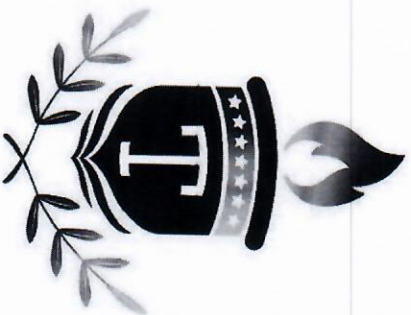


2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH
SCHOOLS
EST. 1896

Hammond Westside Montessori School Pre-kindergarten - 8th grade

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

School: Hammond Westside Montessori

SPS _____

Letter Grade _____

Check all that apply (see CIR/UIR chart in Crate):

☒ 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 and Toner (not for office use), Masters, Staples	X	X	X	\$15,000
Copy Machine, Duplicator, Printer	X	X	X	\$4,000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	\$4,000
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipad/s/Cases, Projector, Document Camera, Bulbs	X	X	X	\$10,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	\$1500
Laminator, Laminating Film	X	X	X	\$1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$1500
Accelerated Reader (AR) Licenses	X	X	X	\$0
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools	X	X	X	\$1,000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	\$1,200
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks,	X	X	X	\$8,000

Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers	X	X	X	\$1,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	\$2,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	\$3,000
ELA Materials: Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials	X	X	X	\$3,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps,	X	X	X	\$3,000
Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock, Poster Boards, Colored Paper, Construction Paper, Copy Paper (several cases only), Post-It-Notes, Dry Erase Markers, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X	X	\$6,000

1.1 Family and Stakeholder Engagement

The SWP/SIP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.

The SWP/SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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

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

- Families were invited and encouraged to complete a survey (Panorama) in the Spring in order to help inform decisions for the SWP.
- Families of students from various sub-groups (including families of English Learners and SWD) were invited to participate in the data analysis, evaluation of previous SWP, and development of the current year SWP. This meeting was held in June.
- In the Fall, the plan will be reviewed and revised if needed and families from various sub-groups (including families of English Learners and SWD) will be invited to participate.
- Families will be involved in the implementation of the SWP through a collaborative effort including Parent Family Engagement activities.
- Data will be presented to families and the SWP will be shared with all families at our annual Open House event. The SWP will also be posted to our school website.
- In June 2024, an effectiveness meeting will be held and information regarding the effectiveness of our SWP will be shared.
- SWP information will be shared periodically in our Whirlwind newsletter.

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

- Learning workshops for parents will be held for parents in the following areas: technology resources; curriculum; JCampus; intervention programs.
- Classroom libraries will be added in grades kindergarten - 2nd grade.

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

- Stakeholder meeting was held in June to review data, evaluate the previous SWP, and develop the current year SWP.
- Parents are invited to serve on the SWP committee as dictated by ESSA.

- In August, all teachers make introductory phone calls to parents of the students assigned to their class. This allows teachers to receive feedback from parents about their students and to begin developing a working partnership with the families in order to help each student succeed.
- IEP, 504, SAT, and collaboration meetings are held throughout the year as needed/required. Parents/Guardians are invited to participate along with teachers, administrators, and support personnel in order to make educational decisions.

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

- Meet and Greet is held annually in August. Parents/families meet the student's assigned homeroom teacher and receive information regarding their child's school day, classroom/school expectations, and how parents can support their child's educational success.
- A weekly newsletter(Whirlwind) is sent home informing parents of upcoming events, strategies to use to support their student, school/student successes, parent resources, and extracurricular activities.
- Open House is an annual event in which parents/families have an opportunity to meet faculty/staff, the SWP is shared, and teachers provide needed information to the parents/families.
- Parental training will be held to assist parents in utilizing technology resources available to them and their students. (on-line grading portal, email, MindPlay, Zearn, curriculum resources, etc)
- Title I Compact will be sent home to each student.
- Purple folders are used to send home communication (such as the newsletter), graded papers, behavior reports, homework, etc.
- Report cards and progress reports (SWD) are sent home at the completion of each grading period.
- IEP, 504, SAT, and collaboration meetings will be held. Parents, teachers, administrators, and support personnel are invited to attend.
- Teachers will make parental/guardian contact via phone to each student in the assigned homeroom no less than once per grading period.

