

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Hammond Eastside Lower Magnet School PreKindergarten - 5th Grade

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

School Hammond Eastside Magnet School

SPS: 64.5

Letter Grade: C

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.

<p>Item/s Needed</p> <p>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</p>	<p>Parent and Family Engagement</p>	<p>Core Instruction Interventions</p> <p>Support and Extended Learning/Other Strategies</p>	<p>Professional Development</p>	<p>Estimated Cost</p>
<p>Printing Supplies: Paper, Colored Paper, Card Stock, Ink and Toner (not for office use), Masters, Staples</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>\$15,000</p>
<p>Copy Machine, Duplicator, Printer</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>\$4,500</p>
<p>Service Contracts, Repair Cost, Rebuild Kits</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>\$2,800</p>
<p>Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>\$10,000</p>
<p>Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors</p>		<p>X</p>		<p>\$2,500</p>
<p>Laminator, Laminating Film</p>		<p>X</p>	<p>X</p>	<p>\$3,500</p>
<p>Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>\$3,500</p>

Accelerated Reader (AR) Licenses		X		
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		X		\$2,000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		\$2,000
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, Poster Boards, Tri-Fold Presentation Boards, Index Cards		X		\$3,200
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers	X	X		\$800
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$20,000

<p>Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials</p>		X		\$2,200
<p>ELA Materials: Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials</p>		X		\$800
<p>Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps,</p>		X		\$700
<p>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)</p>	X	X		\$2,800

1.1 Family and Stakeholder Engagement

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

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

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

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

Stakeholders include parents from different socioeconomic backgrounds, parents of special education and 504 students, parents of EL students, various community members, teachers from various grades, and the instructional leadership team. Review of the CNA included explanation of the various types of data collected as well as time to analyze the data as a group with guidance provided by the instructional leadership team.

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

One change made to the plan was in our intervention model. Our Intervention model provides for groups that address below level needs as well as on level learners and above level learners. An alternate schedule for each Wednesday provides for a club day for students and time for teachers from various grades to meet in committees as well as time for the Instructional Leadership Team to meet weekly.

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

- The Panorama Survey is used to collect input from parents as are surveys given at various family engagement events throughout the school year.
- The principal and magnet specialist attend chamber meetings to provide updates to the community and receive input.
- Parents and stakeholders are members of the stakeholder committee that meets 3 times per year to create, review, and rate the School Wide Plan.
- Parents are part of Student Assistance Teams to monitor struggling students .

- Monthly PTO meetings are held.
- Principals have an open door policy, which allows for parents to give input.

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

- An annual open house is held and the goals of the SWP along with ways that families can assist us in meeting our goals is held each year.
- IB monthly newsletter
- Learner Profile Reports (end of 2nd, 4th, and 6th six weeks)
- Student-Led Conferences (Fall and Spring)
- Weekly Class Newsletters
- Student Reflections -Each 6 weeks (Consider replacing Student Logs with a reflection done at the end of each 6 weeks on the students overall performance academically and socially....learning profile.)
- Action-at-Home Letter/Report (4 times per year grades PK and K; each 6 weeks for grades 1-5)
- Graded papers sent home weekly/biweekly in 1-5
- JCampus Parent Portal
- Report Cards (end of each 9 weeks)
- Robo Calls
- Television in office, cafeteria, and library
- IB Monthly Newsletter

Translation Services:

Schools should ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged.

