

Ouachita Parish Schools



Title I Elementary School Wide Plan

Shady Grove

School Name

2022-2023

School Year

School Information

School Name: Shady Grove Elementary School

Address: 2204 Ticheli Road
Monroe, LA 71202

Grade Span: Pre- K through Fifth Grade

School Mission: Shady Grove Elementary will strive to build a solid foundation that ensures lifelong learning while preparing students to excel in society.

Principal: Janitra Underwood

Assistant Principal: Darnell Whittington

Administrative Assistant: Rokeya Myles

Master Teacher: Mindy Adams

Reading Math Coordinator: Lamekia Hardman

Literacy Coach: Jasmine Blanson

School Improvement Team

	NAME	ROLE
Administrator	Janitra Underwood	Principal
Administrator	Darnell Whittington	Assistant Principal
Teacher	Mindy Adams	Master Teacher
Teacher	Lamekia Hardman	Title I Reading/Math Coordinator
Teacher	Jasmine Blanson	Literacy Coach
Teacher	Robin Underwood	Mentor Teacher/Tap Mentor
Parent	Dorothy Jackson	Community Member
Parent	Credella Abraham	Parent
	SIP REVIEW MEETING DATES	SIP REVIEW MEETING DATES
#1 Beginning of Year	August 2022	#4 Mid Term
#2 1 st 9 Weeks	September 2022	#5 3 rd Nine Weeks
#3 2 nd 9 Weeks	November 2022	#6 4 th Nine Weeks
		January 2023
		February 2023
		April 2023

Faculty and Staff

Name	Position	(Teachers & Paraprofessionals)
Nikki Krause	Pre-K / All Subjects	Teacher
Samantha Murphy	Kindergarten / All Subjects	Teacher
Robin Underwood	Kindergarten / All Subjects	Teacher
Treasure Briggs	1 st Grade / All Subjects	Teacher
Brooke Kindrix	1 st Grade / All Subjects	Teacher
Bonnie Guidry	2 nd Grade / All Subjects	Teacher
Heather Cashion	2 nd Grade / All Subjects	Teacher
Veronica Capers	3 rd Grade / Reading and Social Studies	Teacher
Madison Riles	3 rd Grade / Math and Science	Teacher
Dawn Maza	4 th Grade / Math and Science	Teacher

Evangeline Ogden	4 th Grade / Reading and Social Studies	Teacher
Amy Owens	5 th Grade / Reading and Social Studies	Teacher
Carmessia Page	5 th Grade / Math and Science	Teacher
Connie Hinzman	Self-Contained	Teacher
Donna Stamper	Resource K-2 nd	Teacher
Denise Morgan	Resource 3 rd -5 th	Teacher
Tarnisha Threats	Reading Interventionist	Teacher
Shannetta Salsberry	Librarian	Librarian
Melisa Tucker	Music	Music
Hayley Mason	Speech Therapist	Speech Therapist
Shalanda Lloyd	Counselor	Counselor
Aaron Smith	Behavior Coach/ISS	Paraprofessional
Johnnee Simmons	Paraprofessional / iReady Math Lab	Paraprofessional
Vivian Brothers	Paraprofessional / iReady Reading Lab	Paraprofessional
Faith Wilhite	Paraprofessional	Paraprofessional
Victoria Robinson	Paraprofessional	Paraprofessional
Danielle Davis	Self-Contained	Paraprofessional
Brianana Hobson	Title I Paraprofessional	Title I Paraprofessional
Mattie Smith	Title I Paraprofessional	Title I Paraprofessional
Rokeya Myles	Administrative Assistant	Administrative Assistant
Phyllis Mallet	Bookkeeper	Bookkeeper

Student Demographic Data

Subgroups:

List the number of students in each area.

Total at School	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated
221	221	37	0	2	1	0	0

Subgroups:

Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
100	121	6	212	3	0	0	0

Economically Disadvantaged Profile	
% of Economically Disadvantaged	Total Student Enrollment – October 1
93.25%	221

Part A.

