

2024-2025 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Hammond Eastside Lower Magnet School PreKindergarten - 5th Grade

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

School Hammond Eastside Magnet School

SPS: 64

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	\$15,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	\$4,500
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$2,800
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$10,000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$2,500
Laminator, Laminating Film		X	X	\$3,500
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$3,500

Accelerated Reader (AR) Licenses		X		5,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		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		\$2,000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paper Clips, Staples, Tape, Scissors (student- blunt tip only), White-Out, Post-it-Notes, Chart Paper, Sentence Strips, 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)		X		\$3,200
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X		\$800
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$20,000

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

1.1 Family and Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

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

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized to send notes home to parents in the primary language of the family.

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Parent/Family Engagement Activity:</p> <p style="text-align: center;">Student-Led Conference Night</p> <p>Stations with information on curriculum and a station with information about SWP and directions to log in to JCampus to view grades will be set up at the fall SLC night. In the spring, stations with information on curriculum in the classrooms and math stations (1 per grade level) with information for parents how to access Eureka math resources online, and math manipulatives and a math at home game to play.</p>	<p>SWP Goal(s):</p> <p style="text-align: center;">1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <p>X Other</p>	<p>Items Needed:</p> <p>maintenance of copiers, ink, Poster maker, Lamination film, refreshments</p> <p>Estimated Cost:</p> <p>\$700</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets, pictures, surveys, tickets out the door</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.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/globalkeyfindings.pdf</p> <p>https://www.educationworld.com/a_admin/admin/admin112.shtml</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Student-led Conferences: A Growing Trend				
<p>Parent/Family Engagement Activity:</p> <p>Prek bi-yearly parent conferences.</p> <p>Teachers review academic 2,6 progress and the results from TSGold. Next steps are provided to the parents through resources and activities that can be done at home for students that are not progressing. (fall and spring)</p>	<p>SWP Goal(s):</p> <p>1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p>X LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>paper, maintenance of copiers, ink, substitutes</p> <p>Estimated Cost:</p> <p>\$1000</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets, pictures, surveys, tickets out the door</p> <p>EOY PreK district assessments</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.scielo.br/j/pe/a/Q39MGD7HSyJ4XsSQdLLJgw/abstract/?lang=en</p> <p>DEVELOPMENT OF CHILDREN'S PERSONALITY: THE ROLE OF EARLY CHILDHOOD EDUCATION</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Student Showcase/Open House</p> <p>September 24, 2024</p> <p>Open House PreK-5 to include an annual meeting on SWP -Share goals of SWP and how parents can help us meet our goals. Parents/guardians visit classrooms for brief presentations by teachers on</p>	<p>SWP Goal(s):</p> <p>1-12</p>	<p>Budget Decision /Coordination:</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p>	<p>Items Needed:</p> <p>poster paper, cardstock, ink, toner, laminating film, poster machine paper and ink, masters, staples copy machine service</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets, pictures, surveys, tickets out the door</p>
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<p><i>the Tier I Curriculums used.</i></p>		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	contracts	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf</p>			<p>Estimated Cost: \$400</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Breakfast & Books Literacy Event Prek-5 Grade. March 13, 2025</p> <p>Each student will receive a free fiction or nonfiction book of their choice. Parents will receive a handout with questions and activities the family can do together with the book at home. While the families are eating breakfast, a story will be read, and a teacher will model the questions that are on the handout the parents are getting to do at home with the students.</p>	<p>SWP Goal(s): 1-12</p>	<p>Budget Decision /Coordination :</p> <p>X Title I</p> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p>paper maintenance of copiers ink cardstock books</p> <p>Estimated Cost:</p> <p>\$2000</p>	<p>Effectiveness Measure: Sign-in sheets, pictures, surveys, tickets out the door</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

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

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
3rd grade showed a 6% percent growth with students scoring mastery and advanced in math	Decrease in students scoring mastery and advanced in ELA and math for grades 4th and 5th
Support of students by Student Assistance Team	Urgent Intervention Required for Academics
97% of families responded favorably when asked how often do you have conversations with your child about what his/her class is learning at school	62% of students responded favorably that they are interested in their classes
Utilize resources to identify and support subgroups	42% of students responded favorably students behavior interrupts their learning
73% of students report favorably when asked If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult (up 10)	teacher attendance
job embedded professional development/collaboration	Lower percent of students scoring mastery or above in math versus ELA grades 3-5
93% of teachers responded favorably when asked about their confidence that school leaders have the best interests of the school in mind grew by (up 20)	30% of students missed 15 or more days

The staff feels supported by administration	31% of faculty and staff frequently or always feel overwhelmed at work.
Implementation of Tier I curriculums in math, ELA, and science.	Low percentage of students scoring mastery or advanced in social studies and science grades 3-5
	Writing across all content areas
	Number of uncertified teachers
	Number of students needing early interventions in reading (K-5) compared to the workforce available to provide interventions. (Interventions are not as consistent as they should be because of shortage of staff.)
	PreK-2 students scored lower in math on EOY assessments

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Hammond Eastside Magnet Lower is a community school with 912 students in grades pre-kindergarten through fifth grade. Hammond Eastside Magnet Lower has an SPS score of 64 and Urgent Intervention is required in the area of academics. Students in grades pre-kindergarten to 2nd grade are scoring significantly better on benchmark assessments compared to students in grades 3rd to 5th on LEAP 2025 assessments. LEAP 2025 Mastery or Advanced scores in ELA and Math are at an average of 41% (23-24) and improvement in these areas is essential. Additionally, the science and social studies LDOE Curriculum Implementation Scale scores were 2 and 3. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 46% of students self-reported favorably when asked if they believe their teacher respects the students in the classroom, and 73% of students report favorably when asked If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult. Increasing parent family involvement at Hammond Eastside Magnet Lower is a priority, as 97% of families responded favorably when asked how often do you have conversations with your child about what his/her class is learning at school. 93% of teachers responded favorably when asked about their confidence that school leaders have the best interests of the school in mind grew by (up 20). HEML had 30% of students who were chronically absent 15 or fewer days last school year. There will be ongoing support in classroom management through restorative practices, character strong curriculum, community circles and monitoring. We will continue to foster and build strong parent and community relationships. We will consistently use data to drive our decision-making in every aspect of our school in providing the best learning environment possible.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease behavior incidents within the classroom.
- Increase effective implementation of core curriculum.
- Increase the percentage of students scoring Mastery in Science.
- Increase the percentage of students scoring Proficient or Advanced in ELA, Math, & Social Studies.
- Increase the number of students missing less than 15 days per school year.
- Improve student and teacher attendance

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

SCHOOLWIDE PLAN GOALS

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

1. By the end of the 2024-25 school year, HEML will increase the SPS score by 3 points as measured by the SPS calculator.
2. By the end of the 2024-25 school year, HEML will increase the percentage of K-3 students reading at or above grade level from 36% to 41% as measured by DIBELS.
3. By the end of the 2024-25 school year, HEML will increase the percentage of 3rd-5th grade students scoring at mastery or above from 23% to 26% in ELA as measured by LEAP 2025.
4. By the end of the 2024-25 school year, HEML will increase the percentage of 3rd-5th grade students scoring at mastery or above from 21% to 24% in Math as measured by LEAP 2025.
5. By the end of the 2024-25 school year, HEML will increase the percentage of 3rd-5th grade students scoring at mastery or above from 17% to 20% in Science as measured by LEAP 2025.
6. By the end of the 2024-25 school year, HEML will increase the percentage of 3rd - 5th grade Sub Group students scoring at mastery or above from 3% to 5% as measured by LEAP 2025.
7. By the end of the 2024-2025 school year, HEML will increase attendance rate by 3 percentage points.
8. HEML will reduce the number of office referrals by 10% from 604 to 549.