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				
PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: Positive Home Contact: Teachers will make positive home contacts for each student throughout the year. Teachers will discuss curriculum and assessments with parents as well as any parental concerns or behavior concerns. In the Fall and Spring, teachers will hold parent conferences for all students assigned to his/her class. Teachers will discuss curriculum and assessments with parents as well as any parental concerns or behavior concerns. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://playbook.panoramaed.com/moves/818 https://www.readingrockets.org/article/building-parent-teacher-relationships https://files.eric.ed.gov/fulltext/EJ1156936.pdf	1-5	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:	Effectiveness Measure: <ul style="list-style-type: none"> Teacher call logs/SIS records
Parent/Family Engagement Activity: Meet and Greet - Teachers greet parents and students who are assigned to their classroom to discuss academic curriculum and school year expectations.	1-5	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	Items Needed:	Effectiveness Measure: <ul style="list-style-type: none"> Attendance rate determined by sign in sheets agendas, flyers, photos
		Estimated Cost:		Evaluation / Effectiveness Results (guide revision to the SWP):

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.readingrockets.org/article/building-parent-teacher-relationships</p>		<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>Parent/Family Engagement Activity:</p> <p>Open House - HWM will host parents, introduce faculty and staff, parents will visit students' classrooms and be given information about Title I and our SWP. Parents will be able to view students' work, curriculum resources used, and glean information regarding assessments.</p>	1-5	<p>Budget Decision /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:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attendance rate determined by sign in sheets agendas, flyers, photos
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.readingrockets.org/article/building-parent-teacher-relationship</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>Virtual-learning workshops will be held in order to educate parents about digital resources and curriculum resources available to them and their students. Parents will also learn about the assessment platforms that students use.</p>	1-5	<p>Budget Decision /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:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attendance rate determined by sign in sheets agendas, flyers, photos

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.readingrockets.org/article/building-parent-teacher-relationships</p> <p>https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p>		<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>Phone calls are made at the beginning of the year to the family of each student who missed 10 or more school days last year. This will be done in order to help prevent truancy issues in an effort to raise student achievement. Students who have good school attendance have more opportunities for access to the tier I curriculum.</p>	<p>SWP Goal (s)</p> <p>1-5</p>	<p>Budget Decision /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"/> LAA <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:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Call logs
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.readingrockets.org/article/building-parent-teacher-relationships</p> <p>https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p>			<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

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

and

- Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.

OVERALL STRENGTHS Listed in CNA

According to TS GOLD data, 87.8% of the students assessed scored in the Meeting or Exceeding Range on the language assessment, 92.2% on the literacy assessment, and 91.1% on the math assessment.

According to JCampus data, 714 (70%) students had zero referrals.

According to JCampus data, 3.5% of PK-3rd grade students had at least 1 OSS day.

According to JCampus data, 14% of 4th-8th grade students had at least 1 OSS day.

According to JCampus data, 437 (43%) of students had 15 or more absences.

According to JCampus data, 76% of discipline referrals were black students; 17% white students; 7% Hispanic students; <1% Asian and Hawaiian/Pacific Islander students.

Reading fluency is an area that needs improvement according to Spring 2023 DIBELS data:
46% of kindergarten students were on/above level; 46% of 1st grade students were on/above level; 50% of 2nd grade students were on/above level

Reading fluency is an area that needs improvement according to iReady Diagnostic assessments:
43% of 3rd grade students were on or above grade level; 15% of 4th grade students were on or above grade level; 27% of 5th grade students were on or above grade level; 17% of 6th grade students were on or above grade level; 16% of 7th grade students were on or above grade level; 25% of 8th grade students were on or above grade level

According to ELPT data, 78% of ESL students are progressing.

PBS usage (disproportionate number of points earned to amount used). PBS events were not held.

According to the Panorama Family Survey "Family Support" was a strength. (73% of 50 lower respondents and 81% of 34 upper respondents.)

According to Spring 2023 LEAP data, 33% or less scored mastery or above on any component of the math assessment.

According to the Panorama Student Survey, "Supportive Relationships" was a strength. (86% of 305 3rd-5th grade respondents and 80% of 244 6th-8th grade respondents.)

