interventions. The parent will then be invited to attend an SBLC meeting or collaboration to discuss the academic concerns or behavior concerns and develop a plan to ensure academic progress. • SAT process- Intervention data is shared and decisions are made regarding recommended evaluations or additional interventions. • IEP/ IAP Process- Goals are revisited, decisions for more/less restrictive environment and or reevaluation for new concerns https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber 	<p>Priority Goal(s): 1-5</p> <p>SWG: 1-8</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Coast:</p>	<p>Effectiveness Measure: SAT log sheets</p> <p>Promoted with Intervention student list from previous school year</p> <p>Effectiveness Results: Intervention programs and classroom or teacher interventions help increase student achievement</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Students receive small group instruction daily to address learning deficits • Students receive instruction at their instructional level with accommodations and modifications 	<p>Priority Goal(s): 1-3; 5</p> <p>SWG:</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: La Connectors</p>	<p>Effectiveness Measure: Student Assessment</p> <p>Data (Leap Connect)</p> <p>IEP meetings and</p>
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<ul style="list-style-type: none"> Interventions with computer based programs such as MindPlay and Zearn will give them practice with on-grade level skills Additional services are available to those students that qualify for Speech, Adapted PE, Occupational and Physical Therapy LA Connectors will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This allows the student to focus on meaning and then engage in the content specific practices in ELA, Math, Science, and Social Studies <p>https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html</p>	<p>1-4; 6; 8</p>	<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Estimated Cost:</p>	<p>collaboration team meetings</p> <hr/> <p>Effectiveness Results:</p> <p>Achievement increases in core subjects on assessments throughout the school year and end of year state assessments</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> Personnel from district that is site based to service students through interventions Imagine Learning Translator App <p>https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf</p>	<p>Priority Goal(s): 1-5</p> <p>SWG: 1-8</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Imagine Learning Google Translate</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: ELL teacher schedule reflection</p> <hr/> <p>Effectiveness Results:</p> <p>Achievement increases in core subjects on assessments throughout the school year and end of year state assessments</p>

1.4 Student Support Services

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

Activities to Address Social and Emotional Well Being:	ED Priority	SWP Goal(s)	Budget Decisions/Coordination	Items Needed	Effective Measures:
<p>Renaissance Activities: Tornado Tuesday: Last Tuesday of the Month Students with no referrals have breakfast with disciplinarians</p> <p>Student of the month</p> <p>Birthday Club</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p>	<p>1-8</p> <p>1 -8</p> <p>1 -8</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>X Other Grant- AWARE</p> <p>X Renaissance funds</p>	<p>Food,</p> <p>Ribbons, prizes</p> <p>food, ribbons</p>	<p>Student behaviors on GPLA behavior tracking sheets</p> <p>Grades, Behaviors exhibited towards others</p> <p>Student birthdates Bulletin board and announcements</p>
Dude Be Nice: Each 9 weeks one student per grade level will be selected from teacher nominations	5	8		T shirts	Teachers recognizing great citizenship towards others
GPA Championship: Team with the highest GPA wins prize at end of year rally	1-5	1 - 8		Prizes of ribbons, trophy for sport,	Grades for players of sports

Dough Not Be Absent : Random homerooms selected. If they have 90% attendance they receive a donut party the next day.	1-5	1- 8		and food	
Renaissance Passports: Awarded to students for GPA, attendance, and behavior. 3 categories Gold, Silver, Bronze and Purple	1-5	1 - 8		Donuts	Daily attendance report checked by homeroom teachers
9 weeks perfect attendance: Students get treat bags, coupons, free dress days	4	7		Medals, ribbons, Passport	Attendance reports, report card grades, GPLA behavior tracking sheets
Testing Club: treats and pencils with motivational sayings to perform well on LEAP LEAP Pep Rally	1-5	1-8		Treats of candy or popsicle, coupons on paper	Attendance reports
Commitment to Graduate: Encourage 8th graders to graduate 12th grade. Mentor the 4th graders https://www.jostensrenaissance.com/	1-5	1-8		Pencils	LEAP 2025 rosters
AWARE: promotes self-awareness and mindsets about mental health. Allows families to access resources at school and in the community. https://www.louisianabelieves.com/schools/public-schools/health-services	1, 2, 5	1 - 8		Time for students to meet age appropriate books to read	Students from 8th and 4th grades sign up to be a mentor or be mentored
Site-based Student Counselor: provides academic achievement strategies	1, 2, 5	1 - 8		pamphlets on resources time to meet with Aware counselor	Students identified through teachers, parents, administrators for possible needs of services through community outreach
				SEL check ins	SEL check ins

