

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Lucille Nesom Memorial School Prek-8th Grade School

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

School Lucille Nesom Memorial School

SPS: 52.4

Letter Grade: D

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%

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

Economically Disadvantaged

X ___ 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 All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink and Toner (not for office use), Masters, Staples	x	x	x	\$2,000
Copy Machine, Duplicator, Printer		x		\$2,000
Service Contracts, Repair Cost, Rebuild Kits				\$1,500
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, I pads/Cases, Projector, Document Camera, Bulbs		x		\$2,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		x		\$1,000
Laminator, Laminating Film	x	x		\$1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x		\$1,500
Accelerated Reader (AR) Licenses		x		\$2,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		x		\$500
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		x		\$1,500
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		\$1,500

<p>Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers</p>			x	\$1,500
<p>Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials</p>			x	\$1,500
<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	\$1,500
<p>ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials</p>			x	\$1,500
<p>Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps,</p>			x	\$1,500
<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	\$5,500

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:

- Parents are able to give input, express concerns and thoughts regarding the SWP at meetings, activities, and events. (Dec./March/May)
- Tickets out the door will be utilized at meetings, activities, and events to identify strengths and weaknesses of the event to be addressed by the school leadership team.
- All parents will be invited and encouraged to participate in the annual Surveys. (Dec.)
- Results from the Needs Assessment Surveys will be utilized to address the strengths and weaknesses of the school. (May)
- Parents and/or community members will be involved in the design of the SWP. (Dec./March/May)

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

- Parents assist in the implementation of the plan through attendance of PTO meetings, helping with planning events, and working at the events.
- Monthly Newsletters are sent home to educate parents on how to help their students reach target school-wide goals.
- School websites and broadcasts are also used to educate parents of school-wide meetings, events, and activities.
- Virtual formats/platforms
- Weekly communication folders

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

- Parents complete the Needs Assessment Survey. A parent letter will be sent home at the end of the year regarding parent feedback of programs including in the SWP.
- Ticket out the Door and surveys will provide feedback from stakeholders.
- The results of the SWP will be presented at the 2020-2021 Open House for parents and students.
- Parents will be presented with the evaluation results as well as the school data information in May as it relates to our school's academic performance.

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

- The SWP will be available to parents and the community for viewing during monthly PTO Meetings and Parent and Family Engagement Activities.
- Weekly reminders will be sent home to parents advising them of curriculum skills being taught to their child. Monthly newsletters are sent from our staff and PTA to help inform parents of curriculum and school activities. Events are planned throughout the year where the staff share curriculum updates with parents. (Calls on messenger, Dojo, Parent Handbook, & Monthly Calendar)

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.

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

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> <ul style="list-style-type: none"> ● Meet and Greet is normally held before the official first day of school. At Meet and Greet, students and parents will meet the faculty and staff and tour the campus. It is an opportunity for students to familiarize themselves with the campus, so that students have a smooth first day of school. This is an opportunity for the PTO to recruit parents via Google Documents. Teachers will inform parents on how to access resources that will help parents to help support students to be proficient in each subject. Teachers will provide a series of access to Family Tip Sheets at the topic level that include suggested strategies and models, key vocabulary, and tips to support learning at home. Available in English and Spanish for grades K-8. 	<p>SWP Goal (s): 1, 2, 4, 5, 6, 7, 8, 9, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> * Paper * Folders * Card Stock * Ink * toner * labels * Pens * Markers * tape * post it notes * dry erase boards * dry erase markers * envelopes * Manila Folders * Laminator <p style="text-align: right;">Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Data from agendas, exit tickets, and survey results that design and evaluation of the SWP was effective.</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK https://www.edutopia.org/article/welcoming-students-smile/</p>			<p>\$2000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity: Open House is normally held after the first month of school. Teachers provide parents with information such as school-wide and classroom rules, routines, and procedures. Parents get an opportunity to tour the school again, and parents have an opportunity to schedule conferences related to behavior and academics via Google Document. This is also an opportunity for the PTO to recruit parents via Google Documents. Teachers will train parents on how to access resources that will help parents to help support students to be proficient in each subject. Teachers will provide training on how to use the Family Tip Sheets at the topic level that include suggested strategies and models, key vocabulary, and tips to support learning at home. Available in English and Spanish for grades K-8.</p>	<p>SWP Goal (s): 1, 2, 4, 5, 6, 7, 8, 9, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> * Paper * Folders/Planners * Card Stock * Ink * Pens * Markers Laminator * Laminator F 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign-In Sheets Agendas Exit Tickets Survey Results
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK</p>			<p>Estimated Cost: \$200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

https://www.edutopia.org/article/evidence-backed-ways-to-connect-with-students-first-week/				
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<p>Parent/Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literacy Night/ Eureka Math Night- November 2022 <p>Literacy Night is a family engagement night where families come together to play games and engage in Literacy. Activities include phonics games, reading strategies, and activities parents can compete to encourage literacy engagement.</p> <p>Eureka night is a family engagement night that focuses on math concepts and skills. Teachers provide information to parents about the Eureka Tier I Curriculum and how the curriculum connects to the state standards and LEAP 20205 Assessment. Also, during this night, parents play games with students, using strategies and structures learned within the Tier I Curriculum (RDW, number bonds, tape diagram).</p>	<p>SWP Goal (s):</p> <p>1, 2, 4, 5, 6, 7, 8, 9, 11</p>	<p>Budget Decision /Coordination:</p> <p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other </p>	<p>Items Needed:</p> <ul style="list-style-type: none"> * Chromebooks * Paper * Color Paper * Cardstock * Poster boards * Chart Paper * Markers * Teacher requested materials for activities Laminator * Laminator Film 	<p>Effectiveness Measure:</p> <p>Sign-In Sheets Agendas Exit Tickets Survey Results</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://scholarworks.calstate.edu/downloads/5d86p0801 </p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Estimated Cost: \$200</p>			

<p>Parent/Family Engagement Activity:</p> <p>Leap Night is a night dedicated to providing information and important learning opportunities for parents and students with the expectations of LEAP week for grades 3rd-8th grade in all subjects.</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>Research LINK</p> <p>https://files.eric.ed.gov/fulltext/ED538641.pdf</p>	<p>SWP Goal (s)</p> <p>1, 2, 4, 5, 6, 7, 9, 11</p>	<p>Budget Decision /Coordination :</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>* Chromebooks</p> <p>* Paper</p> <p>* Color Paper</p> <p>* Cardstock</p> <p>* Poster boards</p> <p>* Chart Paper</p> <p>* Markers</p> <p>* Teacher requested materials for activities</p> <p>Laminator</p> <p>* Laminator Film</p> <p style="text-align: right;">Estimated Cost:</p> <p>\$200</p>	<p>Effectiveness Measure:</p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Exit Tickets</p> <p>Survey Results</p>
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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

LEAP 2025 0.8 of a point gain in SPS (School Performance Score).

Some students demonstrated top growth in ELA by 3% increase from 2021 to 2022.

Some students demonstrated top growth in Math by 7% increase from 2021 to 2022.

School Performance Score has increased each year for the last 3 years
LEAP 2025 Science student scores increased 20%

LEAP 2025 Social Studies student scores increased 27%

LEAP 2025 Math student scores increased 13%

76% of families responded favorably to parents having conversations with children about what his/her class is learning.

81% of students responded favorably that supportive relationships provide support they can count on to help.

78% of faculty responded favorably that school leaders are respectful towards staff.

OVERALL WEAKNESSES LISTED IN CNA

Comprehensive Intervention Required for subgroups economically disadvantaged, Hispanic/Latino, student of color, white, and students with disabilities

19% of students scored Mastery or Advanced on LEAP 2025 in ELA

10% of students scored Mastery or Advanced on LEAP 2025 in math

12% of students scored Mastery or Advanced on LEAP 2025 in science

15% of students scored Mastery or Advanced on LEAP 2025 in social studies

LEAP 2025 ELA scores decreased 7%

Science and social studies were a Level 1-2 on the LADOE Curriculum Implementation Scale

57.5% of students responded favorably to not engage in ideas from school outside of the school environment.

52% of families responded favorably to activities offered at a child's school that are not a match to his/her interest.

56% of teachers responded favorably to the lack of trust given to teachers to work in the way they think is best.

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:

Lucille Nesom Memorial School is a community school with 78% Economically Disadvantaged students. Lucille Nesom Memorial School has an SPS score of 52.4 and Comprehensive Intervention is required. The SPS subgroup score is 45.5 but notably student progress is 80.5. Students in grades pre-kindergarten to 2nd grade are scoring somewhat better on benchmark assessments compared to students in grades 3rd to 6th on LEAP 2025 assessments. LEAP 2025 Mastery or Advance scores in ELA, Math, Science, and Social Studies are holding steady at above 10%, and improvement in these areas is essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 1-2. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 92% of students with zero out of school suspension and 93% of students responding to that student. Increasing parent family involvement at Nesom School is a priority, as 50% of students responded that parents have visited school for activities.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. Decrease behavior incidents within the classroom by 10%.
2. Increase participation of positive behavior incentives system to award and decrease student's behavior.
3. Increase effective implementation of core curriculum in Science & Social studies by scale level.
4. Increase the percentage of students scoring Mastery in Science and Math.
5. Increase the percentage of students scoring Basic in ELA, Math, Social Studies and Science.
6. Increase the number of students missing less than 10 days per school year.
7. Increase concise, timely, and cultural climate of school communications between administration, parents, and students
8. Increased interventions support the focus on subgroups: economically disadvantaged, Hispanic/Latino, student of color, white, and students with disabilities.

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

- TS GOLD
- PK End of Year District Created Assessments
- PK Report Card Data (per 9 weeks)
- CKLA End of Year Student Performance Assessment (see specific Unit per grade level)
- Wit and Wisdom End of Module Assessment (see specific Module per grade level)
- MClass / DIBELS Spring Benchmark Assessment
- Guidebooks Culminating Task (see specific Unit per grade level)
- I-Ready Diagnostic 3 results and Student Growth
- LEAP 2025
- LEAP ELA Guidebooks Innovative Assessment
- Affirm Topic Quizzes (KG)
- Affirm End of Module Assessments (KG)
- Math District Checkpoints
- Social Studies – Content Assessments (see specific Unit per grade level)
- Social Studies District Benchmark Assessment (Spring writing compared to Fall writing)
- Science – End of Module Assessments

● Science – District Checkpoints (3)

● Panorama Surveys

● Discipline Data

● Attendance Data

● 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. By the end of 2023-2024 school year, the school performance score will increase 4.3 pts. from 55.7 to 60.0.

The School ELA index will increase 10%

The School Math index will increase 10%

The School Science index will increase 10%

The School Social Studies index will increase 10%

2. By the end of the 2023-2024 school year, the students' performance label will increase from "D" to a "C" which is a growth of 7%.

3. By the end of the 2023-2024 school year, discipline incidents will decrease of 10%.

4. By the end of the 2023-2024 school year, the students who scored mastery will increase by 5%

5. By the end of the 2023-2024 school year, students scoring Mastery or above on LEAP 2025 will increase 10%.

6. Our Projected 2023-2024 School Performance Score (SPS) = 60.0 + C

7. Increase the number of students scoring Mastery and above by 7%

8. The ELA Assessment will increase by 10%.

9. Increase the number of students with disabilities (special education and 504) and ELL students scoring basic and above on the Leap by 5%.

10. Reduce teacher turnover by 15%.

11. Increase the number of students in grades 4th-8th grade meeting their growth to mastery target in ELA and Math by 7%.

12. Increase parental involvement in grades 5th-8th by 10%.

13. Increase the number of students that miss 10 days or less 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: The Implementation with fidelity of a Tier I Curriculum in ELA, Math, Science, & Social Studies that address the Louisiana Student Standards including:</p> <ul style="list-style-type: none"> ● -Wit & Wisdom ● -CKLA ● -Guidebooks ● -Eureka ● -PHD Science ● STEM Project Based Learning ● STEMLAB ● AR Renaissance Reading Program ● Unit/Module Planning Sessions ● Social Studies Curriculum (Course Framework and Bayou Bridges) 	<p>ED Priority(s): 1, 3</p>	<p>SWP Goal(s): 1, 2, 4, 5, 6, 7, 8, 9, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> * Ink * Copy Machine/Printer * Duplicator } \$2,000 *Service Contracts \$1,500 *Professional Development \$5,000 *Unit/Module Planning Sessions \$1,000 *School-wide Planning and revision Sessions \$500 * Materials needed to support the Tier I curriculum \$2,000 *One on One technology \$2,000 *Laminator \$500 *Poster Maker/Paper \$500 *Dry erase supplies Estimated Cost: \$15,000 	<p>Effectiveness Measure: Leap 360 Data Dibels Scores AR Data Gold Scores Weekly Assessment Data Google/OnCourse Classroom Curriculum Implementation Scale Weekly NIET Rubric Evaluations :</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>Research LINK https://www.k12dive.com/news/rigorous-curriculum-doesnt-need-to-be-overwhelming/616888/</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

<p>Use of Academic Assessments to Improve Instruction:</p> <p>The implementation of a continuous data review process to confirm that students met targeted goals including:</p> <ul style="list-style-type: none"> -Weekly Data Chats -Data Driven Instruction and Interventions -Weekly PLC's -RTI Instruction -Small Group Instruction -School-wide Writing Strategy 	<p>ED</p> <p>Priority(s):</p> <p>1,3</p>	<p>SWP Goal(s):</p> <p>1, 2, 4, 5, 6, 7, 8, 9, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Data Charts *Data Tracking Board *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Tracking Folders *Ink *index cards *tape *Document Cameras *Chromebook *Writing Professional Dev. *Remediation/Foundational Prep Workbooks *Dry erase supplies <p>Estimated Cost:</p> <p>\$4,000</p>	<p>Effectiveness Measure: Sign-In Sheets</p> <p>Agendas</p> <p>Exit Tickets</p> <p>Survey Results</p> <p>RTI Data</p> <p>Weekly Data Reports</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>Research LINK</p> <p>https://www.frontiersin.org/articles/10.3389/feduc.2021.672666/full</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities: The Implementation of the UNIQUE curriculum will be used for Students with Disabilities.</p> <p>The Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. The unit lesson plans define three levels of differentiated tasks which accommodate the diversity of learners with significant disabilities. Unique includes standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.</p> <p><u>Inclusion students for Math/ELA:</u> Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs.</p> <p><u>504 Students:</u> Regular Education teachers provide students with 504 plan accommodations within the instruction. These can include changes to the environment, changes to instruction, or changes to how curriculum is presented.</p>	<p>ED Priority(s): 2</p>	<p>SWP Goal(s): 9</p>	<p>Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed: *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Ink *Chromobook *Materials for activities * Materials needed to support the needs of students with disabilities to scaffold the curriculum *General Supplies *Dry erase supplies Estimated Cost: \$2,000</p>	<p>Effectiveness Measure: Leap Connect Data Mindplay Data Weekly Grade Checks Weekly Assessment Data Curriculum Implementation Scale Weekly NIET Rubric Evaluations</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK https://www.readingrockets.org/topics/learning-disabilities/articles/creating-positive-school-experiences-students-disabilities</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be 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> <p>*Students will use Amira Learning The EL program provides focused, intensive small-group interventions for English learners determined by the LA Connectors, ELPT and LEAP scores to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. The interventions include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery.</p>	<p>ED Priority(s):</p> <p>2</p>	<p>SWP Goal(s):</p> <p>9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> * Paper * Color Paper * Cardstock * Poster boards * Chart Paper * Computers * Ink * District Translator * Translator App * Imagine Learning Program * Materials for activities * Materials needed to support the needs of students with disabilities to scaffold the curriculum * General Supplies * Dry erase supplies <p>Estimated Cost: \$4,000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> ELPT Data Amira Data Weekly Assessment Data Curriculum Implementation Scale Weekly NIET Rubric Evaluations
<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>Research LINK</p> <p>https://pcc.sandiego.edu/11-essential-strategies-for-teaching-english-language-learners-for-any-teacher/</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

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Interventions for At-Risk Students				
<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Student intervention placement will be determined by analyzing the following: Leap Data, Dibels Data, SRI ELA/ Math Data, and Weekly Assessment Data. Teacher observations/assessment will be used as well. <p>Teachers will be responsible for lesson plans and documentation for Tier II and Tier III student interventions.</p>	<p>Goal(s):</p> <p>1, 2, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *iReady online(\$4,500) *AMIRA Learning *Tracking Folders *Tier II & Tier I intervention program (Zearn/iReady)\$5,000 *Color Paper *Cardstock *Poster boards *Chart Paper *Ink *Remediation/Foundational Prep Workbooks *General Supplies *Dry erase supplies <p>Estimated Cost:\$10,000</p>	<p>Effectiveness Measure:</p> <p>Weekly Assessment Data System 44 Data/Read 180 Data AR Data Amira Data Mindplay Data/Headsprout Data Leap 360 Data Leap 2025 Data Benchmark Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● Tier II supplemental instructional intervention will be provided in addition to, and not in place of Tier I instruction. Students will receive core instruction plus 30 minutes of supplemental interventions 2-3 times a week instruction, specific to the student's highest area(s) of need. Tier II interventions are provided by the classroom teacher. ● Tier III supplemental instructional intervention will be provided in addition to, and not in place of Tier I instruction. Students will receive core instruction in the specific area of skill deficit in a small group 30-60 minutes, 4-5 days a week. Tier III interventions will be provided in the Read 180, System 44, Mindplay and Headsprouts Intervention Programs. 	<p>Goal(s):</p> <p>1, 2, 11</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> *Tracking Folders *Tier II & Tier I intervention program (Zearn/iReady) \$5,000 * Headphones *mice *usb cord *cat cable *Poster boards *Chart Paper *Ink *Materials for activities * Materials needed to support the needs of students with disabilities to scaffold the curriculum *General Supplies *Dry erase supplies <p>Estimated Cost: \$6,000</p>	<p>Effectiveness Measure:</p> <p>Weekly Assessment Data System 44 Data Read 180 Data Amira Data AR Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Students who continue to experience difficulty after receiving School and classroom interventions will be referred to the School Building Level Committee (SBLC). SBLC will perform a complete evaluation on students who continue to experience difficulty academically and/or behaviorally. 	<p>Goal(s):</p> <p>1, 2, 11</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> *Tracking Folders *Tier II & Tier I intervention program (Zearn/iReady) \$5,000 *Materials for activities *Content Enrichment (ELA/Math) *General Supplies *Dry erase supplies 	<p>Effectiveness Measure:</p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p>
			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	<p>Evaluation /</p>

						Effectiveness Results (guide revision to the SWP):
					Estimated Cost: \$6,000	

<p>Interventions Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> ● Students with disabilities in reading will be provided interventions through Push-in and Pull-out provided by the SPED ELA/Math teachers. Interventions will also be provided through the Read 180 and System 44 classroom. ● READ 180 is a multimedia program that is designed to meet the specific needs of students whose reading achievement is below grade level. The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customize instruction to meet their needs. ● System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. ● Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs. ● Regular Education teachers provide students with 504 plan accommodations 	<p>ED</p> <p>Priority(s):</p> <p>2</p>	<p>SWP Goal(s):</p> <p>1, 2, 9, 11</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Tracking Folders *Tier II & Tier I intervention program -Coach Digital \$4,500 *BURST \$4,500 *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Computers *Ink *Materials for activities *Certified SPED ELA/Math Teachers *General Supplies *Dry erase supplies <p>Estimated Cost: 10,000</p>	<p>Effectiveness Measure:</p> <p>Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation SPED weekly logs Weekly NIET Rubric Evaluations</p>
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<p>within the instruction. These can include changes to the environment, changes to instruction, or changes to how the curriculum is presented.</p>				<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK https://journals.sagepub.com/doi/abs/10.1177/0040059914528105</p>	<p>ED Priority(s): 2</p> <p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> The EL program provides focused, intensive small-group interventions for English learners determined to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. The interventions include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery. Students will use AMIRA LEARNING <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners/</p>
<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>SWP Goal(s): 1, 2, 9, 11</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> *Tracking Folders *Tier II & Tier I intervention program EL *Poster boards * Headphones *Chart Paper *Ink *Materials for activities *Translator app *District Para *General Supplies *Dry erase supplies <p>Estimated Cost: 1,000</p>	<p>Effectiveness Measure: Weekly Assessment Data System 44 Data Read 180 Data Mindplay Data Leap 360 Data Leap 2025 Data RTI Tracking Documentation Weekly NIET Rubric Evaluations</p>
<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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:

- The SEL program provides focused, on students awareness of their emotions, how to manage emotions when dealing with problems with anxiety, address the need of mental, behavioral, and development disorders. The amount of time in instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. *Students will use Character strong curriculum.*

ED Priority(s):

2, 3

SWP Goal(s):

3, 10, 13

Budget Decisions/Coordination:

- Title I
- Title II
- Title III
- Title IV
- LA4
- IDEA
- Homeless
- General Fund
- Perkins
- Other

Items Needed:

- * Poster boards
- * Headphones
- * Chart Paper
- * Ink
- * Materials for activities
- * Translator app
- * District Para
- * General Supplies
- * Dry erase supplies

Estimated Cost: 1,000

Effectiveness Measure:

- Weekly Assessment Data
- System 44 Data
- Read 180 Data
- Mindplay Data
- Leap 360 Data
- Leap 2025 Data
- RTI Tracking
- Documentation
- Weekly NIET Rubric
- Evaluations
- Discipline Data

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

Research LINK

[https://www.cfchildren.org/what-is-social-emotional-learning/#:~:text=Social%20emotional%20learning%20\(SEL\),academically%2C%20professionally%2C%20and%20socially.](https://www.cfchildren.org/what-is-social-emotional-learning/#:~:text=Social%20emotional%20learning%20(SEL),academically%2C%20professionally%2C%20and%20socially.)

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

<p>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.</p>					
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st-Century, before or after school tutoring, etc.):</p> <p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st-Century, before or after school tutoring, field trips):</p> <p>Extended Day opportunities will include but are not limited to After-School tutorials in ELA and Math.</p> <p>Summer Enrichment opportunities will include but are not limited to instruction in ELA and Math.</p> <p>Students will receive core instruction in the specific area of skill deficit in a small group setting 90-120 minutes, 3-4 days a week.</p> <p>Implementation of STEM afterschool programs and clubs</p> <p>Field Trips will offer hands-on opportunities to engage in real world experiences.</p>	<p>ED Priority(s):</p> <p>3</p>	<p>SWP Goal(s):</p> <p>1, 2, 4, 5, 6, 7, 8, 11</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>*Tutors \$10,000</p> <p>*Paper</p> <p>*Color Paper</p> <p>*Chart Paper</p> <p>*Ink</p> <p>*Materials for activities</p> <p>*YBTC</p> <p>*Field Trip Cost</p> <p>*iReady Program Purchase</p> <p>*General Supplies</p> <p>*Dry erase supplies</p> <p>Estimated Cost:</p> <p>20,000</p>	<p>Effectiveness Measure:</p> <p>Sign-In sheets</p> <p>Agendas</p> <p>Rosters</p> <p>Leap 2025 data</p> <p>Weekly Data Reports</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>Research LINK</p> <p>https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/</p>		<p>Estimated Cost:</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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):

The support structures and programs include: Speech, Read 180, System 44, Math Enrichment, STEMLAB, P.E., Computer Literacy, IXL, Mindplay, Headsprouts, Typing Agent, Fast Math, Mobymax, Prodigy, Khan Academy, Zearn, Eagle 2.0, and Edulastic.

1.6 MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) for BEHAVIOR

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

<ul style="list-style-type: none"> ● Strategies Used to Prevent and Address Problem Behavior: Restorative Practices integration within the classroom including: Positive community, engaging academics, effective management, and developmentally ● Restorative Practice teaching ● Monthly Tribe Meetings recognition and celebrations: ● -Students: Reading Challenge, Big Chief Award, Behavior Awards, etc. ● -Effective PBIS Activities ● -Mentor Program ● -Check in/out ● -Positive parent communication ● -PAC conflict resolution videos (Second Step) ● Identification (Id's for PBIS points - discipline and identification -safety) 	<p>ED Priority(s): 2</p>	<p>SWP Goal(s): 3</p>	<p>Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed: *Tracking Folders *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Ink *General Supplies *Poster Maker/Paper *Restorative Practices Materials for activities *Restorative Practice Professional Development *PBIS Professional Development *Classroom Management</p>	<p>Effectiveness Measure: Discipline Reports Number of Referrals Dojo reports PBIS Agenda PBIS Sign-In Sheets Tribe Meeting Agenda Check In/Out documentation</p>
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<p>● Class Dojo System</p>	<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK https://www.edweek.org/teaching-learning/opinion-ways-to-implement-restorative-practices-in-the-classroom/2020/01</p>	<p>Professional Development *Responsible Classroom/Justice resources *Dry erase supplies -ID machine \$1600.00</p> <p>Estimated Cost: \$2,000</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 Priority(s):</p> <p>2,3</p>	<p>SWP Goal(s):</p> <p>6</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p style="text-align: right;">Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Sign-In Sheets Agendas Exit Tickets Survey Results Documentation</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>Research LINK https://www.edutopia.org/article/developing-school-master-plan/</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

<p>Professional Learning Communities (PLCs): Weekly Professional Learning Communities that focus on the implementation of quality instruction by analyzing student data and work samples. Teachers will review data regularly and become aware of school and grade level growth targets and progress toward growth targets.</p>	<p>ED Priority(s): 3</p>	<p>SWP Goal(s): 10</p>	<p>Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed: * Folders * Paper * Color Paper * Cardstock * Poster boards * Chart Paper * Computers * Ink * Materials for activities * General Supplies * Dry erase supplies Estimated Cost: \$500</p>	<p>Effectiveness Measure: Sign-In Sheets Agendas Exit Tickets Survey Results Documentation</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>Research LINK https://www.chalkbeat.org/2023/3/6/23624340/teacher-turnover-leaving-the-profession-quitting-higher-rate/</p>		<p>Effectiveness Measure: Evaluation / Effectiveness Results (guide revision to the SWP):</p>		<p>Items Needed: * Folders * Paper * Color Paper * Cardstock * Poster boards * Chart Paper * Computers * Ink * Materials for activities * PD cost \$4,000 * General Supplies * Dry erase supplies Estimated Cost: \$5,000</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. Conferences/Trainings Teachers will identify conferences/training relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics. ● Monthly Professional Development that focuses on improving the effectiveness of teachers by providing 	<p>ED</p> <p>Priority(s):</p> <p>4</p>	<p>Goal(s):</p> <p>1, 10</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Teacher sign in& agendas from conferences/trainings lesson plans</p> <p>NIET teacher rating</p>
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opportunities for professional growth and on-going support; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly.

- District and Out of Parish sponsored professional development: Presentations regarding classroom management, technology, Guidebooks, DBQ, Read 180, System 44, Eureka Math, CKLA, Wit & Wisdom, Smart Board Interactive Lessons,
- Effective Strategies for Struggling Learners
-

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Research LINK

<https://www.weareteachers.com/best-education-conferences/>

Evaluation /
Effectiveness Results
(guide revision to the
SWP):

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

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

<p>Strategies for Workforce Talent:</p> <p>Develop a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities.</p> <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK</p>	<p>ED Priority(s):</p> <p>3, 4</p>	<p>Goal(s):</p> <p>1, 10</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>*District PD's</p> <p>Estimated Cost:\$500</p>	<p>Effectiveness Measure:</p> <p>Sign-In Sheets Agendas Exit Tickets Survey Results</p>
<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>					

<https://www.edutopia.org/article/qualities-exceptional-mentor-teachers/>

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:

- PreK round up-Kindergarten Roundup is designed to foster positive relationships between the children and their parents, the children and the teachers, and the parents and the teachers. Further, children have the opportunity to meet and get to know some of their classmates and the school building before the start of kindergarten.

- PreK Orientation- At orientation, we have the children go into another room to watch a movie, while the teachers give a presentation to the parents. I try to keep it brief, so the children have time to come in and explore the classroom. I drew a map on the board for parents who don't know our school's arrival and dismissal procedures. I explain a little about the curriculum and briefly go over our handbook, then allow them time to ask questions. I have sign-up sheets on the tables for volunteer time and for parents to write how their child will get home (car, walk, daycare van, or extended day). I also pass out our daily folders and explain their purpose.

ED

Priority(s):

1

Goal(s):

3, 12

Budget Decisions/
Coordination:

- Title I
- Title II
- Title III
- Title IV
- LA4
- IDEA
- Homeless
- General Fund
- Perkins
- Other

Items Needed:

- * Folders
- * Paper
- * Color Paper
- * Cardstock
- * Poster boards
- * Chart Paper
- * Computers
- * Ink
- * Materials for activities
- * General Supplies
- * Dry erase supplies

Estimated
Cost:500.00

Effectiveness Measure:

- Sign-In Sheets
- Agendas
- Exit Tickets
- Survey Results

● Open House-The purpose of this event is to allow the parents/guardians an opportunity to come to the **school** and become acclimated for this school year.

● Tour and visits of High Schools-
Transition planning involves providing 8th grade students (and sometimes their parents) preparations which make for a smooth transition into their high school as 9th graders. These may include psychological, academic, social and experiential preparation which is designed to make the transition smooth and successful. Transition planning can be helpful for all students, but may be especially important for students with disabilities or other students who are at risk, academically or socially and thus at a higher risk of dropping out.

Meet & Greet students and parents will meet the faculty and staff and virtually tour the campus. It is an opportunity for students to familiarize

<p>themselves with the campus, so that students have a smooth first day of school. This is an opportunity for the PTO to recruit parents via Google Documents.</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>Research <u>LINK</u></p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/</p>	
		<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

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

During the year teachers and administrators can analyze data through:

- DATA: weekly, monthly, semester, and yearly
- SLTs provide diagnostic pre and post test results
- Progress Monitoring-data is collected and charted
- OnCourse Reports-behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats
- SWP committee meets quarterly to monitor the plan
- Diagnostic, Interims, and Summative Assessment data
- Leap 360 data is used to determine student readiness for instruction
- Weekly Common Assessments are reviewed during weekly data chats and RTI is adjusted accordingly
- Teachers will use Tier I curriculum and provide remediation and intervention for close the achievement gaps
- Discipline, PBIS, and attendance reports
- Professional Development documentation
-

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 committee meets quarterly or as needed to plan and discuss the impact of the school programs and PFE events as outlined in the SWP to determine the effectiveness or if revisions are needed.
- Leadership Meetings and weekly collaboration meetings
- May and July to determine whether or not the goals have been met and to assist in the design of new goals or priorities for next year.

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

- Open House
- Faculty Meetings
- Literacy Night
- Eureka Math Nigh

2022-2023 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Samantha Austin
- Student: Janee London
- Teacher: Mary Sheridan, Jaqueline Miller
- Parent/Family: Central Washington/Renette London/Justin Moton
- Community Member: Sandra Towle
- 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: Samantha Austin
- Student: Janee London
- Teacher: Justin Moton, Jaqueline Miller
- Parent/Family: Renette London, Central Washington, Darren Sibley

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

SCHOOL ASSURANCES

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



Principal Signature



Date