Required Components of a Title I School Wide Plan

School Name: Shady Grove School Year: 2022-2023

Eight Components	Requirements of Title I School – Louisiana Believes	
1. Comprehensive Needs Assessment	<p>Examine multiple sources of data to identify the priority needs within the school.</p> <ul style="list-style-type: none"> • Planning Team • Comprehensive Needs Assessment <p>Must address data related to these 5 domains:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Curriculum and Instruction 3. Professional Development 4. Family and Community Involvement 5. School Organization 	<p>Sources of Data:</p> <p>Leadership Team, Parent Advisory Council</p> <ol style="list-style-type: none"> 1. IReady Diagnostic Reading and Math, Star Reading ,Leap , ILEAP,TS GOLD, Dibels, Promotions /Retentions 2. CKLA, ELA Guidebooks, Eureka/Zearn Math, Amplify Science 2.5, Social Studies 3. Google Classroom, Leap Test Analysis 4. Parent Advisory Council, Parent Orientation, School Web Page, Activity Calendar, Read With Me Program, Parent Survey
2. School wide reform strategies that provide opportunities for all students to meet State standards.	<p>List the effective methods and instructional strategies that are based on scientifically based research that:</p> <ol style="list-style-type: none"> a. Strengthens the core academic program; b. Increases the amount of learning time; c. Includes strategies for serving underserved populations; d. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards. 	<p><input checked="" type="checkbox"/> Initial IREADY/ Star Screening and Benchmark Assessment</p> <p><input checked="" type="checkbox"/> RTI</p> <p><input checked="" type="checkbox"/> Small Group Remediation/Enrichment</p> <p><input checked="" type="checkbox"/> Extended Learning for a At-Risk Students During the School Day</p> <p><input checked="" type="checkbox"/> After School Tutoring</p> <p><input checked="" type="checkbox"/> Quarterly Progress Monitoring</p> <p><input checked="" type="checkbox"/> Vertical Teacher Collaboration (PLCs)</p> <p><input checked="" type="checkbox"/> Cluster Meetings</p> <p><input checked="" type="checkbox"/> Cross Curricula Collaboration</p> <p><input checked="" type="checkbox"/> Core Content Aligned with State Standards and State Assessments</p> <p><input checked="" type="checkbox"/> Literacy & Writing Across the Curriculum</p> <p><input checked="" type="checkbox"/> Enrichment Activities for Advanced Learners</p> <p><input checked="" type="checkbox"/> Quarterly Parent Conferences</p>

