

# 2023-2024 Schoolwide Plan



TANGIPAHOA  
PARISH SCHOOL  
SYSTEM  
EST. 1896

## Independence Leadership Academy PreK - 6th Grade

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

School: Independence Leadership Academy

SPS: 55

Letter Grade: D

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

X  CIR - Comprehensive Intervention Required

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

X  UIR - Academic - Urgent Intervention Required for Academics:

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

X  Economically Disadvantaged

Hispanic/Latino

X  Black

White

X  Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

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

## Frequently Ordered Title I Supplies

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

Item/s Needed <b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>	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	\$5,000
Copy Machine, Duplicator, Printer	X	X	X	\$3,000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	\$3,000
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$2,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors,		X		\$2,000
Laminator, Laminating Film		X		\$2,000
Communication Folders/Planners	X	X		\$2,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies		X		\$3,000
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		X		
<b>Must be used by STUDENTS</b> Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper, Composition notebooks		X		\$2,000
<b>Must be used by STUDENTS</b> General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,		X		\$5,000

Stapler, Staples, Tape, Scissors, White-Out, Post-it-Notes, Chart Paper, Chart Markers, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards, Composition books				
<b>Must be used by STUDENTS</b> Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers		X		\$2,000
<b>Science Materials:</b> PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$8,000
<b>Math Materials:</b> Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$2,000
<b>ELA Materials:</b> Sentence Strips, Easel Pads, Post-It-Notes, highlighters, binders, folders, loose leaf, Other Tier I ELA Materials		X		\$2,000
<b>Social Studies Materials:</b> Globes, Maps, Individual Student Dry Erase USA Maps,		X		\$2,000
<b>Parent and Family Engagement Supplies:</b> 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			\$5,000

## 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 and to help plan the PFE activities for the year:**

**Leadership Team members and Administration shared the following information at the Stakeholder meeting:**

- End of the Year Leap data for ELA and Math performance band and sub-group data for all third, fourth, fifth, and sixth grade students will be disseminated and explained in a detailed table showing a strength and an opportunity for growth.
- End of the Year District checkpoints for ELA and Math performance band and sub-group data for all first and second grade students will be disseminated and explained in a detailed table showing a strength and an opportunity for growth.
- TS Gold data for pre-k students will be disseminated and explained in a detailed table showing a strength and an opportunity for growth.
- Oncourse Discipline data will be disseminated and shared in a table identifying a strength and opportunity for growth.
- Oncourse Attendance data will be disseminated and shared in a table identifying a strength and opportunity for growth.
- Parent Survey and Teacher/Staff Survey results will be disseminated. Strengths and opportunities for growth presented to Stakeholders.
- Input from Stakeholders were used to establish and revise goals of the SWP.
- Referred to 2022-23 SWP and shared goals reached.
- Stakeholders helped rate the effectiveness of 2022-23 SWP.

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

- None at this time.

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

- Summer Stakeholder Meeting
- Monthly Newsletter-specific examples of how parents can help at home as well as current school events
- Title 1 Parent Resource Center (provide manipulatives and guidance to parents seeking resources to help their children)
- Star Student Program (each 9 week period)
- District Parent Survey with feedback opportunity
- Class Dojo App
- Email communication
- Weekly Homework note

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

- Communication folders sent home daily with behavior data for each student.
- Test folders sent home to every student on Wednesday of each week with test grades from the previous week.
- Academic Progress reports sent home the 4 weeks of each 9 week period.
- Emails, Class Dojo, and JCampus messenger are used as needed to inform parents of activities in the SWP.
- Newsletters sent home monthly to share information on how parents can help at home, PBIS and Leader In Me programs and events happening at school.
- School Facebook and school website will be used to share events happening at school with the parents.
- Parent conferences are held when needed.
- IEP meetings
- S.A.T. meetings
- Parent Conferences
- Meet and Greet, and Open House
- A Stakeholder meeting is held each year to discuss student achievement, data and the SWP.