Translator APP will be utilized

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Parent/Family Engagement Activity:</p> <p>Student-Led Conference Night-stations with information on curriculum and a station with information about SWP and directions to log in to JCampus to view grades will be set up at the fall SLC night. In the spring, stations with information on curriculum in the classrooms and math stations (1 per grade level) with information for parents how to access Eureka math resources online, and math manipulatives and a math at home game to play.</p>	<p>SWP Goal (s):</p> <p>1-7 & 9-11</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <p>X Other</p>	<p>Items Needed:</p> <p>maintenance of copiers ink Poster maker Lamination film Bulletin board paper refreshments</p> <p>Estimated Cost: \$700</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets pictures surveys</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/globalkeyfindings.pdf https://www.educationworld.com/a_admin/admin/admin112.shtml</p> <p>Student-led Conferences: A Growing Trend</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Prek bi-yearly parent conferences. Teachers review academic 2,6 progress and the results from TSGold. Next steps are provided to the parents through resources and activities that can be done at home for students that are not progressing. (fall and spring)</p>	<p>SWP Goal (s):</p> <p>8, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV X LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper</p> <p>maintenance of copiers</p> <p>ink</p> <p>substitutes</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets-number of parents that participate EOY PreK district assessments</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.scielo.br/j/pe/a/Q39MGD7HSyJ4XsSQdLLJgw/abstract/?lang=en</p> <p>DEVELOPMENT OF CHILDREN'S PERSONALITY: THE ROLE OF EARLY CHILDHOOD EDUCATION</p>			<p>Estimated Cost:</p> <p>\$1000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Open House K-8 to include annual meeting on SWP -<i>Share goals of SWP and how parents can help us meet our goals. Parents/guardians visit classrooms for brief presentation by teachers on the Tier I Curriculum used.</i></p>	<p>SWP Goal (s):</p> <p>1-11</p>	<p>Budget Decision /Coordination:</p> <p>X 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>poster paper, cardstock, ink, toner, laminating film, poster machine paper and ink, masters, staples copy machine service contracts</p>	<p>Effectiveness Measure:</p> <p>Invitation</p> <p>Sign in Sheets</p> <p>Pictures</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf</p>			<p>Estimated Cost:</p> <p>\$400</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
<p>Breakfast & Books - Literacy Event Prek-5 Grade.</p> <p>Each student will receive a free fiction or nonfiction book of their choice. Parents will receive a handout with questions and activities the family can do together with the book at home. While the families are eating breakfast, a story will be read, and a teacher will model the questions that are on the handout the parents are getting to do at home with the students.</p>	<p>1,6,8,9,12</p>	<p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>paper maintenance of copiers ink cardstock books</p> <p>Estimated Cost:</p> <p>\$2000</p>	<p>sign in sheets pictures invitation sent home and posted on social media</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_earning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**
and
- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
Support of students by Student Assistance Team	teacher attendance
97% of faculty and staff report that their work matters to them.	Lower percent of students scoring mastery or above in math versus ELA grades 3-5
Utilize resources to identify and support subgroups	49% of students missed 13 or more days
65% of parents responded favorably that activities offered at your child’s school match his/her interests? (up 20)	35% of faculty and staff frequently or always feel overwhelmed at work.
job embedded professional development/collaboration	Low percentage of students scoring mastery or advanced in social studies and science grades 3-5
Confidence of staff that school leaders have the best interests of the school in mind grew by 29	Writing across all content areas
The staff feels supported by administration	Number of uncertified teachers

Implementation of Tier I curriculums in math, ELA, and science.	Number of students needing early interventions in reading (K-5) compared to the workforce available to provide interventions. (Interventions are not as consistent as they should be because of shortage of staff.)
	PreK-2 students scored lower in math on EOY assessments

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 Eastside Magnet is a community school with 83% Economically Disadvantaged students. HEM has an SPS score of 65.5 Hammond Eastside Magnet Lower has an SPS score of 64.5 and Urgent Intervention is required in the area of academics and behavior. Students in grades pre-kindergarten to 2nd grade are scoring better on district checkpoint assessments compared to students in grades 3rd to 8th on LEAP 2025 assessments. Likewise, grades K-2 met the goal set in our SWP for 2021-2022. It is notable that PreK-2 percentages were based on basic and above while 3-8 percentages were based on mastery and advanced only. The percent of LEAP 2025 Mastery or Advance scores in ELA continues to be higher than in math. LEAP 2025 Mastery or Advance scores in science and social studies are at an average of 20% and 13%, with students scoring higher in science than in social studies. LADOE Curriculum Implementation Scale scores were higher in PreK-2 for ELA and math than in grades 3-5, whose scores averaged to a 2 on the scale. The correlation between LEAP 2025 scores and the Implementation scores are noteworthy. A focus on bridging the gaps between the Implementation scores for ELA and math between PreK-2 and 3-5 is essential in closing the gaps in the percent of students scoring proficient. The number of referrals has steadily declined over the past 5 years (down from 1,226 in 2018-2019 to 476 in 2021-2022, and 419 in 2022-2023). Of those referrals, 131 (31%) of the students were white; 284 (68%) were black; and 4 (.009%) were Hispanic. 103 (25%) office referrals were written on females and 316 (75%) on males. PBIS Data and survey results indicate a positive learning environment. Strengths include 38% student self-reported or were reported on by their teacher at a 3.5 or higher in Self-Management-Students with strong self-management are calm and focused on their work and 40% self-reported or were reported on by their teacher at a 3.5 or higher in Social Awareness- Students with a strong social awareness get along well with classmates and teachers. Increasing parent family involvement at Hammond Eastside Magnet Lower is a priority, as 78% of parents responded favorably that they help your child understand the content she/he is learning in school. (down 8)