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> <ul style="list-style-type: none"> ● Eureka-Tier I math curriculum ● LA Guidebooks 3-8-Tier I ELA curriculum ● Wit & Wisdom K-2-Tier I ELA curriculum ● CKLA K-2-Tier 1 phonics curriculum ● Phd Science K-5-Tier I science curriculum ● Bayou Bridges K-5- Tier 1 Social Studies curriculum ● Unique curriculum for Sped. Self-contained students ● PreK Tier 1- Frog Street ELA & MATH, Eureka <p>Document cameras, Chromebooks, Smartboards and other technology resources are used during instruction to turn individual assignments into class assignments to support student -to -student interaction through cooperative learning discussions thereby maintaining the students’ attention and engagement.</p>	<p>ED Priority(s):</p> <p>1-6</p>	<p>SWP Goal(s):</p> <p>1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives</p> <p>Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka Document Camera, Louisiana State Standards materials including workbooks, personal white boards</p>	<p>Effectiveness Measure:</p> <p>Annotated Lesson Plans NIET Observations Walk-throughs District Benchmark Data Oncourse Assessment Data Weekly Test Data LEAP 2025 Test Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2303z2/RAND_RR2303z2.pdf</p>				<p>Estimated Cost:</p> <p>\$20,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Use of Academic Assessments to Improve Instruction:</p> <ol style="list-style-type: none"> 1. Backward Design is utilized in planning and preparation 2. Student work is used weekly in PLC to identify next steps in instruction and intervention 3. Data from Leap 2025, Lexia Core5 data, BOY, MOY & EOY assessments, District Checkpoints, and common assessments is analyzed during PLC 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Tier I Curriculum District Created Benchmark Assessments for ELA, Math, Science and Social Studies TS Gold Checkpoints Lexia Core5, Dibels Assessments Math Affirm Assessments, topic quizzes, mid-module and end of module assessments Culminating Writing Task</p>	<p>Effectiveness Measure:</p> <p>Annotated Lesson Weekly Test Data Lexia Core5 Data Checkpoint Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30008</p>				<p>Estimated Cost: \$5000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Case teachers to meet with Sped department and paras (when applicable) to address updates or 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV 	<p>Items Needed:</p> <p>Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape</p>	<p>Effectiveness Measure:</p> <p>Weekly Test Data Lexia Core5 Data Checkpoint Data Leap 2025 Test data</p>
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<p>other areas where support is needed</p> <ul style="list-style-type: none"> ● Teacher will complete a chart with classroom and testing accommodations and use during weekly planning to troubleshoot areas that will challenge students ● LA Connectors Grade-level intervention time Inclusion and resource support Mindplay ● Eureka Remediation Guide ● Guidebook Foundation Supports and Diverse Learners Guide. ● Collaboration between regular, Sped. teacher, and para ● Unique Curriculum for low functioning students ● Inclusion for Grades K-5: Special education teachers support students in the classroom and collaborate with general education teachers on specific student needs. 			<ul style="list-style-type: none"> <input type="checkbox"/> LA4 X IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka Document Camera, Louisiana State Standards materials including workbooks, SER</p>	<p>Leap Connect Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp</p>				<p>Estimated Cost: \$5000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • Amria grades K-5 • Spanish teachers assist with translate text for EL students • EL students are identified by our EL contact faculty member. A plan is written for each student to include needed class and test accommodations. • Six faculty members are available to translate and assist in communicating with EL families. • EL teachers meet with students weekly 	<p>ED Priority(s): 1-4</p>	<p>SWP Goal(s): 3-6</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper Imagine Learning pocket folders Chromebook for each student to work on program designed for EL students</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <p>Amria Data Weekly Test Data Lexia Core5 Data Checkpoint Data Itinerant Sign-in</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://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● A Pupil Progress List is created at the end of each school year that identifies students who were: <ol style="list-style-type: none"> 1. promoted with interventions 2. in the SAT process (Student Assistance Team) 3. retained 4. administratively placed <p>This list is used at the beginning of the year as a starting point for identifying students in need of interventions.</p> <ul style="list-style-type: none"> ● Lexia Core5 Diagnostic is given and considered to make initial intervention groups in grades 3-5 ● Amira Diagnostic is given and considered to make initial intervention groups in grades K-5 ● Dibels (K-2) and Dibels Daze (3) are administered at the beginning of each school year. ● Equip (computer program) is used to determine students that may need math interventions --a pre-module assessment is given to determine which content students will need interventions for before each unit is begun ● District Checkpoints K-2 (ELA and math) assessments used to progress monitor and adjust intervention groups 	<p>Goal(s): 1-10</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock Lexia Core5 Zearn Prodigy Magnetic white boards laminating film personal white boards</p> <p>Estimated Cost: \$3000</p>	<p>Effectiveness Measure:</p> <p>data from programs used student work/assessments</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● Intervention schedule for grades K-5 ● Lexia Core5 ELA for grades 3-5 ● Amira for grades K-5 ● Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy ● Student Assistant Team ● RKM counselor ● school counselor ● Vizzle- any students that take LEAP Connect 	<p>Goal(s): 1-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock Lexia Core5 Zearn Prodigy Magnetic white boards laminating film personal white boards</p> <p>Estimated Cost: \$2000</p>	<p>Effectiveness Measure:</p> <p>number of students served by RKM SAT meeting records data from programs used intervention schedule</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Progress monitoring -Lexia Core5 and Zearn ● Amira Benchmark ● Dibels Benchmark ● Math-topic quizzes and End-of-Module Assessments ● Student work is analyzed in PLC ● SAT meetings are held to monitor and discuss progress and determine next steps ● Increase intervention time 	<p>Goal(s): 1-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock</p> <p>Estimated Cost: \$2000</p>	<p>Effectiveness Measure:</p> <p>Record of SAT meetings data from programs used student work/assessments</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Common grade-level intervention time for grades K-5 • Lexia Core5 ELA for grades 3-5 • Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy, Amira • Unique Curriculum • Resource and inclusion minutes are provided • IEP goals and objectives 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-10</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <p>X IDEA</p> <ul style="list-style-type: none"> <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards</p>	<p>Effectiveness Measure:</p> <p>Weekly Test Data Lexia Core5 Data Amira Data Zearn Data Checkpoint Data Leap 2025 Testing data Leap Connect Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp</p>				<p>Estimated Cost: \$2,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Amira for grades K-5 • Intervention schedules for grades K-5 • Lexia Core5 ELA • Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy • EL support teachers 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s) 1-9</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed:</p> <p>folders paper maintenance of copiers ink cardstock chromebooks</p>	<p>Effectiveness Measure:</p> <p>Data from intervention programs</p>