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:

Hammond Westside Montessori School serves students in grades pre-kindergarten through 8th grade. The campus enrollment is just over 1,000 students with over 79% of the students coming from economically disadvantaged households. HWM is diverse in race/ethnicity, serving students from the following racial/ethnic groups: American Indian/Alaskan Native; Asian; Black; Hispanic; Native Hawaiian or Pacific Islander; and White students. Based on the data analysis completed by our Leadership Team members the following priorities have been identified: 1. We will increase student achievement in ELA, math, science and social studies. 2. We will increase instructional time by increasing time in class by reducing the number of unexcused absences and out of school suspensions. 3. We also endeavor to increase parental/family participation in all areas of school life including but not limited to: parent conferences, survey participation, parent/family participation in events aimed to demonstrate ways parents can support their students.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

<ul style="list-style-type: none"> ● Increase percentage of 3rd and 8th grade students who achieve mastery and above on the LEAP 2025 math assessment.
<ul style="list-style-type: none"> ● Decrease the percentage of students who are chronically absent or receive 1 or more OSS days.
<ul style="list-style-type: none"> ● Increase the percentage of 3rd and 8th grade students who achieve mastery and above on the LEAP 2025 science assessment.
<ul style="list-style-type: none"> ● Increase the percentage of 3rd and 8th grade students who achieve mastery and above on the LEAP 2025 social studies assessment.
<ul style="list-style-type: none"> ● Increase the percentage of 3rd grade and 8th grade students who achieve mastery and above on the LEAP 2025 ELA assessment. Increase the percentage of students achieving on/above grade level on Spring DIBELS
<ul style="list-style-type: none"> ●

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

- TS GOLD
- District created end of year assessments
- DIBELS/MClass
- CKLA assessments (district checkpoint)
- Wit and Wisdom assessments (district checkpoint)
- Affirm End of Module Assessments
- District created assessments
- Science end of module/unit assessments
- LEAP 2025

SCHOOLWIDE PLAN GOALS

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

- 1..Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in math from 31% to 36%.
Increase the percentage of 8th grade students who achieve mastery and above on the 8th grade LEAP 2025 assessment in math from 19% to 24%.
- 2..Decrease the percentage of students who are chronically absent (15 or more days per year) from 44% to 39%. Decrease the percent of students in pk-3rd grades who receive 1 or more OSS days from 3.5% to 2%. Decrease the percent of students in 4th-8th grades who receive 1 or more OSS days from 14% to 9%.
- 3..Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in science from 15% to 20%.
Increase the percentage of 3rd grade students with disabilities who achieve mastery and above on the 3rd grade LEAP 2025 assessment in science from <5% advanced to 5% advanced, and 6% mastery to 11% mastery.

Increase the percentage of 8th grade students who achieve mastery and above on the 8th grade LEAP 2025 assessment in science from 28% to 33%.
Increase the percentage of 8th grade students with disabilities who achieve mastery and above on the 8th grade LEAP 2025 assessment in science to 5% advanced and 5% mastery. There was no response recorded in 2023
- 4..Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in social studies from 16% to 21%. Increase the percentage of 3rd grade students with disabilities who achieve mastery and above on the 3rd grade LEAP 2025 assessment in social studies from <5% advanced to 5% advanced, and 11% mastery to 16% mastery.

Increase the percentage of 8th grades students who achieve mastery and above on the 8th grade LEAP 2025 assessment in social students from 20% to 25%. Increase the percentage of 8th grade students with disabilities who achieve mastery and above on the 8th grade LEAP 2025 assessment in social studies from <5% advanced to 5% advanced, and 11% mastery to 16% mastery.
- 5..Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in ELA from 28% to 33%.
Increase the percentage of 3rd grade students with disabilities who achieve mastery and above on the 3rd grade LEAP 2025 assessment in ELA from <5% advanced to 5% advanced, and 6% mastery to 11% mastery.

Increase the percentage of 8th grade students who achieve mastery and above on the 8th grade LEAP 2025 assessment in ELA from 52% to 57%. Increase the percentage of 8th grade students with disabilities who achieve mastery and above on the 8th grade LEAP 2025 assessment in ELA from <5% advanced to 5% advanced, and <5% mastery to 5% mastery.

Increase the percentage of students achieving on/above grade level on Spring DIBELS screening from 46% to 51% kindergarten; from 46% to 51% in 1st grade; from 50% to 55% in 2nd grade.