**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

Newsletters, parent notes, and email will be sent home in the language of the home

*Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Meet and Greet</b> - Parents will be invited to come and meet their child's teacher(s) before the school year begins. Teachers will present information on curriculum and how to access student data.</p> <p><i>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</i>  <a href="https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf">https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf</a></p>	<p><b>SWP Goal (s):</b></p> <p>#1 #2 #3 #4 #5</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> General Fund  <input type="checkbox"/> Perkins  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>refreshments</p> <p><b>Estimated Cost:</b> \$200</p>	<p><b>Effectiveness Measure:</b></p> <p>Agenda Sign In Sheet</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Open House</b></p> <p>Parents will be invited to come to school one evening and they will be introduced to the <i>Leader in Me</i> program. A tutorial on how to use the program and clean and manage the chromebooks</p>	<p><b>SWP Goal (s):</b></p> <p>#5</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA</p>	<p><b>Items Needed:</b></p> <p>refreshments</p>	<p><b>Effectiveness Measure:</b></p> <p>Agenda Sign In Sheet</p>

<p>will also be shared with parents. We will share information about our current curriculum and assessments with the parents as well.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>		
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1463&amp;context=diss">https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1463&amp;context=diss</a>  <a href="https://files.eric.ed.gov/fulltext/ED565636.pdf">https://files.eric.ed.gov/fulltext/ED565636.pdf</a>  <a href="https://sites.google.com/niskyschools.org/parents/chromebooks/introduction-to-your-chromebook-k-5">https://sites.google.com/niskyschools.org/parents/chromebooks/introduction-to-your-chromebook-k-5</a></p>			<p><b>Estimated Cost:</b> \$200</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Homework Hints and Tips</b></p> <p>We will hold a class for parents on understanding and preparing their child for the LEAP test. This will include Homework Hints and tips.</p>	<p><b>SWP Goal (s):</b></p> <p>#1 #2 #3 #4</p>	<p><b>Budget Decision /Coordination:</b></p> <ul style="list-style-type: none"> <li>X Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>refreshments</p>	<p><b>Effectiveness Measure:</b></p> <p>Agenda Sign In Sheets</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-the-leap-2025-student-reports">https://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-the-leap-2025-student-reports</a>  <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=219&amp;display=1">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=219&amp;display=1</a></p>			<p><b>Estimated Cost:</b> \$200</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>





Simulated SPS went up from 50.1 in 2021 to 55 in 2022.	
74% of our students feel there is a strong social connection between teachers and students within and beyond the classroom	< 5% of Subgroup Students with Disabilities scored Mastery or Advanced in ELA or Math on LEAP 2025.
82% of our families have a favorable perception about the amount of academic and social support they provide their child outside of school.	0% of students in the subgroup English Language Learners scored Mastery or Advanced on the LEAP 2025.

**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:**

Independence Leadership Academy is a community school with 85% Economically Disadvantaged students. ILA school has a simulated SPS score of 55 which is an increase from 50.1 in 2021-22 and Urgent Intervention is Required. Students in grades pre-kindergarten to 2nd grade are scoring better on District benchmark assessments compared to students in grades 3rd - 6th on Leap 2025 assessments. Leap 2025 Mastery and Advanced scores in ELA, Science, and Social Studies are slightly increasing with an overall proficient score of 21% in ELA, 10% in Science, and 10% in Social Studies. Improvement in all core subject areas is essential. A focus on bridging the gaps in all core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 86% of our students have zero out of school suspensions. 82% of our families have a favorable perception about the amount of academic and social support they provide their child outside of school. Increasing school culture at ILA is a priority, as 36% of teachers reported their perceptions of the overall social and learning climate of the school.

**PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS**

- **Urgent Intervention Required**
- **Implement iReady in grades 3-6 and mClass for K-2 to improve ELA scores on LEAP 2025.**
- **Math support in all grade levels to increase LEAP 2025 scores.**
- **Science and Social Studies support to increase scores for 3rd-6th tested grades on LEAP 2025.**
- **Provide support for subgroups African American Students and Students with Disabilities.**
- **Improve culture and school climate for students and faculty/staff on the school campus.**

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

### SCHOOLWIDE PLAN GOALS

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

1. In the area of ELA 67% of our K-2 students scored proficient on the end of year ELA test. By May 2024 we will show a 10% increase in K-2 students scoring proficient on the end of the year ELA test.
2. In the area of Math 47% of our K-2 students scored proficient on the end of the year Math test. By May 2024 we will show a 10% increase in K-2 students scoring proficient on the end of the year Math test.
3. Science will be taught everyday in all grade levels to ensure students have access to Tier 1 PhD Science curriculum daily. 32% of our 3rd - 6th grade students scored unsatisfactory on the LEAP test. By May 2024 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
4. Social Studies will be taught everyday in all grade levels to ensure students have access to the standards. 49% of our 3rd - 6th grade students scored unsatisfactory on the LEAP test. By May 2024 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
5. By May of 2024, the percentage of Students with Disabilities subgroup will decrease in Unsatisfactory scores will decrease by 3% in ELA from 41% to 38% and in Math from 47% to 44%.
6. By May 2024, the percentage of African American students scoring Unsatisfactory on the LEAP 2025 will decrease by 3% in ELA from 29% to 26% and in Math from 41% to 38%.
7. By May 2024, Discipline referrals will decrease by 5%.
8. Increase the number of students missing fewer than 15 days of school from 62% to 72% by May 2024 according to Jcampus Attendance data.

### 1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

### BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>Continue implementation of Louisiana Student Standards in all subject areas from August 2023 to May 2024.</li> <li>Full implementation of Tier 1 Curriculum: ELA - "Wit &amp; Wisdom" - K-2 "CKLA" - K-2 Louisiana Guidebooks - 3-6 Math - "Eureka Math Squared" K-6</li> <li>Full implementation of "PhD Science" K-5</li> <li>Full implementation of OpenEdSci in 6th grade</li> <li>Full implementation of D.D.Q. Social Studies</li> <li>Full implementation of Unique for our special needs students.</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p><b>SWP Goal(s):</b></p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p> <p>#6</p>	<p><b>Budget Decisions/Coordination:</b></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><b>Items Needed:</b></p> <p>Glue Sticks</p> <p>journals</p> <p>colored pencils</p> <p>composition books for primary and upper grades</p> <p>remote clickers</p> <p><b>Estimated Cost:</b></p> <p>\$500</p>	<p><b>Effectiveness Measure:</b></p> <p><b>Student Data</b></p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/W%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/W%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	

<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Module and Unit Quizzes and Assessments provided by the Tier 1 Curriculum used in ELA, Math, Science, and Social studies.</li> <li>• iReady Diagnostic and Interim Assessments, DRDP K Assessments, and District Assessments.</li> <li>• District Benchmark Assessments</li> <li>• SLT Progress Monitoring Assessments</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#2</p> <p>#3</p>	<p><b>SWP Goal(s):</b></p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p> <p>#6</p>	<p><b>Budget Decisions/Coordination:</b></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><b>Items Needed:</b></p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p><b>Student Data</b></p>
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/W%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/W%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• All regular education students and all Inclusion Special Needs Students are required to be taught the Tier 1 Curriculum in ELA, Math, Science, and Social Studies. They will be instructed and assessed with the materials and assessments stated above. Inclusion Special Education students will have modifications and accommodations as stated in student IEP.</li> <li>• All Special Education Inclusion teachers will work with students with disabilities within the regular education classroom and team teach within the Regular Education Classroom.</li> <li>• All Special Education students will have individual goals and objectives on their IEP.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>#2 #3</p>	<p><b>SWP Goal(s):</b></p> <p>#5</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>X Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p><b>Student Data</b></p>
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20M%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20M%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	