<p>manage student emotions build interpersonal skills/character building skills addresses bullying,</p> <p>RKM Counseling: Through providing qualified and licensed social workers and counselors within the school setting, Tangipahoa Parish’s goal is to enhance the support of its children and their families to decrease disciplinary action and improve educational outcomes. https://hem.tangischools.org/leadership/rkm-counseling</p> <p>Character Strong/SEL: Students reflect and discuss the trait presented in the morning announcements. They complete different tasks based on the trait.</p> <p>SEL Check In: Upon entering the classroom, the students check in virtually for a baseline of how they are feeling at that time. The teacher can have circle time or speak to individual students based on the responses. https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta</p>	<p>1,2, 5</p> <p>1-5</p> <p>1-5</p>	<p>1 - 8</p> <p>1 - 8</p> <p>1-8</p>		<p>Character Strong lessons</p> <p>SEL check ins Character Strong lessons</p> <p>Curriculum provided by the district</p> <p>Provided by district as part of SEL curriculum</p> <p>Estimated Cost: 4,000.00</p>	<p>student and teacher observations</p> <p>SEL check ins student and teacher observations</p> <p>Morning time, circle time, P.E.</p> <p>Teacher/student conversations, observations</p> <p>Effective Results:</p>
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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.

Support and Extended Learning					
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> ● All students have an opportunity to attend off-campus field trip ● STEM (Science, Technology, Engineering, and Math Club) with a Makerspace Lab ● After-School Program at Community Center is offered ● 21st Century and After-School tutoring on campus ● Various Clubs: <ul style="list-style-type: none"> ○ Robotics ○ Beta ○ Student Council ○ Better Boys/ Lovely Ladies ○ Art ○ Cheerleaders ○ Sports Teams ○ Renaissance ○ Yearbook ○ Chess ○ STEM ○ Bowling ○ Ambassadors Club to support students who do not have a sense of belonging 	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Transportation</p> <p>Lab supplies</p> <p>Manipulative Kits</p> <p>straws</p> <p>magnets</p> <p>wood</p> <p>hinges</p> <p>screws</p> <p>foil</p> <p>Estimated Cost:</p> <p>1,000.00</p>	<p>Effectiveness Measure:</p> <p>Agendas</p> <p>Sign in sheets</p> <p>Scores of teams</p> <p>photos of teams</p> <p>Effectiveness Results:</p>

<p>https://edtrust.org/resource/expanded-learning-time/</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"> • All students in grades 4-8 participate in PE (45 minutes) daily, along with one other enrichment class (either Spanish, Computer Literacy, Quest for Success, IBCA, or Keyboarding) • Students qualifying for Gifted receive accelerated instruction based upon the minutes documented on the IEP. • Students qualifying for Talented Art, Theater, and/ or Music receive instruction based upon the minutes documented on the IEP • Range of Special Education Classes from Inclusion, Resource, Self-Contained or 504 services are available • Transition Class for behavior issues is available • Math Tutor during Intervention Time • LEP students are supported by an ELL teacher in the general education setting • Students will have the opportunity to join various school clubs such as: BETA, Lovely Ladies and Better Boys, Robotics, Student Council, and STEM • STAR Academy for students who possess characteristics for excelling their knowledge through researched based lessons, and hands on project based learning. <p>https://blog.bigideaslearning.com/what-is-accelerated-learning-and-what-are-the-benefits</p>	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Teachers for programs</p> <p>Space for STAR Academy students</p> <p>Lab materials</p> <p>Art supplies -paint, markers, pencils, canvases,</p> <p>Estimated Cost:</p> <p>750.00</p>	<p>Effectiveness Measure:</p> <p>Reflection Photos Agendas/ Sign-Ins Report Card Grades Progress monitoring Behavior monitoring</p> <hr/> <p>Effectiveness Results:</p>
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1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve:

Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● Strong Start program will be implemented to teach students about emotions and build a positive school culture ● Jostens Renaissance Harbor Videos will be used daily in grades 7-8 to assist students in understanding problems they face daily both in school and out of school ● Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (RKM) will work with students as well as full time school counselors. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with RKM for varying amounts of time 	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> <i>Aware</i> 	<p>Items Needed: Jostens Videos Treats/Supplies forPBIS store Jostens On the Spot Awards Rally prizes, awards, certificates</p> <p>Estimated Cost:</p> <p>\$2500</p>	<p>Effectiveness Measure: PBIS reports Discipline data Panorama Survey Report Card Grades Renaissance On the Spot Awards Groups success and data from the activities</p> <hr/> <p>Effectiveness Results:</p>
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<p>dependent on need. The school's administrators and counselors will monitor implementation of the program.</p> <ul style="list-style-type: none"> ● School Guidance Counselor- provide individual, small group, classroom guidance instruction, and Parental Involvement support for effective communication with teens. ● AWARE program and a full time counselor to help with social, mental, and environmental factors that may hinder students from attending school or have positive encounters at school with peers and adults. ● Everyone at GPLA follows the school-wide PBIS plan. ● PBIS expectations are taught, discussed, and modeled daily ● Students who demonstrate appropriate behavior have the opportunity to be chosen as Student of the Month. ● GPLA Allstars- each quarter teachers nominate students who have persevered, have positive attitudes, (may not be academically gifted) ● Monthly PBIS Meetings- Behavior data is shared to determine a monthly behavior goal ● Renaissance Rallies- 2 a year to celebrate student achievements both academic and behavior ● Tornado Tuesdays- 2 students per grade level are randomly selected by the disciplinarians to have breakfast with them the last Wednesday of each month. Students selected are ones that have received no behavior referrals. ● Dough Not be absent- admin chooses 2 classes randomly once a month to receive doughnuts or pizza if they have perfect attendance. 					
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<ul style="list-style-type: none"> ● On the Spot Awards- teachers are given awards to distribute right before rallies or if designated throughout the year so students who receive them can go on stage to receive recognition (A+ attitude, Go Getter, Simple Act of kindness, High Five, & Helping Hand) ● Trust Based Relationships Intervention training ● Comeback Kids to recognize students who have improved in grades and/or behavior. These awards go to students every 5 weeks. ● Spotlight on Attendance - Random homerooms will be called, if they have 90% of students in attendance, the homeroom will win a prize. <p>https://www.schoolcounselor.org/getmedia/7ed7a427-a87a-4609-a4e1-ee8e5358df29/Why-Middle.pdf</p> <p>https://www.pbis.org/#:~:text=The%20broad%20purpose%20of%20PBIS,to%20get%20started%20with%20PBIS.</p>					
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> ● Incoming Spring Tour of Campus for 4th grade students ● Back to School Meet and Greet ● Administrators Across Schools meet to discuss incoming students, as well as behavior and academic needs 	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III 	<p>Items Needed:</p> <p>Pins Light refreshments</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Sign-In sheets Agendas Attendance data</p> <hr/> <p>Effectiveness Results:</p>
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<p>C2G- Commitment to Graduate- Seniors from HHS and St. Thomas that attended GPLA will return in caps and gown before they graduate for a send off parade</p> <ul style="list-style-type: none"> • Pinning Ceremony- All incoming students attend a ceremony where they are given an official GPLA pin; all new student enrolls will be pinned by their student government representative <p>https://awsa.memberclicks.net/update-article--10-ways-principals-can-support-post-school-success-for-students-with-ieps</p>			<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>\$1000</p>	
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1.7 Professional Development

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>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Data Slides paper exit tickets handouts</p> <p>Estimated Cost:</p> <p>1,000.00</p>	<p>Effectiveness Measure:</p> <p>PLC Agendas Sign-Ins Reflections Feedback Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
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<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● PLC meetings will be led by Master/Lead/ Curriculum Coach teachers ● PLC meetings will occur once a week ● PLC meetings will focus on data analysis to assess student needs and drive instruction. These meetings will be led by administration, teacher leaders, and/ or our master teachers. ● PLC meetings will also use backwards design methods to plan units of instruction for ELA, Math, Social Studies, and Science ● Leaders will meet with individual teachers for planning purposes. Leaders will analyze teachers' lesson plans and annotations and review next steps with the teachers. <p>https://files.eric.ed.gov/fulltext/EJ1194725.pdf</p>					
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Other Professional Training: <ul style="list-style-type: none"> * Conferences/Trainings <p>Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.</p> <p>https://www.frontiersin.org/articles/10.3389/feduc.221.617613/full</p>	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed <p>Estimated Cost:</p> <p>3,000.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign-Ins Agendas Redelivery presentations <hr/> <p>Effectiveness Results:</p>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- School Administrators will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local colleges and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternative 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 recommendation for hire.