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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Rigorous, Standards-Based Curriculum:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> ● Tier I curriculums: <ul style="list-style-type: none"> ○ Eureka math - math program used by students in grades Pk-8 ○ Digg - ELA curriculum used for PK ○ Wit and Wisdom - ELA curriculum used by K-2nd grades ○ CKLA - ELA Foundations (phonemic awareness and phonics) curriculum used by K-2nd grades ○ Guidebooks 2.0 - ELA curriculum used in grades 3rd-8th ○ Montessori works used in all grades ○ Guidebooks - social studies curriculum used in 3rd-8th grades ● PhD Science used grades K-5th ● OpenSciEd used grades 6th-8th ● Some SWD will utilize the Unique curriculum 	#3 Provide the highest quality teaching and learning environment	1-5	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	<div>Estimated Cost:</div>	<ul style="list-style-type: none"> ● TS GOLD ● DIBELS ● DAZE ● CKLA assessments ● Wit and Wisdom assessments ● Statewide assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-overview-guide.pdf?sfvrsn=21e9a1f_6 https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1773/RAND_RR1773.pdf https://www.louisianabelieves.com/docs/default-source/curricular-resources/great-minds-llc---phd-science-grades-3-5.pdf?sfvrsn=c636931f_12					Evaluation / Effectiveness Results (guide revision to the SWP):

Use of Academic Assessments to Improve Instruction:	ED	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none">DIBELS - All students in grades K-3 are screened. Students who are below level are recommended for interventions.District benchmark assessments in math and ELA for grades K-2LEAP 360 - diagnostic/interim assessments for students in 3rd-8th grades. Subjects assessed are ELA, math, science, and social studies.Equip assessments (math) used to identify deficit skills to be remediated prior to unit instruction.TS GOLD - assessment for Pk students in math and ELAUnit assessment <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://acadiencelearning.org/wp-content/uploads/2021/11/Acadience-Reading-K-6-Benchmark-Goals-handout_2021_color.pdf</p> <p>https://acadiencelearning.org/wp-content/uploads/2022/01/AcadienceReadingK-6_NormsTechReport32.pdf</p> <p>https://teachingstrategies.com/wp-content/uploads/2017/03/Research-Foundation-GOLD-2010.pdf</p>	Priority(s): #3 Provide the highest quality teaching and learning environment	1-5	<div>Budget Decisions/Coordination:</div> <div><input checked="" type="checkbox"/> Title I</div> <div><input type="checkbox"/> Title II</div> <div><input type="checkbox"/> Title III</div> <div><input type="checkbox"/> Title IV</div> <div><input type="checkbox"/> LA4</div> <div><input type="checkbox"/> IDEA</div> <div><input type="checkbox"/> Homeless</div> <div><input type="checkbox"/> General Fund</div> <div><input type="checkbox"/> Perkins</div> <div><input type="checkbox"/> Other</div>	<div>Estimated Cost:</div>	<ul style="list-style-type: none">DIBELSMClass dataDistrict benchmark dataTS GOLD
<div>Evaluation / Effectiveness Results (guide revision to the SWP):</div>					

Strategies, Curriculum, and Assessments Specific to Students with Disabilities:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Unique • System 44 • Read 180 • Mindplay • LA Connectors 	#2 Remove barriers and create equitable, inclusive learning experiences for all children. #3 Provide the highest quality teaching and learning environment.	1-5	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	<div>Estimated Cost:</div>	<ul style="list-style-type: none"> • System 44 data • Read 180 data • MindPlay data • Unique data • LEAP
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/k-12-louisiana-connectors-for-students-with-significant-disabilities.pdf?sfvrsn=c678971f_20 https://s3.amazonaws.com/prod-hmhco-vmg-craftcms-public/research/READ180_ImplementationMatters_CGCS_2011.pdf https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF994235_ESSA_2019_NTL_Evidence-Overviews_Re					Evaluation / Effectiveness Results (guide revision to the SWP):

vision_System44_FO.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20220729%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20220729T141039Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=70ad3b5f0798c6c6f7984c35c3341d34ee3e96370822023e7630833f15ed73ab

<https://www.hmhco.com/research/system-44-students-with-dyslexia-in-the-san-antonio-independent-school-district>