		<input checked="" type="checkbox"/> Teacher PD which analyze assessment data and identify weaknesses and needs in low achieving students <input checked="" type="checkbox"/> 1 to 1 Chromebook technology to access on line programs <input type="checkbox"/> Other
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<p>3.</p> <p>Plans for providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff</p>	<ul style="list-style-type: none"> • List the ways professional development needs are determined for principals, teachers, paraprofessionals, and others as appropriate in this Title I School Wide program; • List the types of high quality and ongoing professional development. 	<p>PD Activities are determined by: Continuous monitoring and analysis of student and teacher data, including student performance and classroom walkthrough data, during the fall semester, mid-year, and at the end of the school year to monitor progress and assess the accomplishment of school-wide goals.</p> <p>PD Activities include:</p> <table border="1"> <tr> <td>CKLA; Guidebook Training Google Classroom</td><td>Administrators/ Faculty</td><td>Zearn/ Eureka/ Eureka Math</td><td>Administrators/ Faculty</td></tr> <tr> <td>Leap 2025 Standards/ Data Analysis / Testing Assessments / Guidebooks</td><td>Administrators/ Faculty</td><td>Classroom Management/ R.T.I.</td><td>Administrators/ Faculty/Staff</td></tr> <tr> <td>School wide Positive Behavior Plan</td><td>Administrators/ Faculty/Staff</td><td>IREADY (Beg/Middle/ End)</td><td>i-Ready Consultant Administrators/ Faculty/Staff</td></tr> </table>				CKLA; Guidebook Training Google Classroom	Administrators/ Faculty	Zearn/ Eureka/ Eureka Math	Administrators/ Faculty	Leap 2025 Standards/ Data Analysis / Testing Assessments / Guidebooks	Administrators/ Faculty	Classroom Management/ R.T.I.	Administrators/ Faculty/Staff	School wide Positive Behavior Plan	Administrators/ Faculty/Staff	IREADY (Beg/Middle/ End)	i-Ready Consultant Administrators/ Faculty/Staff
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<p>4.</p> <p>Strategies to Increase parental involvement</p>	<ul style="list-style-type: none"> • List the ways parents will be involved in the design, implementation, and evaluation of the School Wide program; • List the ways parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education; • List specific training activities and decision-making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); • Indicate the yearly parental evaluation of the School Wide program and how this information is used to improve the plan. 	<p>Parent Involvement Activities: Parents will be provided surveys, newsletters, social media platforms, etc. Additionally, specific parents will serve on School Improvement Team</p> <table border="1"> <tr> <td>Open House – Parent Orientation</td><td>September</td></tr> <tr> <td>Math Fall Festival Night</td><td>October</td></tr> <tr> <td>Fall and Spring Report Card Pick-up</td><td>October, January</td></tr> <tr> <td>Jr. Beta Club Induction</td><td></td></tr> <tr> <td>Christmas Program</td><td>December</td></tr> <tr> <td>Mardi Gras Celebration, Black History</td><td>February</td></tr> <tr> <td>Read Across America Day, Spring Fling Literacy/Numeracy Night, Nacho Average Leap Night</td><td>March</td></tr> <tr> <td>Standardized Testing Meeting, LEAP Test Rally</td><td>April</td></tr> <tr> <td>Father/Daughter Dance, Mother/Son Dance</td><td>May</td></tr> <tr> <td>Parent Contact/ Involvement Logs Read with Me Program, Zoom, Google Classroom, Parent Surveys, Teacher Classroom Newsletters, Compacts/Contracts</td><td>All Year</td></tr> </table>	Open House – Parent Orientation	September	Math Fall Festival Night	October	Fall and Spring Report Card Pick-up	October, January	Jr. Beta Club Induction		Christmas Program	December	Mardi Gras Celebration, Black History	February	Read Across America Day, Spring Fling Literacy/Numeracy Night, Nacho Average Leap Night	March	Standardized Testing Meeting, LEAP Test Rally	April	Father/Daughter Dance, Mother/Son Dance	May	Parent Contact/ Involvement Logs Read with Me Program, Zoom, Google Classroom, Parent Surveys, Teacher Classroom Newsletters, Compacts/Contracts	All Year
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<p>5.</p> <p>Plans for assisting preschool children transition from early childhood programs</p>	<ul style="list-style-type: none"> • List the Pre-K to Kindergarten transition activities conducted in your school. 	<p>Pre-K Transition Activities:</p> <table border="1"> <tr> <td>Head Start</td></tr> <tr> <td>Natural Environment</td></tr> <tr> <td>Creative Curriculum and O.W.L. Curriculum</td></tr> <tr> <td>School Plan Meetings:</td></tr> </table>	Head Start	Natural Environment	Creative Curriculum and O.W.L. Curriculum	School Plan Meetings:
Head Start						
Natural Environment						
Creative Curriculum and O.W.L. Curriculum						
School Plan Meetings:						

6.	<p>Measures to include teachers in decision regarding the use of academic assessments to provide information on, and to improve student achievement and the overall instructional program</p> <ul style="list-style-type: none"> • List the ways teachers participate in decision making regarding the use of school based assessment.(SIP Teams Grade Level Teams, SLT's, etc.) • List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students 	<p>SIP Team , TAP Team</p> <p>Cooperative Culture (PBIS)</p> <p>Community Connection</p> <p>SBLC</p> <p>Leadership Team</p> <p>PLC, Cluster Meetings and Grade Level Team Activities:</p> <p>Weekly Meetings</p> <p>Monthly Faculty Meetings</p> <p>Vertical Area Content Cluster Meetings</p> <p>Cluster Grade level Meetings/Analysis of Data</p>
7.	<p>Activities to provide effective, timely additional assistance to struggling students</p> <p>Is additional support provided for students experiencing difficulty mastering the state standards? Is the additional support regular, timely, and effective?</p>	<p>Grade level Leap Analysis/Vertical analysis</p> <p>Benchmark Assessments:</p> <p>i-Ready-Math /ELA</p> <p>Leap, iLeap, Star Reading</p> <p>TS Gold, Dibels Next, DRDP Testing</p> <p>RTI Process:</p> <p>Teachers refer students to the school Building Level for review.</p> <p>Interventions are provided to the student for an established amount of time. Once that time expires, the student is tested to determine if he/she has demonstrated improvement.</p> <p>Additionally students are pulled by Paras for small group instruction and their progress is monitored. Upon no improvement, students are referred back to SBLC for additional</p> <p>Screening for more support.</p>