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Continued work on getting student behavior in line so the overall school environment feels safe and capable of students to learn.
- Authenticity and integrity across the board in grading /scoring student work
- make sure all teachers are teaching the tier I curriculum so the next grade can build on previous years knowledge
- Improve fidelity to intervention model
- providing scaffolding and supports to ensure all students have access to Tier I Curriculums
- Improve student and teacher attendance

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): Faculty, Student and Parent Panorama Surveys, Pre-K Gold, K-2 District ELA and Math Benchmark Assessments, Dibels EOY Screener, Oncourse Discipline Data, LADOE Principal’s Portal, Grades 3-5 LEAP 2025, and Curriculum Implementation Scale

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 percent of students in grades 3-8 performing at mastery or advanced in ELA on the 2023 statewide LEAP assessment from 34% to 44%.
2. Increase the percent of students in grades 3-8 performing at mastery or advanced in math on the 2023 statewide LEAP assessment from 20% to 35%.
3. Increase the percent of students in grades 3-8 performing at mastery or advanced in science on the 2023 statewide LEAP assessment from 23%- 38%
4. Increase the percent of students in grades 3-8 performing at mastery or advanced in social studies on the 2023 statewide LEAP assessment from 24%-39%.
5. By May 2023, decrease the % of **students** who are **chronically absent** (13 or more days a school year) to 25%.
6. By May 2023, increase the % of **special education** students who achieve mastery or above on the **math** and **ELA** Leap 2025 assessments by 10%.
7. Decrease the % of **special education** students scoring 0 in **ELA** or **math** on the Leap Connect assessment in **ELA** or **math** by 10%.
8. By May 2023, increase the % of our **Pre-Kindergarten** students who are at or above grade-level on the end-of-year **ELA** and **math** district assessments from 77% to 88%.
9. By May 2023, increase the % of our **Kindergarten-second** students who are at or above grade-level on end-of-year **ELA** district checkpoint from 68% to 78%.
10. By May 2023, increase the % of our **Kindergarten-second grade** students who are at or above grade-level on end-of-year math district checkpoint from

72%0 82%.

11. By May 2023, increase the % of **parents** who responded favorably that classroom lessons are motivating from 48%-68% by increasing students' ownership in their learning.

12. Increase % of students scoring on or above grade level based on reading intervention data from 28% to 40% in 3rd grade; 11% to 35% in 4th grade; 18% to 35% in 5th grade.

13. Reduce the number of office referrals by 10%.

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
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Eureka-Tier I math curriculum ● LA Guidebooks 3-8-Tier I ELA curriculum ● Wit & Wisdom K-2-Tier I ELA curriculum ● CKLA K-2-Tier 1 phonics curriculum ● Phd Science K-5-Tier I science curriculum ● Social Studies - Interactive Notebooks, Companion Documents & Scope and Sequence, Digital Textbooks ● Unique curriculum for Sped. Self-contained students 	<p>ED</p> <p>Priority(s):</p> <p>1,2,3</p>	<p>SWP Goal(s):</p> <p>1-11</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka</p>	<p>Effectiveness Measure:</p> <p>Annotated Lesson Plans NIET Observations Walk-throughs District Benchmark Data iReady Assessments Oncourse Assessment Data Weekly Test Data LEAP 2025 Test Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2303z2/RAND_RR2303z2.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