Strategies, Curriculum, and Assessments Specific to <u>English Learners</u> :	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> The LA Connectors for English learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Imagine Learning Teachers receive a LEP accommodation plan for students at the beginning of the school year and will adhere to the plan. Teachers will use translator apps as needed to assist with LEP students and/or parents. Weekly parent newsletters (Whirlwind) will go home in LEP students' primary language. 	<p>#2 Remove barriers and create equitable, inclusive learning experiences for all children.</p> <p>#3 Provide the highest quality teaching and learning environment.</p>	<p>1-5</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Estimated Cost:</p>	<ul style="list-style-type: none"> ELDA Subgroup EL LEAP 2025 for 2023-2024 school year

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.louisianabelieves.com/docs/default-source/academic-standards/kindergarten-connectors-for-els.pdf?sfvrsn=140b941f_5 https://il-cms.imaginelearning.com/media/pdf/efficacy/Cassady-et-al-2017-Journal-Research-Reading.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions:	Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> Students who did not meet promotion criteria from the previous school year will be reviewed by SAT at which time a plan will be developed and monitored. At the beginning of the year, teachers review available data for each student from the previous year. This data includes but is not limited to DIBELS, report cards, LEAP 360, LEAP, and intervention data. This data is used to determine placement in specific interventions IEP's, IAP's, and SAT documents are used to determine placement into specific interventions based on students' identified needs. DIBELS screening assessments are given 3 times per year to assist in determining the need for reading intervention. MClass is used to progress monitor the intervention. 	1-5	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	Estimated Cost:	Effectiveness Measure: <ul style="list-style-type: none"> # of SAT, IEP, IAP meetings held DIBELS data state assessment data # of students promoted with intervention Evaluation / Effectiveness Results (guide revision to the SWP):

List the Opportunities and Interventions for Students in Need:		Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Montessori works (ELA and math) • System 44 (grades 4-8; ELA) • Read 180 (grades 4-8; ELA) • MindPlay (grades 2-8; ELA) • MClass (k-2nd; ELA) • Guidebooks (ELA) • Equip (math) • Eureka remediation guides (math) • Zearn (math) 	1-5	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	Estimated Cost:	<ul style="list-style-type: none"> • Intervention reports • DIBELS 	
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: <ul style="list-style-type: none"> • Proper documentation of failed interventions and failure to meet grade-level expectations result in a parent conference and referral to the SAT process. As a result of the SAT process, students may be referred to the 504 committee or to Pupil Appraisal for an evaluation. • Students who did not meet grade-level expectations will be brought to the SAT at the beginning of the school year in order to develop an intervention plan and to monitor the students' progress. • SWD progress will be monitored closely and addressed through their IEPs. 	1-5	Budget Decisions/Coordination: 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	Items Needed: Estimated Coast:	Effectiveness Measure: <ul style="list-style-type: none"> • SAT and Pupil Appraisal log sheets • List of students promoted with intervention • # of SAT, IEP, 504 meetings 	
				Evaluation / Effectiveness Results (guide revision to the SWP):	Evaluation / Effectiveness Results (guide revision to the SWP):

2Faws4_request&X-Amz-Date=20220729T141039Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=70ad3b5f0798c6c6f7984c35c3341d34ee3e96370822023e7630833f15ed73ab

<https://www.hmhco.com/research/system-44-students-with-dyslexia-in-the-san-antonio-independent-school-district>

<https://mindplay.com/wp-content/uploads/MindPlay-Virtual-Reading-Coach-Does-It-Affect.pdf>

Interventions Specific to English Learners:	ED	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> Students in LEP program are supported in the general class setting by a part-time ELL teacher. Teachers use Microsoft/Google Translator app to assist in communicating with ELL students. At the beginning of the year teachers receive an accommodation plan for LEP students and adhere to the plan. Imagine Learning will be utilized in addition to an ELL teacher. Weekly parent newsletter (Whirlwind) will be sent home in the LEP students' primary language. The LA Connectors for EL's will be utilized to describe how language is used to meet the rigorous demands in each grade band toward rigorous content demands. This will allow LEP students to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Priority(s):</p> <p>#1 Provide the highest quality teaching and learning environment.</p> <p>#2 Remove barriers and create equitable, inclusive learning experiences for all children.</p>	<p>1-5</p>	<p>Coordination:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Estimated Cost:</p>	<ul style="list-style-type: none"> ELL teacher schedule Imagine Learning data ELPT scores Whirlwind newsletters

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/english-learners/la-connectors-for-els-one-pager.pdf?sfvrsn=ec08991f4</p> <p>https://www.louisianabelieves.com/resources/library/academic-standards</p> <p>https://www.imaginelearning.com/en/us/research#supplemental-intervention</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> A counselor provided through RKM is utilized to help address the needs of students' mental health and well-being. 2 school-based counselors are utilized to help address the needs of students' mental health and well-being. Character Strong curriculum will be implemented 	Priority(s): #2 Remove barriers and create equitable, inclusive learning experiences for all children.	1-5	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		<ul style="list-style-type: none"> discipline data PBIS reports

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
<https://curriculum.characterstrong.com/pages/assets/bfb/document/PurposeFull-People-Research-Briefs.pdf>

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.