Strategies for Workforce Talent:

<ul style="list-style-type: none"> ● Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. ● S.L.U. – Career preparation ● Interviews with principals and other members of the leadership team to ensure the best candidates are hired for the positions. <p>https://www.constantcontact.com/blog/how-to-recruit-teachers/</p>	<p>School Wide Goals</p> <p>1-8</p>	<p>Priority Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>None at the school level</p> <p>Estimated Cost:</p> <p>0.00</p>	<p>Effectiveness Measure:</p> <p>Increase in student achievement as measured by annual academic assessments SLU Education methods students come to teach and observe high quality teachers in Math and ELA</p> <hr/> <p>Effectiveness Results:</p>
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1.8 STUDENT TRANSITION

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

Strategies for student transitions	School Wide Goals	Priority Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure: Schedules Report Card grades
<p>1. Students from Woodland Park Elementary tour our school at the end of the school year. The students will see the set-up of Greenville Park as well as meet with the teachers who teach 4th grade.</p> <p>2. 8th grade students receive point-based grades instead of letter grades. This allows the students to understand every assignment.</p> <p>3. Hammond High Magnet School counselors come to our school and explain the process of subject selection and opportunities for electives. The counselors advise each student of a path for success for them. The students select their subjects for the 9th grade year, and the parents and counselors must agree.</p> <p>4. GPLA students attend a "TOR DAY" where they are able to view different clubs sponsored at HHMS and tour the campus. https://www.greatschools.org/gk/art</p>	1-8	1-5	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>-See individual Prior Approvals for specific items needed</p> <p>School bus drivers</p> <p>Estimated Cost:</p> <p>300.00</p>	<p>Effectiveness Results:</p>

[icles/the-school-visit-what-to-look-for-what-to-ask/](#)

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.

AWARE Program:

- The Aware Programs are research- and evidence-based mindfulness education programs that are designed to enhance adolescents' abilities to be aware of and manage their feelings and thoughts, cope with stress, make healthier decisions, and avoid risky behaviors

such as using alcohol or other drugs.

STAR Academy:

- an all-inclusive “school-within-a-school” intervention program that educates and elevates students (typically 7th-9th grades) who have failed one or more grades. The expert-built program pairs hands-on learning experiences with social-emotionally-based teaching methods, resulting in many students earning up to two grade-level promotions in one year.

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:

- Student Assessment data will be monitored during weekly cluster meetings to drive instruction and determine intervention and acceleration needs for individual students.
- Throughout the school year, Leadership Meetings will be held to monitor the SWP and make any adjustments needed
- Throughout the school year, the teachers and Instructional Leadership team will evaluate the district benchmark checkpoints, LEAP 360 diagnostic assessments, multiple measures data for ELA and Math
- SWP committee will meet once LEAP scores are reported to determine whether or not the goals have been met and assist in the design of new goals

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:

- Leadership Meetings twice a month and weekly teacher cluster meetings
- June and July to determine whether or not the goals have been met and to assist in the design of new goals

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

- Results will be reported during the 2022/2023 school year after LEAP scores are reported and analyzed in August during the Open House Sessions for parents, for faculty and staff it will be reported and reviewed during the Back to School PD for staff held the first week in August.

2022-2023 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Bobby Matthews
- Assistant Principals: Carol Moll and Brenda Parmentier
- Student: Kyler Hayes
- Teacher: Kim Montgomery
- Parent/Family: Wayne Landry
- Community Member: Sargent Jeep (SRO)

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Bobby Matthews
- Assistant Principals: Carol Moll and Brenda Parmentier
- Student: Kyler Hayes
- Teachers: Lisa O'donnell, Kim Montgomery
- Curriculum Facilitator: Carol Guenther
- Parent/Family: Nichol Hayes
- Parent/Family: Selerya Chester

More may be added if you choose

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

10/13/2022

Date

Carol Moll

Chairperson, Schoolwide Improvement Team Signature

10/13/2022

Date