				Document Camera, Louisiana State Standards materials including workbooks, personal white boards Estimated Cost: \$20,000	
Use of Academic Assessments to Improve Instruction: 1. Backward Design is utilized in planning and preparation 2. Student work is used weekly in PLC to identify next steps in instruction and intervention 3. Data from Leap, iReady Diagnostic, MOY & EOY assessments, District Checkpoints, MClass data, and common assessments is analyzed during PLC	ED Priority(s): 1,2,3	SWP Goal(s): 1-11	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: Tier I Curriculum District Created Benchmark Assessments for ELA, Math, Science and Social Studies TS Gold Checkpoints iReady Assessments Dibels/McClass Assessments Math Affirm Assessments, topic quizzes, mid-module and end of module assessments Culminating Writing Task Estimated Cost: \$5000	Effectiveness Measure: Weekly Test Data iReady Data Checkpoint Data
					Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30008

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Case teachers to meet with sped. department and paras(when applicable) to address updates or other areas where support is needed ● Teacher will complete a chart with classroom and testing accommodations and use during weekly planning to troubleshoot areas that will challenge students ● LA Connectors Grade-level intervention time Inclusion and resource support Mindplay ● Eureka Remediation Guide ● Guidebook Foundation Supports and Diverse Learners Guide. ● Collaboration between regular, Sped. teacher, and para ● Unique Curriculum for low functioning students 	<p>ED Priority(s):</p> <p>1,2,3</p>	<p>SWP Goal(s):</p> <p>6,7</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <p>X IDEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka Document Camera, Louisiana State Standards materials including workbooks, SER</p>	<p>Effectiveness Measure:</p> <p>Weekly Test Data iReady Data Checkpoint Data Leap data Leap Connect 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): https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

				<p>Estimated Cost: \$5000</p>	
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amria Spanish teachers assist with translate text for EL students EL students are identified by our EL contact faculty member. A plan is written for each student to include needed class and test accommodations. Six faculty members are available to translate and assist in communicating with EL families. EL teachers meet with students weekly 	<p>ED Priority(s):</p> <p>1,2,3,5</p>	<p>SWP Goal(s):</p> <p>1-11</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper Imagine Learning pocket folders Chromebook for each student to work on program designed for EL students</p> <p>Estimated Cost:</p> <p>\$500</p>	<p>Effectiveness Measure:</p> <p>Weekly Test Data iReady Data Checkpoint Data Itinerant Sign-in Imagine Learning data</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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"> A Pupil Progress List is created at the end of each school year that identifies students who were: <ol style="list-style-type: none"> promoted with interventions in the SAT process (Student Assistance Team) retained administratively placed <p>This list is used at the beginning of the year as a starting point for identifying students in need of interventions.</p> <ul style="list-style-type: none"> iReady Reading Diagnostic is given and considered to make initial intervention groups in grades 3-5 Dibels (K-2) and Dibels Daze (3) are administered at the beginning of each school year. Equip (computer program) is used to determine students that may need math interventions --a pre-module assessment is given to determine which content students will need interventions for before 	<p>1-10</p>	<p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards</p> <p>Estimated Cost:</p> <p>\$3000</p>	<p>data from programs used student work/assessments</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>each unit is begun</p> <ul style="list-style-type: none"> District Checkpoints K-2 (ELA and math) and iReady Reading MOY assessment used to progress monitor and adjust intervention groups 				
<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> intervention schedule for grades K-5 iReady ELA for grades 3-5 Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy, MClass Student Assistant Team RKM counselor school counselor 	<p>Goal(s): 1-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards</p> <p>Estimated Cost:</p> <p>\$2000</p>	<p>Effectiveness Measure: number of students served by RKM SAT meeting records data from programs used intervention schedule</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> Progress monitoring -Mclass Dibels Benchmark Math-topic quizzes and End-of-Module Assessments Student work is analyzed in PLC SAT meetings are held to monitor and discuss progress 	<p>Goal(s): 1-4, 8-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink</p>	<p>Effectiveness Measure: Record of SAT meetings data from programs used student work/assessments</p> <p>Evaluation / Effectiveness Results</p>

and determine next steps <ul style="list-style-type: none"> • MOY iReady Assessment • Increase intervention time 		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	cardstock Estimated Coast: \$2000	(guide revision to the SWP):
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Interventions Specific to <u>Students with Disabilities</u>: <ul style="list-style-type: none"> • Common grade-level intervention time for grades K-5 • iReady ELA and math • Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy • Unique Curriculum • Resource and inclusion minutes are provided • IEP goals and objectives 	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination: X Title I <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 X IDEA <ul style="list-style-type: none"> <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards	Effectiveness Measure: Weekly Test Data iReady Data Checkpoint Data Leap data Leap Connect Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp				Evaluation / Effectiveness Results (guide revision to the SWP):	

