

2024-2025 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Chesbrough Elementary School
PreK - 5th grade

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

School Chesbrough Elementary School

SPS 72

Letter Grade C

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

CIR - Comprehensive Intervention Required

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

UIR - Academic - Urgent Intervention Required for Academics:

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

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2024 - 2025

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, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	5,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	5,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	2,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		5,000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		1,000
Laminator, Laminating Film	X	X	X	1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	2,000
Accelerated Reader (AR) Licenses		X		3,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X		2,000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),		X		3,000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,		X		5,000

Staples, Tape, Scissors (student- blunt tip only), White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		X		2,000
Communication Folders and Planners		X		2,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		3,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		3,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X		3,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps		X		2,000
PFE GOAL: Teach Parents and Families how to help their child be successful by providing “training” in Curriculum, Data Analysis or Assessments. Communication is essential Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X			1,600

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 students 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:

The school shared through social media and communication outlets about the stakeholder meeting.

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

We did not have any parents attend the meeting. However, the stakeholders did agree that we needed to raise proficiency levels in all subjects with a continued focus on students' reading skills across all subject (math, ELA, science, social studies) areas.

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

Stakeholders are included through survey results, parent conferences, meetings.

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

Social Media, Communication Tools (Classdojo), Notes home, PTA/Family Meetings, parent conferences, SAT Meetings

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Parent/Family Engagement Activity:=</p> <p><i>Open House and meet and greet-parents sign up for parent conferences, learn about Class Dojo and the Student Progress Center. Parents learn how to access student attendance, grades/assignments.</i></p>	<p>SWP Goal (s):</p> <p><i>1-4</i></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><i>Paper</i></p> <p><i>Folders</i></p> <p><i>Ink</i></p> <p><i>Colored Paper</i></p> <p>Estimated Cost:</p> <p>\$500</p>	<p>Effectiveness Measure:</p> <p><i>Sign In Sheets</i></p> <p><i>Parent Panorama Survey</i></p> <p><i>Agenda</i></p> <p><i>EOY Assessment Data</i></p> <p><i>Parental data from Dojo</i></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>Parent involvement and student academic performance: A multiple mediational analysis - PMC</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Class Dojo				
Parent/Family Engagement Activity: <i>Literacy Night (October)-Parent Training in Accelerated Reader-parents learn how to assist students with reading at their level and reading with their child. Parents also learn reading strategies for home.</i>	SWP Goal (s): 1-4	Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: <i>AR Folders Ink Paper Colored Paper</i>	Effectiveness Measure: <i>Agenda Parent Panorama Surveys AR Participation EOY Assessment Data</i>
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Accelerated Reader™			Estimated Cost: \$1000	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: <i>Parent Conferences Teachers meet with parents (phone/zoom/in-person). At the conference, teachers discuss curriculum, academic performance, and student data. Teachers discuss the Tier I curriculum strategies to better help parents support students.</i>	SWP Goal (s): 1-4	Budget Decision /Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: <i>Folders Paper Ink</i>	Effectiveness Measure: <i>Parent Panorama Survey Parent Conference Sign Up SAT Documentation Forms EOY Assessment Data</i>
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Curricular Resources Annotated Reviews			Estimated Cost: \$250	Evaluation / Effectiveness Results (guide revision to the SWP):

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:

The school is departmentalized in grades K-5 to give teachers more opportunities to delve into the curriculum and increase curriculum implementation practices. Special education students are also included in the regular setting through the use of inclusion teachers and high instructional expectations. The school utilizes the NIET rubric for walkthroughs, evaluation and instructional collaborations. Administration has weekly huddle meetings, and the school leadership team of teachers, curriculum coach, paras and secretaries meets monthly. The school has an instructional leadership team that meets weekly to plan for weekly teacher collaboration, analyze student and teacher data.

In an effort to improve student achievement, the school is focused on school climate, student engagement, strengthening literacy in all grade levels, and improving proficiency in all subject areas. The academic focus of math, science, social studies, and ELA proficiency is due to the data of no subject areas achieving over 70% proficiency. With focus on student engagement and climate, the school will also utilize student ownership strategies with data and interventions in all four subject areas (math, science, social studies, English) where the student proficiency percentage is less than 60%.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase school climate for students.
- Increase student engagement/motivation in classroom instruction.
- Increase literacy in students of all grade levels.
- Increase student proficiency in math, science, social studies, and ELA in all grade levels.
- Increase special education subgroup proficiency

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

Data was collected and analyzed from multiple sources including: LDOE School Report Card, LEAP 2024 Spring Test Data, District Benchmarks for K-2, End of Year Benchmarks for ELA/Math in Pre-K.

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 May 2025, K-2 ELA Benchmark and Math Benchmark will increase 5 percentage points through the use of tier I curriculum and supports.
2. By May 2025, all subjects grades 3-5 assessment index will increase 5 points.
3. By May 2025, students with disabilities subgroup will increase in percentage mastery by 5 percentage points.
4. By the spring 2025, the school climate and engagement scores on the Panorama survey will increase by 5 points.
5. By May 2025, PK ELA and math scores will be at 80% proficient.
6. By May 2025, Dibels proficiency for grades K-3 will increase by 5 percentage points.
7. By May 2025, the out of school suspension rate will decrease by 3 percentage points.
8. By May 2025, the number of students missing 15 days or more of school will decrease 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
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<p>Rigorous, Standards-Based Curriculum:</p> <p><i>Eureka</i> <i>CKLA</i> <i>W/W</i> <i>PhD Science</i> <i>LA Guidebooks</i> <i>Social Studies-Bayou Bridges</i> <i>Supplemental Science materials</i> <i>LDOE Resources for Literacy, Math, Social Studies, and Science</i> <i>Unique curriculum</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, post-its, tape, paperclips</i></p>	<p>Effectiveness Measure:</p> <p><i>EOY Data Results</i> <i>LEAP, District Checkpoints, Dibels</i></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>http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1</p>				<p>Estimated Cost: \$2,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <p>Data Analysis is completed to create a long range plan.</p> <p>The long range plan is the template for weekly instructional team meetings to prepare for collaboration, where new learning/strategies are developed from instructional team meetings based on student academic needs are then field tested and presented in collaboration meetings.</p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p>	<p>Effectiveness Measure:</p> <p><i>LEAP, Dibels, TS Gold, Common Assessments, District Checkpoints, LEAP Connect</i></p>

<p>In collaboration, teachers identify needs from academic student data (LEAP, common assessments, Dibels, TS Gold, district checkpoints, DRDP) Teachers learn new strategies to implement in the classroom to impact student learning. Teachers also bring back student work for progress monitoring and instructional feedback.</p>				<p>Estimated Cost: \$2,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.curriculumassociates.com/blog/meaningful-education-data-meetings</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p><i>Inclusion</i> <i>Unique</i> <i>Vizzle</i> <i>Tiered Interventions</i> <i>LDOE Resources</i> <i>Self-Contained with Tier I Curriculum</i></p>	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p>	<p>Effectiveness Measure:</p> <p><i>Student Progress Reports, Intervention data</i></p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://iod.unh.edu/sites/default/files/media/InclusiveEd/researchsupport-final.pdf</p>				<p>Estimated Cost: \$2,000</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> <ul style="list-style-type: none"> Amira 	<p>ED Priority(s): 1-5</p>	<p>SWP Goal(s): 1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$1,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data-ELDA Data</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.cs.cmu.edu/~listen/pdfs/AI_ED_2001_WRMT_WC_camera_ready.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Students ELPT Scores:</p>

Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <p>At the end of the year, a Pupil Progress List is created identifying students who were:</p> <ol style="list-style-type: none"> 1. Promoted with interventions 2. in the SAT process. 3. Retained 4. Administratively placed <p>At the beginning of the year, all end of year data is also placed on school wide data sheets. Beginning of the year screeners and diagnostics also provide student data about classroom interventions and support.</p>	<p>Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <p><i>Student data from intervention groups. SAT Logs</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <p><i>Lexia Core 5 for 3-5 literacy</i> <i>K-2 Amira and Boost</i> <i>iReady Math</i> <i>Math interventions-small group, Zearn</i> <i>Mindplay-interventions for students with reading needs.</i> <i>LDOE Literacy Strategies</i> <i>Vizzle-LEAP Connect Assessment</i></p>	<p>Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo marker, document cameras</i></p> <p>Estimated Cost: \$5,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p><i>District SAT process-Student Assistance Team protocols-possible evaluation for services.</i></p> <p><i>Increased intervention</i></p>	<p>Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p> <p>Estimated Coast: \$500</p>	<p>Effectiveness Measure:</p> <p><i>SAT Meeting Forms</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <p><i>Students have specific IEP set goals that are measurable.</i></p> <p><i>iReady Math</i></p> <p><i>Lexia Core 5</i></p> <p><i>Zearn</i></p> <p><i>Unique</i></p> <p><i>Amira</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p>	<p>Effectiveness Measure:</p> <p><i>IEP Goals</i></p> <p><i>Alternate Assessment Data</i></p> <p><i>LEAP subgroup data</i></p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.naset.org/publications/the-practical-teacher/determining-measurable-annual-goals-in-an-iep</p>				<p>Estimated Cost: \$1,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to English Learners:</p> <p><i>District EL support Amira Program</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$1,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.brookings.edu/blog/brown-center-chalkboard/2017/06/02/english-learners-and-the-growing-need-for-qualified-teachers/</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.

<p>Activities to Address Social and Emotional Well Being:</p> <p><i>Character Strong monthly SEL topic with morning announcements and built in time in the schedule for lessons.</i></p> <p><i>School counselor will provide lessons based on student needs (bullying, testing, being kind, etc.) She will also conduct restorative practices with students and student groups.</i></p> <p>AWARE grant resources</p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <p><i>Panorama Survey Results</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3702&context=etd</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.5 STUDENT OPPORTUNITIES

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

<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>After School Programs (ESSER Funds) Summer Learning Camp (ESSER Funds)</p>	<p>ED</p> <p>Priority(s): 1-5</p>	<p>SWP Goal(s): 1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p>	<p>Effectiveness Measure:</p> <p><i>Student Attendance</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx</p>				<p>Estimated Cost: \$1,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <p><i>Students have opportunities to engage in Art class and music class alternating weeks. Students have PE, library, and interventions/enrichment for student learning support.</i></p>					
<p>1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR</p> <p>Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in <u>Believe to Achieve: Educational Priorities</u>, including <u>coordinated early intervening services (CEIS)</u> under the Individuals with Disabilities Act (IDEA), if applicable.</p>					

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <p><i>SAT (Student Assistance Team)</i> <i>PBIS</i> <i>Dojo Points/Dojo Store (Redeem points)</i> <i>Counselor provides restorative practices for students and student groups.</i> <i>Transition class for Tier 3 behavior</i></p>	<p>ED</p> <p>Priority(s):</p> <p><i>Reading</i> <i>Student</i> <i>Engagement</i> <i>School</i> <i>Climate</i></p>	<p>SWP Goal(s):</p> <p>1-8</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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$12,000</p>	<p>Effectiveness Measure:</p> <p><i>SAT logs</i> <i>Dojo Data</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/sblc.pdf?sfvrsn=4</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.7 PROFESSIONAL DEVELOPMENT

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

<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP Meetings ● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. ● School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ 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</p> <p>Stipends</p> <p>See individual Prior Approval for specific items needed</p>	<p>Effectiveness Measure:</p> <p><i>Agendas</i></p> <p><i>Sign-in Sheet</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_2</p>				<p>Estimated Cost:</p> <p>\$1000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs):</p> <p><i>Administration will meet weekly to complete a huddle meeting establishing school needs and solutions.</i></p> <p><i>Pre-Instructional Leadership Team (admin and teacher leader) will meet weekly to create a meeting agenda for instructional leadership team meeting following the NIET need, new learning, development, application, and evaluation.</i></p> <p><i>Instructional Leadership will also meet weekly</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ 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><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p>	<p>Effectiveness Measure:</p> <p><i>Teacher Effectiveness Data (EEPASS/HCIS)</i></p> <p><i>Student EOY Data</i></p>

<p><i>to determine the needs and new learning based on student needs and student data/work samples.</i></p> <p><i>Teachers will participate in a weekly collaboration meeting to discuss curriculum, student needs, standards, effective strategies for student engagement and instruction and analyze student data and work.</i></p> <p><i>Grade levels collaborate as needed.</i></p>				<p>Estimated Cost: \$1,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1194725.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> ● Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. <ul style="list-style-type: none"> ○ classroom management ○ behavior disorders ○ Teacher leaders work with teachers to collaboratively plan 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>1-8</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>Effectiveness Measure:</p> <p><i>Redelivery Training Agendas W/T Data of Strategies Utilized</i></p>

<p>lessons using Eureka, Guidebooks, Wit and Wisdom, CKLA, PhD science, and Bayou Bridges</p> <ul style="list-style-type: none"> ○ Intervention training for Lexia, DIBELS, iReady Math 				<p>Estimated Cost: \$3,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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

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

Strategies for Workforce Talent: <ul style="list-style-type: none"> • <i>Mentorship program for teachers new to the school.</i> • <i>PLCs once weekly</i> • <i>Instructional Leadership Team Meetings</i> • <i>Effectiveness Stipends</i> • <i>Stipends for PD</i> • <i>District Level PD</i> • <i>New Teacher Orientation</i> • <i>In-district certification for non-certified teachers.</i> • <i>District level content leaders, etc.</i> 	ED Priority(s): 1-5	Goal(s): 1-8	Budget Decisions/Coordination: <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: <i>Paper, folders, pens, ink, copiers</i>	Effectiveness Measure: Sign-In Sheets Agendas Assessment of new certifications on boarded List of content leaders Mentors/assigned new teachers
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ets.org/praxis/prepare/tips/			Estimated Cost: \$1,000		Evaluation / Effectiveness Results (guide revision to the SWP):

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students: <i>Incoming students:</i> <i>Orientations for both preK and kindergarten families in August, where they visit classroom, meet teachers, learn about the school.</i> <i>Administration offers tours of the school for new parents/families and students as needed. New families needing a tour should contact the office to set up a date and time.</i> <i>In May, 5th grade students visit SMS for a</i>	ED Priority(s): 1-5	Goal(s): 1-8	Budget Decisions/Coordination: <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: <i>Paper, pens, folders, copier, sticky notes</i>	Effectiveness Measure: <i>Sign-In Sheets</i>
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<p><i>campus tour, to meet staff, and learn about the school.</i></p> <p><i>In May, coaches come and talk to our 5th grade students about physicals and tryouts.</i></p>				<p>Estimated Cost: \$500</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>					
<p>https://www.jstor.org/stable/27536796</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>

4. Regular Monitoring and SWP Revision

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

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

At the beginning of the school year, the SWP is reviewed by the faculty and staff. The goals are reviewed at every instructional leadership team meeting and collaboration meeting. Focus areas are addressed at these meetings to achieve the goal. Data (assessment, instructional, discipline) is reviewed and student work is analyzed for next steps in addressing and meeting the school goals.

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

- *In the summer the SWP committee will meet to write the SWP and make necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2025 an effectiveness meeting will be held to review the 2024-2025 SWP and determine its effectiveness, results of strategies, student data, and family and parent engagement activities.*

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

- *Information from the effectiveness meeting in July/August 2025, when data is released from LDOE, will be shared on the school’s website, discussed with faculty and staff at the end of our school year faculty meeting and our parent activities.*

2023-2024 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: *Roslyn Varnado*
- Student: *Peyton Bryant*
- Teacher: *Ashley Thompson*
- Parent/Family: *Amanda Hyde*
- Community Member: *Tommy Simmons*

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: *Roslyn Varnado*
- Student: *Merrit Faunce*
- Teacher: *Janice Roberts*
- Parent/Family: *Lisa Landry*

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.

Roslyn Varnado

7/15/24

Principal Signature

Date

Kelly Fontenot

7/15/24

Chairperson, Schoolwide Improvement Team Signature

Date