			<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	student and teacher chromebooks folders paper maintenance of copiers ink cardstock Lexia Core5 Zearn Magnetic white boards laminating film personal white boards Prodigy	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp				Estimated Cost: \$1000	Evaluation / Effectiveness Results (guide revision to the SWP):

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

Activities to Address Social and Emotional Well Being:	ED Priority(s): 1-6	SWP Goal(s): 1-12	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> RKM counselor available on campus Our School Counselor will provide lessons based on students' needs such as character building, testing, bullying, making friends, etc... (Character Strong) SEL Topic of the week along with the learner profile 			X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund	Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink	Number of students serviced by RKM student work discipline data

<p>attribute of the month will be a part of morning announcements. Teachers and students will reflect, discuss, or complete a short task.</p> <ul style="list-style-type: none"> Kindergarten will incorporate Conscience Discipline to continue and reinforce learning from PreK. 			<input type="checkbox"/> Perkins X Other	cardstock chromebooks	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/				Estimated Cost: \$2000	Evaluation / Effectiveness Results (guide revision to the SWP):

1.5 STUDENT OPPORTUNITIES

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

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): <ul style="list-style-type: none"> Extended School Year is available for sped students that qualify. Summer Learning Camp for grades 2-5 	ED Priority(s): 1-6	SWP Goal(s): 1-12	Budget Decisions/ Coordination: X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: teachers folders paper maintenance of copiers ink cardstock chromebooks student and teacher chromebooks folders paper maintenance of copiers ink	Effectiveness Measure: Summer School Data Extended School Year data walk-throughs
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

			cardstock Lexia Core5 Zearn Magnetic white boards laminating film personal white boards science/STEM materials bus transportation Estimated Cost: \$200.00	
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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):

- PreK-5 ancillary classes include: performing arts, visual arts, PE, and Spanish.
- Students attend an enrichment class daily to provide a common planning time for collaboration. Ancillary teachers also have a free period to provide time for collaboration and planning
- Club Day is held biweekly for students in grades K-5

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

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

Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> ● Character First Lessons ● Conscience Discipline PreK-K ● Conflict Resolution/Stay Away Agreements ● PBIS Rewards App ● Social Emotional Learning -Community Circles 	ED Priority(s): 1-6	SWP Goal(s): 1-12	Budget Decisions/Coordination: X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund	Items Needed: Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink cardstock	Effectiveness Measure: Discipline data Shout Outs IB Learner Profile Reports Action at Home Letters PBIS Rewards App Data
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<ul style="list-style-type: none"> ● Field day is held in the spring as a culminating activity ● Transition Class ● Restorative Practice ● IB Learner Profile Reports sent home 3x year ● Student Action-at-Home Letters ● School Counselor ● RKM Counselor on campus ● BIPs are written for students in need of check-in/check-out support ● Club Day K-5 			<input type="checkbox"/> Perkins X Other	chromebooks binders PBIS Rewards App folders Estimated Cost: \$2000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/					Evaluation / Effectiveness Results (guide revision to the SWP):

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.

Title I School Planning: <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 – 	ED Priority(s): 1-6	SWP Goal(s): 1-12	Budget Decisions/ Coordination: X Title I <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless 	Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed	Effectiveness Measure: Agenda Sign-In Sheet Log Sheets
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<p>authorizations in Crate for specific activities.</p>			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other		
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/rschstat/eval/title-i/schoolwide-program/report.pdf</p>				<p>Estimated Cost: \$3000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Weekly collaboration meetings to plan and prepare for curriculum, use student work to progress monitor & plan next steps, review best practices (NIET Rubric), focus on student engagement and formative assessment, work on PYP/MYP planners, create rubrics for common assessments, prepare for virtual learning using Oncourse classroom After school planning for regular and sped resource/inclusion teachers held 2x year:-Review data to progress-monitor and make adjustments to intervention groups, work with new curriculum and collaboratively plan, make a plan for next steps based on data July Summer planning to study new Tier I curriculum in math, ELA, phonics, and science and begin planning for fall (Utilize Backwards Design), work on IB unit planners 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-12</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper ink stipend for after school and July planning data/student work Tier I Curriculum intervention instructional materials maintenance of copiers file folders pocket folders</p> <p>Estimated Cost: \$10,000</p>	<p>Effectiveness Measure:</p> <p>agendas sign-in sheets annotated lesson plans intervention progress monitoring</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.allthingsplc.info/files/uploads/AdvocatesforPLCs-Updated11-9-15.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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: redeliver agendas & sign-in sheets</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>				<p>Estimated Cost: \$15,000</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.

<p>Strategies for Workforce Talent:</p> <ul style="list-style-type: none"> ● Teachers will receive support from Curriculum Coach, Mentors, and partner teachers ● Peer Observations ● Workforce talent is also addressed at the district level utilizing content leaders, mentors, etc. 	<p>ED Priority(s): 1-6</p>	<p>SWP Goal(s): 1-9</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Tier I Curriculum Curriculum Facilitators substitutes</p>	<p>Effectiveness Measure:</p> <p>Increase in student achievement as measured by annual academic assessments.</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1200706.pdf</p>				<p>Estimated Cost: \$55,000 (salary for CF)</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.8 STUDENT TRANSITION

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.					
<p>Transition Activities for Incoming and Outgoing students:</p> <ul style="list-style-type: none"> • Headstart students tour HEML in May 2025 (upcoming PreK students) • School Tours (ongoing) • PreK & K orientation in August 2024 • Arrangements will be made for 5th grade students to visit the Hammond Eastside Upper location where they will have an opportunity to tour the campus, meet faculty and staff and receive pertinent information that will better prepare them for the next school year (May 2025). 	<p>ED Priority(s): 1-6</p>	<p>Goal(s): 1-12</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper ink maintenance of copiers file folders</p> <p>Estimated Cost: \$200</p>	<p>Effectiveness Measure:</p> <p>Student schedules for students transitioning to 9th grade Email confirmation of Headstart tour sign in sheets</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/ED486469.pdf</p>					
			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

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

<p>their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</p>	<p>feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.</p>
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4. Regular Monitoring and SWP Revision

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

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

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

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

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

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

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

2024-2025 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal:** Sharon Walker
- **Assistant Principals:** LaQuita Holloway, Edward Marshall, Cynthia Butler
- **Students:** Lawson Roubique, Ayden Griffin
- **Teacher:** Kaitlyn Barron, [Cassandra Velting](#), [Amy Bourgeois](#), Hilda Sanchez, Michael Anna Catalanotto, Jessica Dalon
- **Parent/Family:** Brittney Robillard, Robbie Roubique, Latasha Duplessis, Katherine Johnson
- **Community Member:** David Vial-Parish Councilman, Robbie Miller-Parish President

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:** Sharon Walker
- **Assistant Principal:** LaQuita Holloway
- **Students:** Lawson Roubique, Ayden Griffin
- **Teacher:** [Jessica Dalon](#), [Mary Schilling](#), [Becky Difulco](#), [Cassandra Velting](#)
- **Parent/Family:** Erica Viola, Monica St Cyr, Erin Flemming

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

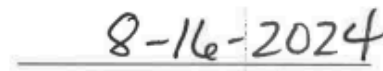
SCHOOL ASSURANCES

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


Principal Signature


Date


Chairperson, Schoolwide Improvement Team Signature


Date