		<p>Academic Intervention:</p> <p>Teachers refer students to the School Building Level Committee for review. Once the review is completed each child will have an individualized intervention plan or IEP.</p> <p>Teachers, Reading Interventionist, Paras, and both the Reading and Math Lab teachers will all work together to provide academic intervention which will be monitored by SBLC.</p>
8. Coordination and integration of federal, state, and local services and programs	<ul style="list-style-type: none"> • List the ways Federal, state, local programs and resources are coordinated to support the School Wide program and initiatives in the Title I School Plan. • Indicate how the school will use resources under Title I, Part A and from other sources to implement the required School Wide Plan Components. 	<p>Funding Resources that Support the SW Plan:</p> <p>Federal, State and Local tax funds</p> <p>Title I Budget Items:</p> <p>Read with Me Program, Early Childhood Curriculum and Assessment</p> <p>Testing Assessments, SIP and Data Analysis materials, supplies, printing and duplicating, stipends, Professional Development activities (i.e. Book studies, cluster meetings, etc.)</p> <p>School wide Positive Behavior / Parental Involvement Activities and documentation of events, Speakers will be contracted for test taking tips and strategies ,parent technology training</p> <p>Zearn / Eureka Math/ Eureka Math/ iReady Math/ iReady ELA</p> <p>Classroom Management/ RTI/ teacher training(unpacking, google classroom, iReady, use of promethean boards</p> <p>Technology and Computer based programs – Promethean Boards, one to one ratio of chromebooks, most updated desktops, printers, and web cams, chromebook covers, hovercams, online resources: Renaissance, Reflex Math</p> <p>Maintenance and upkeep of items purchased with Federal and State funds, Title One Parent Handbooks and Compacts</p> <p>During the day, extended day intervention, after-school tutoring, summer tutorial program, and small group instruction for at- risk students. Teachers and paras (part and full) will be hired.</p>

Part B: Comprehensive Needs Assessment

School Goal(s) (SPS):

1 The SPS for the 2021-2022 school year of 53.0 will increase to 60.0 to reach a level of proficiency or higher for the 2022-2023 school year.

2 The 2021-2022 assessment index for Math of 26.2 will increase by 5 points to 31.2.

Goal for Behavior:

Behavior Goal (needed/urgent intervention)

Desired Outcomes from EOY 2022 to EOY 2023

The behavior goal for this year will be to reduce the number of suspension and major referrals written. It is the purpose of the Ouachita Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole. Discipline strategies will be used according to the OPSB guidelines, Shady Grove's PBIS implementation, and proven classroom management techniques.

Goals for Subjects (Grades 3 to 5):

Content Area Goals: Desired Outcomes from EOY 2022 to EOY 2023												
	ELA			MATH			SCIENCE			SOCIAL STUDIES		
Advanced	% of students	1%	to	2%	% of students	0%	to	0%	% of students	0%	to	0%
	# of students	1	to	3	# of students	0	to	0	# of students	0	to	0
Mastery	% of students	18%	to	25%	% of students	10%	to	23%	% of students	11%	to	20%
	# of students	23	to	32	# of students	13	to	29	# of students	14	to	26
Basic	% of students	21%	to	39%	% of students	20%	to	47%	% of students	20%	to	49%
	# of students	27	to	50	# of students	25	to	60	# of students	26	to	63
Approaching Basic	% of students	30%	to	21%	% of students	39%	to	19%	% of students	36%	to	16%
	# of students	39	to	27	# of students	50	to	24	# of students	46	to	21
Unsatisfactory	% of students	30%	to	13%	% of students	31%	to	11%	% of students	33%	to	15%