<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> ● Amria ● Intervention schedules for grades K-5 ● iReady ELA ● Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy ● EL support teachers 	<p>ED</p> <p>Priority(s):</p> <p>1,2,3</p>	<p>SWP Goal(s)</p> <p>1-10</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>folders paper maintenance of copiers ink cardstock chromebooks student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady Zearn Magnetic white boards laminating film personal white boards MClass Prodigy</p> <p>Estimated Cost:</p> <p>\$1000</p>	<p>Effectiveness Measure:</p> <p>Imagine Learning data data from other intervention programs</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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

Activities to Address Social and Emotional Well Being: <ul style="list-style-type: none"> ● RKM counselor available on campus ● Our School Counselor will provide lessons based on students' needs such as character building, testing, bullying, making friends, etc... ● (Character Strong) SEL Topic of the week along with the learner profile attribute of the month will be a part of morning announcements. Teachers and students will reflect, discuss, or complete a short task. ● Kindergarten will incorporate Conscience Discipline to continue and reinforce learning from PreK. 	ED Priority(s): 2,5	SWP Goal(s): 1-11	Budget Decisions/ Coordination: X Title I <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins X Other	Items Needed: Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink cardstock chromebooks	Effectiveness Measure: Number of students serviced by RKM student work discipline data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/				Estimated Cost: \$2000	Evaluation / Effectiveness Results (guide revision to the SWP):

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, 21st Century, before or after school tutoring, etc.): <ul style="list-style-type: none"> ● Extended School Year is available for 	ED Priority(s): 1,2,3	SWP Goal(s): 1-11	Budget Decisions/ Coordination: X Title I <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 	Items Needed: teachers folders paper maintenance of copiers	Effectiveness Measure: Summer School Data Extended School Year data walk-throughs
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<p>Sped. students that qualify.</p> <ul style="list-style-type: none"> • Summer Learning Camp for grades 2-8 			<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>ink cardstock chromebooks student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady Zearn Magnetic white boards laminating film personal white boards science/STEM materials bus transportation</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf</p>				<p>Estimated Cost: 200.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • PreK-5 ancillary classes include: performing arts, visual arts, PE, and Spanish. • Students attend an enrichment class daily to provide a common planning time for collaboration. Ancillary teachers also have a free period to provide time for collaboration and planning • Club Day is held weekly for students in grades K-5 					

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

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

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● Character First Lessons ● conscience Discipline PreK-K ● Conflict Resolution/Stay Away Agreements ● PBIS ● Social Emotional Learning -Community Circles ● Field day is held in the spring as a culminating activity ● Transition Class ● Restorative Practice ● IB Learner Profile Reports sent home 3x year ● Student Action-at-Home Letters ● School Counselor ● RKM Counselor on campus ● BIPs are written for students in need of check-in/check-out support ● Club Day K-5 	<p>ED</p> <p>Priority(s):</p> <p>1,2,3</p>	<p>SWP Goal(s):</p> <p>1-11</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <p>X Other</p>	<p>Items Needed:</p> <p>Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink cardstock chromebooks binders folders</p> <p>Estimated Cost:</p> <p>\$2000</p>	<p>Effectiveness Measure:</p> <p>Discipline data Shout Outs IB Learner Profile Reports Action at Home Letters</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/</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>Title I School Planning:</p> <ul style="list-style-type: none"> • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>1,2,3,5</p>	<p>SWP Goal(s)</p> <p>1-11</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p>Estimated Cost:</p> <p>\$3000</p>	<p>Effectiveness Measure:</p> <p>Agenda Sign-In Sheet Log Sheets</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www2.ed.gov/rschstat/eval/title-i/schoolwide-program/report.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Weekly collaboration meetings to plan and prepare for curriculum, use student work to progress monitor & plan next steps, review best practices (NIET Rubric), focus on student engagement and formative assessment, work on PYP/MYP planners, create rubrics for common assessments, prepare for virtual learning using Oncourse classroom ● After school planning for regular and sped resource/inclusion teachers held 2x year:-Review data to progress-monitor and make adjustments to intervention groups, work with new curriculum and collaboratively plan, make a plan for next steps based on data ● July Summer planning to study new Tier I curriculum in math, ELA, phonics, and science and begin planning for fall (Utilize Backwards Design), work on IB unit planners 	<p>ED</p> <p>Priority(s):</p> <p>1,2,3,4</p>		<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper ink stipend for after school and July planning data/student work Tier I Curriculum intervention instructional materials maintenance of copiers file folders pocket folders</p> <p>Estimated Cost: \$10,000</p>	<p>Effectiveness Measure:</p> <p>agendas sign-in sheets annotated lesson plans intervention progress monitoring</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.allthingsplc.info/files/uploads/AdvocatesforPLCs-Updated11-9-15.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior-authorization in Crate for specific activities. 	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-11</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed <p>Estimated Cost:</p> <p>\$15,000</p>	<p>Effectiveness Measure:</p> <p>redeliver agendas & 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):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:

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

<p>Strategies for Workforce Talent:</p> <p>Teachers will receive support from Curriculum Coach, Mentors, and partner teachers</p> <p>Peer Observations</p> <p>Workforce talent is also addressed at the district level utilizing content leaders, mentors, etc.</p>	<p>ED</p> <p>Priority(s):</p> <p>4</p>	<p>SWP Goal(s)</p> <p>1-11</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Tier I Curriculum Curriculum Facilitators substitutes</p>	<p>Effectiveness Measure:</p> <p>Increase in student achievement as measured by annual academic assessments.</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1200706.pdf</p>				<p>Estimated Cost:</p> <p>\$55,000 (salary for CF)</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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.

<p>Transition Activities for Incoming and Outgoing students:</p> <ul style="list-style-type: none"> ● Counselors from high school come to HEM to meet with 8th grade students for scheduling/orientation ● Headstart students tour HEM in May (upcoming PreK students) ● School Tours (ongoing) ● PreK & K orientation 	<p>ED</p> <p>Priority(s):</p> <p>2,5</p>	<p>Goal(s):</p> <p>1-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper ink maintenance of copiers file folders</p> <p>Estimated Cost:</p> <p>\$200</p>	<p>Effectiveness Measure:</p> <p>Student schedules for students transitioning to 9th grade Email confirmation of Headstart tour 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</p>					

<p>Clearinghouse): https://files.eric.ed.gov/fulltext/ED486469.pdf</p>				
				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p><i>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</i></p>	
<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:

- PLC monitors progress toward the goals on the SWP by using student work weekly to plan next steps. Progress is monitored using data from interim assessments and common assessments.
- Learning Walks are conducted with a team that consist of district leaders and support as well as Instructional Leadership Team members from the school. Observations are used to create next steps to be reviewed in ILT meetings then rolled out in PLC. This helps to progress monitor how well the instructional parts of the SWP are being implemented.
- Student Learning Targets are written by each teacher. Progress toward those targets is monitored in PLC through use of student work and common assessments.

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:

- SWP committee members look at all data and input collected in order to do effectiveness ratings then combine that with input from stakeholders and faculty to write SWP and CNA for the upcoming school year in July.

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


- Teachers are inserviced in August–data from CNA and SWP are shared
- SWP is revisited during weekly PLC and ILT
- Parents are notified at an annual meeting

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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: DeShea Johnson and Lisa Gros● Student: Julia Belina, Graham Normand, Aiden Griffin● Teacher: Lisa Prevost, Cassandra Velting, Amy Bourgeois, Cynthia Butler, JENNA Vial, Katherine Johnson, Edward Marshall, Amber Pecoraro, Garrett Taylor, Ty Griffin, Stephanie Ciresi, Sarah Clark● Parent/Family: Brittney Robillard, Robbie Roubique, Kristen Williams, Kenny Johnson● Community Member: David Vial-Parish Councilman, Robbie Miller-Parish President <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: DeShea Johnson, Lisa Gros● Student: Kyle Johnson● Teacher: Jessica Dalon, Brittany Baxter, Mary Schilling, Becky Difulco, CHRISTY ARD, Felicia Jackson● Parent/Family: Erica Viola, Monica St Cyr, Erin Flemming <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.



Co-Principal Signature

9/14/22
Date



Chairperson, Schoolwide Improvement Team Signature

9-14-22
Date