			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
<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"> • After School Programs (ESSER Funds) • Summer Learning Camp (ESSER Funds) • Extended School Year Program is offered for SWD who qualify. • Field trips - grade-levels may attend one field trip per year. Teachers must justify the educational purpose of the field trip according to the standards. • Students who maintain the required GPA have an opportunity to participate in BETA club. • Students in 8th grade have the opportunity to earn carnegie units in English I and Algebra I • Students in K-3rd grade will have access to classroom libraries 	<p>ED Priority(s):</p> <p>#2 Remove barriers and create equitable, inclusive learning experiences for all children</p> <p>#3 Provide the highest quality teaching and learning environment</p>	<p>SWP Goal(s):</p> <p>1-5</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Classroom libraries</p> <p>Estimated Cost:</p> <p>\$10,000</p> <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • # of students in ESY • # of students in after school programs • # of students in summer remediation • # of students in BETA Club • # of carnegie units earned

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				Evaluation / Effectiveness Results (guide revision to the SWP):
https://www.louisianabelieves.com/docs/default-source/academics/summer-learning-program-guidance.pdf?sfvrsn=9f5a6618_14 https://files.eric.ed.gov/fulltext/ED456557.pdf https://mckinley.dmschools.org/parents/the-importance-of-classroom-libraries/				
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): <ul style="list-style-type: none"> • In grades K-8 inclusion is widely used and supported by instructional paras and sped paras. • LEP students are supported by an ELL teacher in the general education setting. • Special education teachers provide instruction for students who need support in a small-group setting. • Students attend the following enrichment classes: art, music, PE, library, media/ computer. • Students in grades 4-8 have the opportunity to join various clubs such as: Garden Club, Drumline, Leading Ladies, Distinguished Gentlemen's Club, Technology Club, etc. 				
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 <u>Believe to Achieve: Educational Priorities</u> , including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.				

Strategies Used to Prevent and Address Problem Behavior:		ED	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • PBIS • Character Strong 		Priority(s): #2 Remove barriers and create equitable, inclusive learning experiences for all children.	1-5	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		<ul style="list-style-type: none"> • discipline data • PBIS reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://curriculum.characterstrong.com/pages/assets/bfp/documents/PurposeFull-People-Research-Briefs.pdf https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice					Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	ED Priority(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<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. 	#1, 2, 3, 4, 5	<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	Substitutes Stipends See individual Prior Approval for specific items needed	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderletters.pdf		Estimated Cost:		Evaluation / Effectiveness Results (guide revision to the SWP):

Professional Learning Communities (PLCs):		ED	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none">Curriculum Support Teachers will lead collaboration for teachers, analyze and review students' work/data, assist with intervention data, guide, model, and assist with collaborative planning of lessons with teachers on Tier I curriculums, provide support and feedback to teachers.Teachers will meet 2 times per week by grade-level and/or content area to discuss topics such as curriculum development, Montessori works, resources, pacing, instruction of standards, assessment development, effective strategies to drive instruction, review and analyze student data..Grade-level meetings are held at least monthly		Priority(s): #4 Develop and retain a diverse, highly effective educator workforce. # 3 Provide the highest quality teaching and learning environment.	<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	Estimated Cost:	<ul style="list-style-type: none">PLC agendas/sign-in sheetssubstitute claim formsgrade-level meeting sign-in sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.allthingsplc.info/files/uploads/AdvocatesforPLCs-Updated11-9-15.pdf		Evaluation / Effectiveness Results (guide revision to the SWP):			

Professional Development: Other Professional Training –	ED	Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<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. <ul style="list-style-type: none"> classroom management behavior disorders Curriculum Support Teachers work with teachers to collaboratively plan lessons using Eureka, Guidebooks, Wit and Wisdom, CKLA, PhD Science, and Open Sci Ed. Montessori Specialist and/or certified Montessori teachers will provide professional development on Montessori works specific to each grade-level and how to implement them in the general education setting. 	Priority(s): #4 Develop and retain a diverse, highly effective educator workforce.	1-5	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	Substitutes -Stipends -See individual Prior Approvals for specific items needed	<ul style="list-style-type: none"> reflection sign-in sheets/agendas exit tickets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.edutopia.org/teacher-development-research-keys-success https://files.eric.ed.gov/fulltext/EJ1207956.pdf				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent:	ED	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Workforce Talent is addressed at the district level using content leaders, monitors, etc. • Teachers who are uncertified are encouraged to participate in the TPSS program for certifying teachers. • Curriculum support teachers will mentor new teachers. • Teachers attend weekly collaboration meetings to receive support and training in Tier I curriculums, classroom management, data usage, planning, etc. 	Priority(s): #4 Develop and retain a diverse, highly effective educator workforce. # 3 Provide the highest quality teaching and learning environment.	1-5	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	Estimated Cost:	<ul style="list-style-type: none"> • Increase student achievement as measured by annual academic assessments • PLC sign-in sheets and agendas

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/EJ1207956.pdf				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: Incoming: <ul style="list-style-type: none"> • Meet and Greet is held in August for students to meet teachers and tour the campus. • PK/K orientation is held for parents/families at the beginning of each school year to introduce curriculum and expectations. • Montessori Specialist provides tours for new interested families and students. Outgoing: <ul style="list-style-type: none"> • At the end of the year, HHMS administrators and/or representatives meet with 8th grade students to discuss high school, extra-curricular activities, answer questions, etc. • HHMS counselors visit HWM in May to develop students' schedules for their freshman year. 	ED Priority(s): #5 Cultivate high-impact systems, structures, and partnerships	Goal(s): 1-5	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: <div>Estimated Cost:</div>	Effectiveness Measure: <ul style="list-style-type: none"> • attendance rate • sign-in sheets • agendas • photos

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.readingrockets.org/article/building-parent-teacher-relationships</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
<p>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.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p>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.</p>	<p>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.</p> <p>21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.</p> <p>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.</p>

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:

- At the beginning of the school year, the SWP is reviewed by faculty and staff. Throughout the year it is discussed in Leadership Team meetings as well as PLC meetings where focus areas are addressed, student work, state assessments, district assessments, universal screening data, and discipline data are reviewed and analyzed. Next steps are discussed and implemented to ensure that the goals are being addressed.

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:

- In the Fall the SWP committee will meet to review the SWP and make necessary revisions to the plan. A meeting will be held in December/January to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June an effectiveness meeting will be held to review the 2023-2024 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities.

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

- Information from the effectiveness meeting in May/June will be shared on the school's website, discussed with faculty and staff at our end of school year faculty meeting, and included in our weekly parent newsletter.

2022-2023 Committee

Members

2022-2023 Committee Members	
<p style="text-align: center;"><u>School Improvement Planning Committee</u></p> <p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: • Student: • Teacher: • Parent/Family: • Community Member: <p>You may add more members. Provide title and name of each member.</p>	<p style="text-align: center;"><u>Parent/Family Engagement Committee</u></p> <p>Responsible for the Implementation of the PFE Activities in the SWP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: • Student: • Teacher: • Parent/Family: <p>You may add more members. Provide title and name of each member.</p>

SCHOOL ASSURANCES

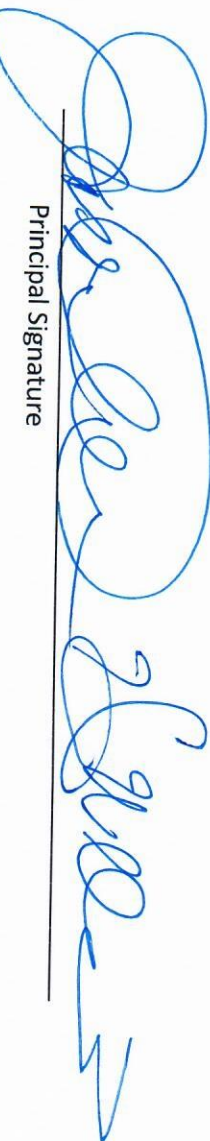
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ 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

9-15-23

Chairperson, Schoolwide Improvement Team Signature



Date

9-15-23