<a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a>					
<a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a>					
<p><b>Strategies, Curriculum, and Assessments Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li><b>Amira</b></li> <li>EL students are immersed in English in each classroom. EL students are given a “buddy” who speaks the language of the ELL student and English whenever possible. Teachers scaffold the learning of ELL students to provide for complete understanding of content.</li> <li>EL students are screened for Limited English Proficiency and individualized instructional plans are created and implemented as necessary.</li> <li>Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>#2</p> <p>#3</p>	<p><b>SWP Goal(s):</b></p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p><b>Budget Decisions/Coordination:</b></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><b>Items Needed:</b></p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p><b>Student Data</b></p>



<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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Interventions for At-Risk Students				
<p><b>Describe the Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Interventions are provided for students who score below benchmark using System 44, SRI, SPI and other diagnostic assessment data including District Diagnostic Assessment.</li> <li>All teachers provide 180 minutes of Wit and Wisdom, CKLA, and Differentiated Instruction daily to students in (K-2), and a minimum of 75 minutes of LA Guidebooks and iReady interventions (3-6) from August 2023 to May 2024.</li> <li>After ELA/Reading/Math/Science/Social Studies screening in August 2023 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students.</li> <li>All teachers provide a minimum of 90 minutes of</li> </ul>	<p><b>Goal(s):</b></p> <p>#1 #2 #3 #4 #5 #6</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data Discipline Data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p>Eureka Math Squared and Differentiated instruction daily to students from August 2023 to May 2024.</p> <ul style="list-style-type: none"> <li>• Math screening and diagnostic assessments in August 2023, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2023 to May 2024.</li> <li>• From August 2023 to May 2024, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-tutoring.</li> </ul>				
<p><b>List the Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Interventions provided for students who score below benchmark using System 44, mClass, SRI, SPI, and other diagnostic assessment data.</li> <li>• Intervention is provided for students who score below benchmark using System 44, SRI, SPI, and other diagnostic assessment data including District Diagnostic Assessment.</li> <li>• All teachers provide 180 minutes of Wit and Wisdom and CKLA instruction daily to students (K-2), and a minimum of 75 minutes of LA Guidebooks (3-6) from August 2023 to May 2024.</li> <li>• ELA/Reading/Math/Science/Social Studies screening in August 2022 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students.</li> <li>• All teachers provide a minimum of 75 minutes of Eureka Math Squared instruction daily to students from August 2023 to May 2024.</li> <li>• Math screening and diagnostic assessments in August 2023, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2023 to May 2024.</li> </ul>	<p><b>Goal(s):</b></p> <p>#1 #2 #3 #4 #5 #6</p>	<p><b>Budget Decisions/Coordination:</b></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><b>Items Needed:</b></p> <p>laminating film printer ink printers</p> <p><b>Estimated Cost:</b></p> <p>\$2,000</p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data Discipline Data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<ul style="list-style-type: none"> <li>From August 2023 to May 2024, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-tutoring.</li> </ul>				
<p><b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Grade Level PLCs conduct Collaboration Meetings once per week for 60 minutes. Student data, instructional data, and the needs of individual students are discussed so that specific Acceleration activities and interventions may be adjusted as deemed necessary by student data and evidence of necessary classroom instructional strategies.</li> <li>Progress monitoring is completed throughout the year in ELA, Math, Science and Social Studies content areas. Data is also discussed during ILT and Collaboration meetings.</li> <li>If students are continuing to experience difficulties, they may be referred to the SAT Team for further assessment.</li> <li>Targeted support and an attendance plan developed for students that are missing more than 15 days of school.</li> </ul>	<p><b>Goal(s):</b></p> <p>#1 #2 #3 #4 #5 #6 #8</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p><b>Estimated Coast:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data Discipline Data Collaboration and SAT Team Meeting agendas and sign-in sheets</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>Intervention is provided for students who score below benchmark using System 44, SRI, SPI, mClass and other diagnostic assessment data including District Diagnostic Assessment.</li> <li>All teachers provide 180 minutes of</li> </ul>	<p><b>ED Priority(s):</b></p> <p>#2 #3</p>	<p><b>SWP Goal(s):</b></p> <p>#5</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>student data discipline data IEP and Collaboration meetings</p>
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<p>Wit and Wisdom and CKLA instruction daily to students (K-2), and a minimum of 75 minutes of LA Guidebooks (3-6) from August 2023 to May 2024.</p> <ul style="list-style-type: none"> <li>• After ELA/Reading/Math/Science/Social Studies screening in August 2023 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students.</li> <li>• All teachers provide a minimum of 75 minutes of Eureka Math Squared instruction daily to students from August 2023 to May 2024.</li> <li>• Math screening and diagnostic assessments in August 2023, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2023 to May 2024.</li> <li>• From August 2023 to May 2024, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-tutoring.</li> <li>• IEP Goals</li> </ul>			<ul style="list-style-type: none"> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Estimated Cost:</b></p>	
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>English Learners are provided “Amira” intervention to assist with learning to speak and understand English.</li> <li>A district Advocate is provided for English Learner students and their parents.</li> <li>A district translator and translator app is available for English Learner Parents.</li> <li>Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents.</li> <li>Intervention is provided for students who score below benchmark using System 44, SRI, SPI, and other diagnostic assessment data including District Diagnostic Assessment.</li> <li>All teachers provide 180 minutes of Wit and Wisdom and CKLA instruction</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#2</p> <p>#3</p>	<p><b>SWP Goal(s):</b></p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p><b>Budget Decisions/Coordination:</b></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><b>Items Needed:</b></p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data</p> <p>Discipline Data</p>

<p>daily to students (K-2), and a minimum of 75 minutes of LA Guidebooks (3-6) from August 2023 to May 2024.</p> <ul style="list-style-type: none"> <li>● ELA/Reading/Math/Science/Social Studies screening in August 2022 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students.</li> <li>● All teachers provide a minimum of 75 minutes of Eureka Math Squared instruction daily to students from August 2023 to May 2024.</li> <li>● Math screening and diagnostic assessments in August 2023, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2023 to May 2024.</li> <li>● From August 2023 to May 2024, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-tutoring.</li> </ul>					
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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<b>1.4 STUDENT SUPPORT SERVICES</b> 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 <u>Believe and Achieve: Educational Priorities</u> .					
<b>Activities to Address Social and Emotional Well Being:</b>	<b>ED Priority(s):</b>	<b>SWP Goal(s):</b>	<b>Budget Decisions/ Coordination:</b>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>We will be using Leader in Me with our students.</li> <li>The counselor will meet with students in need throughout the year.</li> <li>The counselor will teach classes on social and emotional wellbeing during the year.</li> <li>The teachers will teach Leader in Me</li> </ul>	#1 #2 #3 #5	#7 #8	<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	Training for teachers in Leader in Me.  Materials to implement Leader in Me.	<b>Student data</b> <b>Discipline data</b>

<p>habits and ensure they are reinforced throughout the year within their classroom.</p> <ul style="list-style-type: none"> <li>Attendance goals will be set by the school to motivate students to come to school.</li> </ul>			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Estimated Cost:</b></p> <p>\$5,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

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

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21 <sup>st</sup> Century, before or after school tutoring, etc.):	ED	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<p><b>After School Programs (ESSER Funds)</b>  <b>Summer Learning Camp (ESSER Funds)</b></p> <ul style="list-style-type: none"> <li>After School program to include ELA, Math, STEM, as well as Enrichment activities to provide interventions for all students.</li> <li>Teachers refer to SAT, eligible students for Gifted Music, Art, and Theater.</li> <li>Seasonal plays, skits, and concerts are presented by ILA Students for other ILA students and parents throughout the</li> </ul>	<p><b>Priority(s):</b></p> <p>#1 #2 #3 #4 #5</p>	<p>#1 #2 #3 #4 #5 #6</p>	<p>X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> General Fund  <input type="checkbox"/> Perkins  <input type="checkbox"/> Other</p>	<p>construction paper          watercolor paper          paints          brushes          markers          colored pencils          playdough          drawing paper</p>	<p>Student Data          Discipline Data</p>



<p>school year. EX: Christmas Play, Christmas Concerts, Black History Program, etc.</p> <ul style="list-style-type: none"> <li>• Positive Action Class (PAC) - students who can't follow the classroom management plan in their classroom will be referred to the disciplinarian for restorative approach. (Parent conference, PAC, etc.)</li> <li>• P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc.</li> <li>• Library - love of literature and books, how to conduct research, reinforcement of strategies taught in the classroom.</li> <li>• Art - art appreciation, creativity, and artistic expression</li> </ul>				<p><b>Estimated Cost:</b></p> <p>\$500</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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):**

- After School program to include ELA, Math, STEM, as well as, Enrichment activities to provide Acceleration for all students.
- Teachers refer to SAT, eligible students for Gifted Music, Art, and Theater.
- Seasonal plays, skits, and concerts are presented by ILA Students for other ILA students and parents throughout the school year. EX: Christmas Play, Christmas Concerts, Black History Program, etc.
- Positive Action Class (PAC) - students who can't follow the classroom management plan in their classroom will be referred to the disciplinarian for restorative approach. (Parent conference, PAC, etc.)
- P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc.
- Library - love of literature and books, how to conduct research, reinforcement of strategies taught in the classroom.
- Art - art appreciation, creativity, and artistic expression

**1.6 MULTI-TIRED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR**

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

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"> <li>• Positive Action Class (PAC)- students who can't follow the classroom management plan in their classroom will be referred to the disciplinarian for restorative approach. (Parent conference, PAC, etc.)</li> <li>• P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc.</li> <li>• PBIS - Students earn PBIS points for good behavior and making good choices. They earn rewards weekly from the administration and teachers.</li> <li>• Students will participate in the Leader in Me program.</li> <li>• Attendance incentives for students that come to school regularly.</li> </ul>	<p><b>Priority(s):</b></p> <p>#2 #3</p>	<p>#7 #8</p>	<p>X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> General Fund  <input type="checkbox"/> Perkins  <input type="checkbox"/> Other</p>	<p>Estimated Cost:</p>	<p>student data discipline data</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains">https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</a></p> <p><a href="https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf">https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</a></p> <p><a href="https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us">https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</a></p> <p><a href="https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf">https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</a></p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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## 1.7 PROFESSIONAL DEVELOPMENT

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

<p><b>Title I School Planning:</b></p> <ul style="list-style-type: none"> <li>SWP Meetings</li> <li>Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p> <p>#6</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>Substitutes</b></p> <p><b>Stipends</b></p> <p><b>See individual Prior Approval for specific items needed</b></p> <p><b>Estimated Cost:</b></p> <p>\$2,000</p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data</p> <p>Sign In sheets</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Grade Level PLCs conduct Collaboration Meetings weekly and bi weekly for 60 minutes. The focus in these meetings will be on classroom instruction, pedagogy, Tier 1 curriculum, and interventions.</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#2 #3 #4 #5</p>	<p>#1 #2 #3 #4 #5 #6</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>X Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Pocket Folders</p> <p><b>Estimated Cost:</b></p> <p>\$250</p>	<p><b>Effectiveness Measure:</b></p> <p>Student Data Agendas and sign in sheets</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1194725.pdf">https://files.eric.ed.gov/fulltext/EJ1194725.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	
<p><b>Professional Development: Other Professional Training –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#4</p>	<p><b>Goal(s):</b></p> <p>#1 #2 #3 #4</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>X Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>-Substitutes</b> <b>-Stipends</b> <b>-See individual Prior Approvals for specific items needed</b></p>	<p><b>Effectiveness Measure:</b></p> <p>student data observations walk through data evaluations and feedback</p>

activities.					
<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><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p>				<p><b>Estimated Cost:</b></p> <p>\$2,000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

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

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



<p><b>Transition Activities for Incoming and Outgoing students:</b></p> <ul style="list-style-type: none"> <li>● PreK students from the headstart are invited to tour our campus and meet the Kindergarten teachers at the end of each school year so they will be familiar with our campus.</li> <li>● To assist the 6th grade students in transitioning to the high school they will take a tour of Independence High at the end of each school year.</li> <li>● We hold a Meet and Greet in August for students to meet their new teachers and locate their new classrooms before the first day of school.</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>#2 #3 #5</p>	<p><b>Goal(s):</b></p> <p>#1 #2 #3 #4</p>	<p><b>Budget Decisions/Coordination:</b></p> <p>X Title I  <input type="checkbox"/> Title II  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Homeless  <input type="checkbox"/> General Fund  <input type="checkbox"/> Perkins  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>field trip permission forms photos sign in sheets</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://files.eric.ed.gov/fulltext/ED486469.pdf">https://files.eric.ed.gov/fulltext/ED486469.pdf</a></p>				<p><b>Estimated Cost:</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b></p>	
<p><b>McKinney Vento:</b> 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><b>Food Services:</b> All students whose income qualifies them for free/reduced meals</p>	<p><b>English as a Second Language (ESL):</b> 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><b>21<sup>st</sup> Century Programs:</b> Students in participating schools are entitled to attend the</p>



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.

21<sup>st</sup> Century afterschool programs during the school year and during the summer.

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

#### 4. Regular Monitoring and SWP Revision

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

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

- The SWP will be monitored throughout the year during the school leadership meetings (monthly). Data from multiple sources will be used to determine if any changes should be made to the plan.

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

- The SWP goals will be discussed by the committee in June 2024 and during leadership team meetings throughout the year. Each activity in the plan will be reviewed for effectiveness and changes will be made accordingly.

**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 made to the stakeholders during our Meet and Greet Program in August 2024.
- Faculty will be informed about SWP results at the first faculty meeting in August 2024.

## 2023-2024 Committee

### Members

#### School Improvement Planning Committee

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

**Members Include:**

- Principal: Jamie Mills
- Assistant Principal: Melanie Johnston
- Student: Benjamin Joseph
- Teacher: Cassandra Anthony
- Teacher: Amelia Richardson
- Teacher: Leslie Dempster
- Interventionist: Jennifer Ingraffia
- Parent/Family: Chasity Joseph
- Parent/Family: Khristie Landrew
- Community Member: Ryan Joseph
- Title 1 Contact: Karla Douglas
- Curriculum Coordinator: Lisa Genco
- Disciplinarian: Veronica Richardson

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

#### Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

**Members**

**Include:**

- Principal: Jamie Mills
- Assistant Principal: Melanie Johnston
- Student: Benjamin Joseph
- Teacher: Cassandra Anthony
- Teacher: Amelia Richardson
- Teacher: Leslie Dempster
- Interventionist: Jennifer Ingraffia
- Parent/Family: Chasity Joseph
- Parent/Family: Khristie Landrew
- Community Member: Ryan Joseph
- Title 1 Contact: Karla Douglas
- Curriculum Coordinator: Lisa Genco
- Disciplinarian: Veronica Richardson

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

## SCHOOL ASSURANCES

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

*Jamie Mills*

Principal Signature

September 12, 2023

Date

*Karla Douglas*

Chairperson, Schoolwide Improvement Team Signature

September 12, 2023

Date