	# of students	38	to	16	# of students	40	to	15	# of students	42	to	18	# of students	62	to	19
Assessment Index Score	36.0		to	60	25.8		to	60	27.2		to	60	21.6		to	60

Goals for 3rd Grade:

Content Area Goals: Desired Outcomes from EOY 2022 to EOY 2023																
	ELA			MATH			SCIENCE			SOCIAL STUDIES						
Advanced	% of students	0%	to	2%	% of students	0%	to	0%	% of students	0%	to	0%	% of students	0%	to	0%
	# of students	0	to	1	# of students	0	to	0	# of students	0	to	0	# of students	0	to	0
Mastery	% of students	18%	to	34%	% of students	11%	to	27%	% of students	9%	to	27%	% of students	14%	to	25%
	# of students	8	to	15	# of students	5	to	12	# of students	4	to	12	# of students	6	to	11
Basic	% of students	11%	to	30%	% of students	14%	to	41%	% of students	36%	to	41%	% of students	18%	to	43%
	# of students	5	to	13	# of students	6	to	18	# of students	16	to	18	# of students	8	to	19
Approaching Basic	% of students	30%	to	20%	% of students	50%	to	20%	% of students	30%	to	20%	% of students	27%	to	16%
	# of students	13	to	9	# of students	22	to	9	# of students	13	to	9	# of students	12	to	7
Unsatisfactory	% of students	41%	to	14%	% of students	25%	to	12%	% of students	25%	to	12%	% of students	41%	to	16%
	# of students	18	to	6	# of students	11	to	5	# of students	11	to	5	# of students	18	to	7
Assessment Index Score	27.3		to	60	28.8		to	60	38.2		to	60	28.2		to	60

Goals for 4th Grade:

Content Area Goals: Desired Outcomes from EOY 2022 to EOY 2023																
	ELA			MATH			SCIENCE			SOCIAL STUDIES						
Advanced	% of students	3%	to	6%	% of students	0%	to	0%	% of students	0%	to	0%	% of students	0%	to	0%
	# of students	1	to	2	# of students	0	to	0	# of students	0	to	0	# of students	0	to	0

Mastery	% of students 9% to 24%			% of students 6% to 24%			% of students 9% to 18%			% of students 3% to 24%		
	# of students 3 to 8			# of students 2 to 8			# of students 3 to 6			# of students 1 to 8		
Basic	% of students 21% to 33%			% of students 21% to 45%			% of students 9% to 55%			% of students 15% to 45%		
	# of students 7 to 11			# of students 7 to 15			# of students 3 to 18			# of students 5 to 15		
Approaching Basic	% of students 36% to 18%			% of students 24% to 18%			% of students 48% to 15%			% of students 21% to 21%		
	# of students 12 to 6			# of students 8 to 6			# of students 16 to 5			# of students 7 to 7		
Unsatisfactory	% of students 31% to 15%			% of students 49% to 13%			% of students 34% to 12%			% of students 61% to 10%		
	# of students 10 to 5			# of students 16 to 4			# of students 11 to 4			# of students 20 to 3		
Assessment Index Score	30.6	to	60	23.0	to	60	16.4	to	60	15.2	to	60

Goals for 5th Grade:

Content Area Goals: Desired Outcomes from EOY 2022 to EOY 2023												
	ELA			MATH			SCIENCE			SOCIAL STUDIES		
Advanced	% of students 0% to 4%			% of students 0% to 1%			% of students 0% to 1%			% of students 0% to 0%		
	# of students 0 to 2			# of students 0 to 1			# of students 0 to 1			# of students 0 to 0		
Mastery	% of students 24% to 29%			% of students 12% to 24%			% of students 14% to 22%			% of students 6% to 19%		
	# of students 12 to 15			# of students 6 to 12			# of students 7 to 11			# of students 3 to 10		
Basic	% of students 29% to 33%			% of students 24% to 43%			% of students 14% to 49%			% of students 18% to 51%		
	# of students 15 to 17			# of students 12 to 22			# of students 7 to 25			# of students 9 to 26		
Approaching Basic	% of students 27% to 18%			% of students 39% to 18%			% of students 33% to 16%			% of students 29% to 16%		
	# of students 14 to 9			# of students 20 to 9			# of students 17 to 8			# of students 15 to 8		
Unsatisfactory	% of students 20% to 16%			% of students 25% to 14%			% of students 39% to 12%			% of students 47% to 14%		
	# of students 10 to 8			# of students 13 to 7			# of students 20 to 6			# of students 24 to 7		
Assessment Index Score	47.1	to	60	30.6	to	60	24.7	to	60	20.00	to	60

1. Summary of English Language Arts Data

LEAP

All Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance									Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression								
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3	44	10	8	26	10	7	27	9	13	22	12	7	25	4	3	37	4	5	35	4	10	30			
4	33	7	8	18	8	7	18	6	11	16	4	12	17	3	10	20	3	12	18	2	4	27			
5	51	14	14	23	15	15	21	10	17	24	16	11	24	14	9	28	14	9	28	15	7	29			

Reading Achievement-Levels

All Students

	# of Students	% at Each Achievement Level		
		Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	1	0 = 0%	1 = 3%	0 = 0%
Mastery	23	8 = 18%	3 = 9%	12 = 24%
Basic	27	5 = 11%	7 = 21%	15 = 29%
Approaching Basic	39	13 = 30%	12 = 36%	14 = 27%
Unsatisfactory	38	18 = 41%	10 = 31%	10 = 20%

Reading Summative Data

Economically Disadvantaged Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance						Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression					
	44	10	8	26	10	7	27	9	13	22	12	7	25	4	3	37	4	5	35	4	10	30
3 rd	33	7	8	18	8	7	18	6	11	16	4	12	17	3	10	20	3	12	18	2	4	27
4 th	51	14	14	23	15	15	21	10	17	24	16	11	24	14	9	28	14	9	28	15	7	29
5 th	44	10	8	26	10	7	27	9	13	22	12	7	25	4	3	37	4	5	35	4	10	30

Reading Achievement-Levels

Economically Disadvantaged Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	1	0 = 0%	1 = 3%	0 = 0%
Mastery	23	8 = 18%	3 = 9%	12 = 24%
Basic	27	5 = 11%	7 = 21%	15 = 29%
Approaching Basic	39	13 = 30%	12 = 36%	14 = 27%
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Reading Summative Data

ELL Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance									Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression								
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3 rd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4 th	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 th	1	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0

Reading Achievement-Levels

ELL Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	1	0 = 0%	0 = 0%	1 – 100%
Approaching Basic	0	0 = 0%	0 = 0%	0 = 0%
Unsatisfactory	0	0 = 0%	0 = 0%	0 = 0%

Reading Summative Data

Military Affiliated Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance									Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression								
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3 rd																									
4 th																									
5 th																									

Reading Achievement-Levels

Military Affiliated Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

Reading Summative Data

Students w/ Disabilities

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance									Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression								
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3 rd	9	0	1	8	1	1	7	0	0	9	0	1	8	1	1	7	1	1	7	1	1	7	1	3	5
4 th	3	1	0	2	1	0	2	0	1	2	1	0	2	0	1	2	0	1	2	0	1	2	0	0	3
5 th	10	1	0	9	1	0	9	0	2	8	1	0	9	0	1	9	0	1	9	0	1	9	1	0	9

Reading Achievement-Levels

Students w/ Disabilities

	# of Students	% at Each Achievement Level		
		Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 100%	0 = 100%	0 = 100%
Mastery	2	1 = 50%	0 = 100%	1 = 50%
Basic	1	0 = 0%	1 = 100%	0 = 0%
Approaching Basic	4	3 = 75%	0 = 0%	1 = 25%
Unsatisfactory	15	5 = 33%	2 = 13%	8 = 54%

Reading Summative Data

Foster Care

S = Strong M = