

The seal of the Louisiana Department of Education is a large, light gray watermark in the background. It features a central eagle with wings spread, perched on a branch. The eagle is surrounded by a circular border containing the text "STATE OF LOUISIANA" at the top, "UNION JUSTICE" on the sides, and "DEPARTMENT OF EDUCATION" at the bottom. There are two stars on either side of the eagle.

School Improvement Plan

Southside Elementary School

Submission Date: May 12, 2023

Southside Elementary School

Pre K-5

1307 Charles D. Jones Blvd.

Lake Providence, LA 71254

Muriel A. Williams

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School Profile

Check where applicable:

- Charter School
- Alternative School
- School in School Improvement
 - Academically Unacceptable Schools – Year 1
 - Academically Unacceptable Schools – Year 2
 - Academically Unacceptable Schools – Year 3
 - Academically Unacceptable Schools – Year 4
- School Improvement – Year 1
- School Improvement – Year 2
- Corrective Action – Year 1
- Corrective Action – Year 2
- Restructuring

X Title I School

- X Schoolwide** Targeted Assistance
- Member of Southern Association of Colleges and Schools
- Teacher Advancement Program (TAP)
- Distinguished Educator
- Literacy and Numeracy
- Grant Application

Name of Grant: School Improvement Plan

Contact Person: Muriel Williams

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SCHOOL IMPROVEMENT PLAN CROSSWALK

Table of Contents for SIP

[Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

Each school operating a schoolwide program must include all ten components in their plan. All schoolwide schools in improvement status must include the ten requirements for schools in improvement.

Ten Components of a Schoolwide Program	"Tools" Pages	Ten Requirements of a School Improvement Plan	Your SIP Pages
1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards.	23 – 25	1. An effective needs assessment	
2. Schoolwide Reform Strategies	32 – 39	2. A <i>strategy</i> for school improvement is a method for achieving the identified objectives. (e.g., using graphic organizers, visual imagery, and summarization). Scientifically Based Research (ESEA; Title IX, Part A) is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.	
3. Instruction by Highly Qualified Teachers	Rubric, Page 80	3. Provide an assurance that the instruction will be provided by highly qualified teachers. In addition, job-embedded professional development will be directed to address the needs of teachers and other staff members in the school to ensure academic achievement problems are identified for improvement.	

School Improvement Plan

<p>4. High quality and ongoing professional development for –</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals 	<p>45 – 49</p>	<p>4. Effective Professional Development incorporates the following:</p> <ul style="list-style-type: none"> • Focuses on the knowledge, skills, and attitudes required of teachers, administrators, and other school employees so all students can learn and perform at high levels • Creates a learning community in which substantive professional development is linked primarily to content knowledge and instructional strategies • Provides opportunities for job-embedded professional development • Provides plans for follow-up and support to ensure teacher/student learning • Focuses on student needs • Prepares educators to demonstrate high expectations for all student learning 	
<p>5. Strategies to attract high-quality highly qualified teachers to high-need schools</p>	<p>Attached to School Improvement Plans</p>	<p>5. Provide a <i>District plan</i> or policy Teacher Quality Strategies (plan for attracting high quality teachers) Identify revision date on School Policy chart, page 15 of SIP.</p>	
<p>6. Strategies to increase parent involvement <i>(Such as family literacy services)</i></p>	<p>50 – 55</p>	<p>6. Effective family involvement:</p> <ul style="list-style-type: none"> • 	
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. <i>(Such as Head Start, Even Start, Early Reading First, or a State-run preschool program)</i></p>	<p>http://www.ed.gov/policy/elsec/guide/preschoolguidance.pdf</p>	<p>7. Serving Preschool Children Under Title I Non-Regulatory Guidance: Section B-11.</p> <ul style="list-style-type: none"> • Professional development • Teacher classroom visits • Children portfolios 	

School Improvement Plan

<p>8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</p>	<p style="text-align: center;">Curriculum Section, pages 56 – 69</p> <p style="text-align: center;">Rubric, pages 78 – 81</p>	<p>8. What processes are in place for administrator(s) to identify teachers’ professional development needs related to content, instructional strategies, and classroom assessment?</p> <p>The SIP must present the actual people who will see the activities have taken place, not only the trainer, model provider, or a group of people, but those who will be responsible for setting them up and ensuring they are completed.</p>	
<p>9. Activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards are provided effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	<p style="text-align: center;">56 – 69</p>	<p>9. The Administration monitors the Taught Curriculum</p> <p style="text-align: center;">Teacher teams, with the SIT and School Support Team improves the Taught Curriculum</p>	
<p>10. Coordination and integration of Federal, State, and local services and programs</p>	<p style="text-align: center;">70 – 72</p>	<p>10. Effective coordination of resources</p>	

Louisiana Critical Goals

Critical Goal (CG)	Your SIP Page Number
<p>CG1. Students enter Kindergarten ready to learn. Measure: Percentage of Kindergarteners Meeting Benchmark on DSC(80%)</p>	
<p>CG2. Students are literate by the third grade. Measure: Percentage of Third Graders earning Basic and Above on LEAP 2025 English Language Arts Assessment (50%)</p>	
<p>CG3. Students will enter fourth grade on time. Measure: Percentage of Students Earning Consecutive Promotion from Kindergarten through Fourth Grade (95%)</p>	
<p>CG4. Students perform at or above grade level in English Language Arts by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP 2025 English Language Arts Assessment</p>	
<p>CG5. Students perform at or above grade level in math by eighth grade. Measure: Percentage of Eighth Graders at Basic and Above on LEAP 2025 Mathematics Assessment</p>	
<p>CG6. Students will graduate on time. Measure: Cohort Graduation Rate (Percentage of Students Graduating in Four Years)</p>	
<p>CG7. Students will enroll in post – secondary education or graduate workforce – ready. Measure: Percentage of First Time Freshmen (High School Graduates Enrolling in Post – Secondary Institutions)</p>	
<p>CG8. Students will successfully complete at least one year of post – secondary education. Measure: The percentage of first time freshman achieving sophomore status within two years of entering post – secondary education</p>	
<p>CG9. Achieve all eight Critical Goals, regardless of race or class. Measure: Subgroup performance of each of the Goals will be assessed to monitor progress on this goal.</p>	

Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- For schools in School Improvement, submit the plan with the state’s *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the LEA Accountability and/or Federal Programs contact. The LEA must submit via the School Improvement eGrant system.
- Submit the District Assurance via the eGrant.
- Follow each eGrant page for appropriate number of characters.
- Insert page numbers in the Table of Contents for Word version of template to be kept on file at school and LEA.
- All plans must contain a Crosswalk that identifies page numbers of activities that align with NCLB components of School Improvement and School Wide Programs.
- For SIPs that have been revised, indicate material that has changed on the *Action Plan* sheets with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- For original signatures, **USE BLUE INK.**
 - Principal’s Signature
 - Superintendent’s Signature

**Schools submit SIPs to the district for evaluation using the state’s rubric*

Principal Signature: _____
Superintendent’s Signature: _____

Date: _____
Date: _____

TABLE OF CONTENTS

<The page numbers for each component will change as information is added.>

DATA PORTFOLIO

DISTRICT ASSURANCE.....

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES.....

SCHOOL POLICIES AND PARTNERSHIPS.....

DATA TRIANGULATION SHEETS.....

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT.....

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS.....

DATA PORTFOLIO

The following items should make up the *Data Portfolio* (to be kept on file at the school):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

DISTRICT ASSURANCE

- ❑ For schools in School Improvement and in the SIG Tiers, I hereby certify that this plan was developed with the assistance of a District Assistance Team and State-level School Support Team in collaboration with the School Improvement Team.
- ❑ I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- ❑ I assure that the school-level personnel, including subgroup 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:
 - A statement of the school's mission
 - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
 - Data Triangulation tables
 - Data Comprehensive Needs Assessment Summary Report
 - Goals and measurable objectives
 - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
 - Plans for transitioning pre-school children to local elementary school programs
 - Family and community involvement activities aligned with assessed needs
 - Evaluation strategies that include methods to measure progress of implementation
 - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
 - An 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.

Superintendent's signature

District Assistance or School Support Team Leader

Principal's signature

Chair, School Improvement Team

FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES
 (Place a check or X in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using	No. of Years	Proposed Program	Deleted Program
Career to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Day Program	<input checked="" type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>
HIPPY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH 2 Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTECH Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La GEAR-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LaSIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEAD TECH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math/Science Partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-School Program (s)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Strategic Instruction Model (SIM)	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: The READ After-School Program	X	1	<input type="checkbox"/>	<input type="checkbox"/>
The Busy Bees After-School Program	X	2	<input type="checkbox"/>	

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):

- **N/A**

List the Distance Learning (i.e., web-based, satellite) courses provided for your students:

- **N/A**

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
			X Yes	<input type="checkbox"/> No
Crisis Management (emergency/evacuation plan)	§ 339/741	6/2019-2020	X Yes	<input type="checkbox"/> No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	6/2019-2020	X Yes	<input type="checkbox"/> No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	6/2019-2020	X Yes	<input type="checkbox"/> No
Security Procedures (metal detectors, etc.)	§ 339/741	6/2019-2020	X Yes	<input type="checkbox"/> No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	6/2019-2020	X Yes	<input type="checkbox"/> No
Student Code of Conduct	§ 1115/741	6/2019-2020	X Yes	<input type="checkbox"/> No
Teacher Quality Strategies (plan for attracting high quality teachers)	§ 1114/Title I	6/2019-2020	X Yes	<input type="checkbox"/> No
Transition Plan for Pre-School Children	§ 1114/Title I	6/2019-2020	X Yes	<input type="checkbox"/> No

School Partnerships (Type the name of each partner in the space provided)	
University	University of Louisiana @Monroe; Grambling State University, Grambling, LA
Technical Institute	
Feeder School(s)	Delta Head Start, Wee Learners
Community	Community Action, LSU Ag Center; Reading Brigade; Junior Auxiliary; ECP Library; Cotton Museum; ECP Sheriff Department; ECP Hospital; ECP Clerical Court, LP Police Department
Business/Industry	Jong's Supervalu #1 ; Family Dollar; Dollar General; Louisiana Delta Bank; Sonic
Private Grants	
Other	Teacher Leaders, Network 2 Team, Generation Ready , Content Leaders

School Improvement Plan

Data Triangulation – Strengths:

Contributing Factors: Good Teaching Practices, Administrative Support for School Improvement, School Safety/Climate	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, School Involvement	
Instrument(200): 5th Grade ELA – LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings (500) 1a. 26% of 5th graders scored Basic and above on the LEAP 2025 English Language Arts Spring 2021 Assessment. 1b. 26% of 5th graders scored at moderate/strong performance rating on Vocabulary. 2. Educators organize available space, materials and/or equipment to facilitate learning. 3. Teachers perceived themselves as stakeholders in school improvement.
Contributing Factors: Good Teaching Practices, Administrative Support for School Improvement, School Safety/Climate	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, School Involvement	
Instrument(200): 3rd Grade ELA – LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings (500) 1a. 18% of 3rd graders scored Basic and above on the LEAP 2025 English Language Arts Spring 2021 Assessment. 1b. 17% of 3rd graders scored at moderate/strong performance rating on Literacy Text. 2. Educators organize available space, materials and/or equipment to facilitate learning. 3. Teachers perceived themselves as stakeholders in school improvement.
Contributing Factors: Good Teaching Practices, Administrative Support for School Improvement, School Safety/Climate	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, School Involvement	
Instrument(200): 4th Grade ELA-LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	

School Improvement Plan

Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings (500) 1a. 17% of 4th graders scored Basic and above the LEAP 2025 English Language Arts Spring 2021 Assessment. 1b. 28% of the 4th graders scored at moderate/strong performance rating on Informational Text. 2. Educators organize available space, materials and/or equipment to facilitate learning. 3. Teachers perceived themselves as stakeholders in school improvement.
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*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 62 Table 52 Domain and Sub domain codes

School Improvement Plan

Data Triangulation – Weaknesses :

Contributing Factors: Lack of Collaborative Instruction, Too Much Teacher Directed Instruction, Need to make further efforts to involve parents in the instructional program for their children	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, Assessment Content and Structure	
Instrument(200): 3rd grade Social Studies – LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	
Data Type:	Findings (500)
1. Cognitive	1. 97% of 3 rd grade students scored below basic on the LEAP 2025 Science Spring 2021 Assessment.
2. Behavioral	2. Low percentage of teachers uses small group/guided instruction on a regular basis to differentiate and address student weaknesses.
3. Attitudinal	3. Administrators indicated less cooperation from the parents and community for school improvement purpose.
Contributing Factors: Lack of Collaborative Instruction, Too Much Teacher Directed Instruction, Need to make further efforts to involve parents in the instructional program for their children	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, Assessment Content and Structure	
Instrument(200): 5th Grade Math – LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	
Data Type:	Findings (500)
1. Cognitive	1. 95% of 5th grade students scored below basic on the LEAP 2025 Mathematics Spring 2021 Assessment.
2. Behavioral	2. Low percentage of teachers uses small group/guided instruction on a regular basis to differentiate and address student weaknesses.
3. Attitudinal	3. Administrators indicated less cooperation from the parents and community for school improvement purpose.
Contributing Factors: Lack of Collaborative Instruction, Too Much Teacher Directed Instruction, Need to make further efforts to involve parents in the instructional program for their children	
Domain: 100 Curriculum, Instruction, and Assessment Sub domain: 110 510 Instructional Strategies, Assessment Content and Structure	
Instrument(200): 4th Grade Mathematics- LEAP 2025, Classroom Observation Summary, Student, Parent and Instructional Staff Questionnaires	

School Improvement Plan

Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings (500) 1. 93% of 4th grade students scored below basic on the LEAP 2025 Mathematics Spring 2021 Assessment. 2. Low percentage of teachers uses small group/guided instruction on a regular basis to differentiate and address student weaknesses. 3. Administrators indicated less cooperation from the parents and community for school improvement purpose.
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*Must list at least three findings to justify Contributing Factors

Refer to *Comprehensive Needs Assessment User's Guide* page 62 Table 52 Domain and Sub domain codes

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

Part Ia: Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 5 th Grade ELA	LEAP 2025 (2020-2021) Assessments Scores
2. 3 rd Grade ELA	LEAP 2025 (2020-2021) Assessments Scores
3. 4 th Grade ELA	LEAP 2025 (2020-2021) Assessments Scores
4.	
5.	

Part IIa. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Good Teaching Practices	Classroom Observation Forms
2. Administrative Support for School Improvement	Faculty Needs Assessment
3. School Safety/Climate	Administrator Questionnaire, Faculty Needs Assessment
4.	
5.	

DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

Part Ib: Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 3th Grade Social Studies	LEAP 2025 (2020-2021) Assessments Scores
2. 5th Grade Math	LEAP 2025 (2020-2021) Assessments Scores
3. 4th Grade Math	LEAP 2025 (2020-2021) Assessments Scores
4.	
5.	

Part IIb. List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Lack of In-Person Instruction due to COVID-19	Classroom Observation Forms
2. Lack of ongoing training in Google Classroom for all stakeholders	Teacher Observations, Student Focus Group
3. Need to make further efforts to involve parents in the instructional program for their children	Faculty Needs Assessment
4.	
5.	

The identified weaknesses will lead to the goals. The contributing factors of the weaknesses will lead to the strategies.

School Improvement Plan

Action Plan - Activities indicated should address all subgroups

GOAL 1		By the end of school year 2021-2022, 20% of students will score Mastery and above in ELA on the LEAP 2025 Assessment.	
Louisiana Critical Goal (CG): <input checked="" type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input checked="" type="checkbox"/> CG9			
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL			
Provide an explanation for not selecting one of the three recommended strategies:			
Indicator of Implementation (250 Characters): Up to 6		Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6	
1.1 High Quality Curriculum (all Tier-1 curricula is recommended by LDOE)		1.1 Pre-K- Math-e Teaching Strategies, Frog Street Pre-k-ELA-- Teaching Strategies, LLC Creative Curriculum for Preschool K-2nd- -CKLA (Core Knowledge Language Arts K-2 second edition) 3 rd -5 th Grades-ELA Guidebook 3.0 4 th - 5 th Grades -LEAP Connect	
1.2 High-Quality Teacher Professional Development		1.2 Teaching Strategies, LLC. (PO Vendor) --Pre K ELA /Frog Street Amplify (PD Vendor) ---Core Knowledge Language Arts K-2 Generation Ready (PD Vendor)-Guidebook 3.0 Grades 3-5; Core Knowledge Language Arts Grades K-2 Core Knowledge ELA Skills Strand Grades K-2 Curriculum Associates (PD Vendor) - Ready ELA Louisiana Department of Education (PD Vendor)- Content Coaches - ELA Houghton Mifflin Harcourt (PD Vendor) - ELA School Kit (PD Vendor)- Content Leader Trainer The Achievement Network – A Net (PD Vendor)- Grades K -5 American Reading Company (PO Vendor)-Guidebook 3.0 LDOE-4 th -5 th Grades-LEAP Connect	

School Improvement Plan

<p>1.3 High Quality Assessments</p>		<p>1.3 Pre-K- ELA (Teaching Strategies) TS Gold (embedded with teaching, not a separate assessment), Individual conferences with students K-2nd ELA iSTEOP, DRDP (Desired Results Developmental Profile-K, Exit Slips for Core Knowledge (K-2), Discussion Prompts from Core Knowledge (K-2), Individual conferences with students (K-2), Short quizzes created using EAGLE items, Ready Louisiana, Edulastic, or mini-assessments from Student Achievement Partners, LEAP 360 Learning task from current grade level (K-2), Ready Louisiana 3rd -5th ELA LEAP ANet Diagnostic assessments, iSTEOP (3rd Grade), Express Our Understanding exit slips from LDOE Guidebooks, Discussion prompts from LDOE Guidebooks, Individual Conferences with students, Culminating Writing Tasks from LDOE Guidebooks.</p> <p>Additional Assessment options: Short quizzes created using EAGLE items, Common Lit, Edulastic, or mini-assessments from Student Achievement Partners, Cold Read Tasks from LDOE Guidebooks, Research Simulation Tasks from LDOE Guidebooks, ANet Interim Assessments (2-5).</p>
<p>OBJECTIVES(150 Characters): Up to 3</p>		<p>DESIRED OUTCOMES (150 Characters):</p>
<p>1.1</p>	<p>3rd Grade ELA Proficient rate from 18% to 28% or above.</p>	<p>To improve ELA major content areas: Reading Performance (Literary Text, Informational Text, and Vocabulary) and Writing Performance (Written Expression and Knowledge & Use of Language Conventions) across the curriculum. Increase proficiency rates on the 3rd Grade LEAP 2025 ELA Assessment.</p>
<p>1.2</p>	<p>4th Grade ELA Proficient rate from 17% to 27% or above.</p>	<p>To improve ELA major content areas: Reading Performance (Literary Text, Informational Text, and Vocabulary) and Writing Performance (Written Expression and Knowledge & Use of Language Conventions) across the curriculum. Increase proficiency rates on the 4th Grade LEAP 2025 ELA Assessment.</p>

School Improvement Plan

1.3	5 th Grade ELA Proficient rate from 26% to 36% or above.	To improve ELA major content areas: Reading Performance (Literary Text, Informational Text, Vocabulary) and Writing Performance (Written Expression and Knowledge & Use of Language Conventions) across the curriculum. Increase proficiency rates on the 5 th Grade LEAP 2025 ELA Assessment.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>Curriculum: Louisiana Student Standards will be implemented in each core content area as outlined by the LDOE and the district. Year-long scope and sequence plans are developed during the professional development sessions held in the beginning of the school year.</p> <p>ELA instruction will focus on looking at textual resources and textual complexity. Also an instructional analysis will be on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.</p> <p>Math instruction will focus on Mathematical Concepts focusing on Number and Operations (Base Ten and Fractions), Operations and Algebraic Thinking, Measurement and Data, Geometry, Multiplication and Division and Fractions and Expressions that understanding clearly through writing, speaking and modeling.</p> <p>Science Instruction will focus on PhD Science with emphasis on Physical Science, Life Science, and Earth Science. Classroom science instruction will use hands-on manipulatives to enhance student learning.</p> <p>Social Studies will focus on Chronological & Historical Thinking, Key Events, Ideas and People, Maps and Globes, People Land and Environment, Government and Political Systems, Citizenship, Personal Finance, Wants, Scarcity and Producers/Consumers, Careers, Exchange and Trade.</p>		<p>Muriel Williams Carolyn Robinson Anita Brooks</p> <p>PreK-5 Teachers Paraprofessionals</p>	08-15-2023	05-28-2024	cost	T1 SI

School Improvement Plan

<p>At Southside, monthly PLC meetings are held on the third Thursday of each month. These PLC meetings are led by teacher leaders with focus on classroom management techniques, improving student achievement, data analysis from Eureka/Zearn and ANet. At PLC's the teacher collaborate to make sure lesson plans and assessments are aligned to Louisiana Student Standards. Content teachers and Teacher Leaders redeliver new instructional shifts at monthly PLC meetings.</p> <p>At PLC meetings, the focus will also be placed on differentiated instruction, small group instruction, and the integration of writing and technology across the curriculum.</p>	<p>Pre K- 5th Grade Teachers & Elementary Curriculum Coordinator</p>	<p>08-15-2023</p>	<p>05-25-2024</p>	<p>cost</p>	<p>T1 SI</p>
<p>Classroom Instruction:</p> <p>Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction with Tier 1 Curriculum.</p> <p>Additional strategies that will be utilized include:</p> <ul style="list-style-type: none"> • Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments. • Teachers will use whole and small group instruction to focus on skills that need to be re-taught. Paraprofessionals will work with Tier 2 and Tier 3 students on deficit skill sets. • Teachers will use Writing Revolution and R.A.C.E. to enhance writing skills in ELA, Science and Social Studies. (The students will Restate the question, Answer the question, Cite the evidence, Explain and expand) • Utilizing ongoing data, the teachers will provide students with remediation, intervention, and/or enrichment opportunities through. 	<p>Pre K- 5th Grade Teachers</p>	<p>08-15-2023</p>	<p>05-25-2024</p>		

School Improvement Plan

<p>High Quality Assessments:</p> <p>DIBELS will be administered to student’s grades K-3 in the beginning of the school year.</p> <p>DRDP (Desired Results Development Profile) will be used as the Kindergarten Entry Assessment.</p> <p>Dibels Acadience: Kindergarten and Second Grade students are given ELA and Math assessments at the beginning, middle and end of the year. ANet Diagnostic test at beginning of the year, and ANet Interim Assessments at the Mid of the year for 2nd - 5th Grade students.</p> <p>LEAP 2025 Practice and end of the year test are administered to 3rd -5th Grade students.</p> <p>PreK- ELA (Teaching Strategies) TS Gold (embedded with teaching, not a separate assessment), Individual conferences with students K-2nd ELA iSTEOP, DRDP (Desired Results Developmental Profile-K, Dibels, Exit Slips for Core Knowledge (K-2), Discussion Prompts from Core Knowledge (K-2), Individual conferences with students (K-2), Short quizzes created using EAGLE items, Common Lit , Edulastic, or mini-assessments from Student Achievement Partners, LEAP 360 Learning task from current grade level (K-2), Ready Louisiana 3rd-5th ELA LEAP 360 Diagnostic Assessment, iSTEOP (3rd Grade), Express Our Understanding exit slips from LDOE Guidebooks, Discussion prompts from LDOE Guidebooks, Individual Conferences with students, Culminating Writing Tasks from LDOE Guidebooks. Additional Assessment options: Short quizzes created using Common Lit, Edulastic, or mini-assessments from Student Achievement Partners, Cold Read Tasks from LDOE Guidebooks, Research Simulation Tasks from LDOE Guidebooks, ANet Interim Assessments</p>	<p>Pre K- 5th Grade Teachers</p>	<p>08-15-2023</p>	<p>05-25-2024</p>		
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School Improvement Plan

<p>Professional/Staff Development (PD and Planning that is necessary to support Curriculum, Instruction, and Assessments):</p> <p>District Leaders, administrators, teachers, and Paraprofessionals will participate in district level and School level workshops and conferences on implementing research based instructional strategies and technology integration.</p> <p>Trainings Include</p> <p>Teaching Strategies, LLC. (PO Vendor) --Pre K ELA /Frog Street Amplify (PD Vendor) ----</p> <p>Core Knowledge Language Arts K-2</p> <p>New Direction (PD Vendor)-Guidebook 3.0 Grades 3-5</p> <p>Core Knowledge Language Arts Grades K-2</p> <p>K-2 Core Knowledge ELA Skills Strand Grades K-2</p> <p>Great Minds PBC (PO Vendor) 3-5 Eureka Math</p> <p>Great Minds PBC (PO Vendor) 3-5 PhD Science</p> <p>Louisiana Department of Education (PD Vendor)- Content Coaches - ELA</p> <p>Houghton Mifflin Harcourt (PD Vendor) - ELA</p> <p>School Kit (PD Vendor)- Content Leader Trainer</p> <p>The Achievement Network – A Net (PD Vendor)- Grades 2-5</p> <p>American Reading Company (PO Vendor)-Guidebook 3.0</p> <p>LDOE-4th -5th Grades -LEAP Connect</p>	<p>Muriel Williams Carolyn Robinson Anita Brooks Teachers & Paraprofessionals</p>	<p>08-15-2023</p>	<p>05-25-2024</p>		
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School Improvement Plan

<p>Parental and Family Engagement:</p> <p>Provide families with the tools they need to support student learning at home through our Parent Center.</p> <p>The school has provisions for parent –teacher conferences and has a system of frequent progress reports and report cards sent to parents.</p> <p>The school provides information to parents concerning state assessments, school performance profiles, and their child’s individual assessment results, including assistance in understanding the results.</p> <p>A Student Handbook will be sent home at the beginning of each school year to inform parents of district and school policies for enrollment, attendance, homework, safety and discipline procedures, bus routes and bus behavior, Technology Acceptable Use Policy and Parents Educational Rights and Privacy Act. Parents are required to sign and return to the child’s teacher the appropriate forms attached at the end of the of the handbook stating that they have read and discussed the handbook with their child.</p> <p>Family/Parents’ opportunities for involvement in classroom, school, and district activities will increased.</p> <ol style="list-style-type: none"> 1. Back to School Bash- distribution of clear/mesh backpacks 2. Open House/Orientation 3. Parent Learning Nights- emphasis on Guidebook 3.0 & Eureka/Zearn 3-5 Grades 4. LEAP 2025 Parent Workshop- focus on testing strategies <p>The District and Schools will collaborate with local business and community organizations.</p>	<p>Muriel Williams Carolyn Robinson Anita Brooks Teachers & Para Professionals</p>	<p>08-15-2023</p>	<p>05-25-2024</p>		
<p>Summative Evaluation (250 Characters): 2023 LEAP2025, LAA1, and iSteep Next scores will be compared to prior years to assess strengths and weaknesses.</p>					
<p>Implementation Issues (250 Characters)</p>	<p>Date Presented</p>	<p>Resolution(s) (250 Characters)</p>	<p>Date Resolved</p>		

School Improvement Plan

	date		date
	date		date

FCI-Indicates Family Community Involvement Activities

STEM-Indicates Science, Technology, Engineering, and Mathematics Activities

D – Indicates Discipline Support Activities

C-Indicates Curriculum Activities

CCR-Indicates College and Career Readiness Activities

PD-Indicates Professional Development

L-Indicates Literacy Activities

Weekly, in each core content area, teachers will use a variety of research-based instructional strategies including the use of Southside Six Point Academic Plan Equity: High School Readiness, Content Literacy, Professional Learning Communities, Partnerships and Personalization.

Action Plan - Activities indicated should address all subgroups

GOAL 2	By the end of school year 2021-2022, 20% of the students will score Mastery and above in Math on the LEAP 2025 Assessment.	
Louisiana Critical Goal (CG): <input checked="" type="checkbox"/> CG1 <input checked="" type="checkbox"/> CG2 <input checked="" type="checkbox"/> CG3 <input type="checkbox"/> CG4 <input type="checkbox"/> CG5 <input type="checkbox"/> CG6 <input type="checkbox"/> CG7 <input type="checkbox"/> CG8 <input checked="" type="checkbox"/> CG9		
Research-Based Strategy 1: <input checked="" type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL		
Provide an explanation for not selecting one of the three recommended strategies:		
Indicator of Implementation (250 Characters): Up to 6	Procedures for Evaluating Indicators of Implementation (250 Characters): Up to 6	
2.1 High Quality Curriculum (all curricula is Tier-1 recommend by LDOE)	2.1 Pre K- Math- Frog Street K-1 st Grade -- Great Minds Eureka Math/Zearn 2 nd -5 th --Eureka/Zearn Math 4 th - 5 th Grades -LEAP Connect	
2.2 High-Quality Teacher Professional Development	2.2 Teaching Strategies, LLC. (PO Vendor) --Pre K Math/The Creative Curriculum New Direction (PD Vendor)-Eureka/Zearn Math Grades K-5, Great Minds (PD Vendor) --- Eureka Math Grades K-1 Curriculum Associates (PD Vendor) - Ready Mathematics ZEARN (PD Vendor) - Eureka /ZEARN Math Grades K-5 Louisiana Department of Education (PD Vendor)- Content Coaches - Math School Kit (PD Vendor)- Content Leader Trainer The Achievement Network – A Net (PD Vendor)- Grades 2 -5 LDOE-4 th -5 th Grades.-LEAP Connect	

School Improvement Plan

<p>2.3 High Quality Assessments</p>		<p>2.3 Pre K Math (Teaching Strategies) TS Gold, Individual Conferences with students K-2nd Math DROP (Desired Results Developmental Profile-K), Student Debrief exit slips Eureka, Problem Sets from Eureka, Individual conferences with students, Mid-module assessments built from Eureka mid-module assessments, EAGLE and/or 3rd-5th Math LEAP 360 Diagnostic, LEAP 360 Interim, LEAP 360 Summative, ZEARN exit Tickets! Ready Louisiana, Test Prep- Release Items from LDOE, EAGLE items, LEAP Summative Assessments. Additional Assessment options: Short quizzes created using EAGLE items, Edulastic, or mini-assessments from Student Achievement Partners, ANet Assessments</p>
<p>OBJECTIVES(150 Characters): Up to 3</p>		<p>DESIRED OUTCOMES (150 Characters):</p>
<p>2.1</p>	<p>3rd Grade Math Proficient rate from 13% to 23% or above.</p>	<p>To improve math major content areas (Products & Quotients/Solve Multiplication & Division Problems, Solve Problems with Any Operation Fractions as Numbers & Equivalence Solve Time, Area, Measurement, & Estimation Problems, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application). Increase proficiency rates on the 3rd grade LEAP 2025 Math Assessment.</p>
<p>2.2</p>	<p>4th Grade Math Proficient rate from 7% to 17% or above.</p>	<p>To improve math major content areas (Compare & Solve Problems with Fractions, Solve Multi-Step Problems, Multiplicative Comparison & Place Value, Additional & Supporting Content, Expressing Mathematical Reasoning, and Modeling & Application) . Increase proficiency rates on the 4th grade LEAP 2025 Math Assessment.</p>

School Improvement Plan

2.3	5 th Grade Math Proficient rate from 5% to 15% or above.	To improve Math major content areas (Operations with Decimals/Read, Write, & Compare Decimals, Solve Fraction Problems, Interpret Fractions, Place Value, & Scaling, Recognize, Represent, & Determine Volume/Multiply & Divide Whole Numbers, Additional & Supporting Content, Expressing Mathematical Reasoning Modeling & Application). Increase proficiency rates on the 5th grade LEAP 2025 Math Assessment.				
Activity (1500 Characters)		Responsible Person (100 Characters)	Start Date	Completion Date	Estimated Cost	Funding Source
<p>Curriculum (what will be taught): Louisiana Student Standards will be implemented, as appropriate, for each core content area as outlined by the LDOE and the district. Year-long scope and sequence plans are developed during the professional development sessions held in the beginning of the school year.</p> <p>ELA instruction will focus on looking at textual resources and textual complexity, focusing on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.</p> <p>Math instruction will focus on Mathematical Concepts focusing on Number and Operations (Base Ten and Fractions), Operations and Algebraic Thinking, Measurement and Data, Geometry, Multiplication and Division and Fractions and express that understanding clearly through writing, speaking and modeling.</p> <p>Science Instruction will focus on Science as Inquiry, Physical Science, Life Science, Earth and Space Science and Science and the Environment using hands-on learning.</p> <p>Social Studies will focus on: Chronological & Historical Thinking, Key Events, Ideas and People, Maps and Globes, People Land and Environment, Government and Political Systems, Citizenship, Personal Finance, Wants, Scarcity and Producers/Consumers, Careers, Exchange and Trade.</p>		<p>Muriel Williams Carolyn Robinson Anita Brooks</p> <p>PreK-5 Teachers and Paraprofessionals</p>	08-15-2023	05-25-2024	cost	T1 SI

School Improvement Plan

<p>On August 15, 2023, administrators, Elementary Curriculum Coordinator, PreK-5th grade teachers, and paras will analyze and organize 2022-2023 data from DSC, iSTEAP, District Assessments, LEAP 2025 to identify strengths and weaknesses in Math. Teachers and paraprofessionals will utilize data to construct data walls and to plan activities for individual students.</p>	<p>Muriel Williams Carolyn Robinson Anita Brooks Teachers & Paraprofessionals</p>	<p>08-9-2023</p>	<p>05-25-2024</p>	<p>cost</p>	<p>T1 SI</p>
<p>The computer lab will be utilized in administering Pre and Post tests and daily activities in Math, and other educational software during the 2023-2024 school year. Interventions)</p>		<p>08-15-2023</p>	<p>05-25-2024</p>		
<p>The READ After-School Program will provide students with academic enrichment opportunities, as well as additional activities designed to complement the district’s academic programs. The program will place emphasis on mathematical and writing skills for 3rd to 5th grade students.</p>		<p>10-01-2023</p>	<p>05-21-2024</p>		
<p>All 3rd -5th Grade teachers will create and maintain a data wall using ANet Diagnostic and Interim assessment data. Teachers will post data walls in the Library, so teachers can identify the strengths and weaknesses and monitor their progress for growth.</p>		<p>2nd -5th Grade Teachers</p>	<p>8-15-2023</p>	<p>05-25-2024</p>	
	<p>3rd -5th Grade Teachers New Directions/ANet- Consultants</p>	<p>08-15-2023</p>	<p>05-25-2024</p>		

School Improvement Plan

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School Improvement Plan

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Implementation Issues (250 Characters)	Date Presented	Resolution(s) (250 Characters)	Date Resolved
	date		date

School Improvement Plan

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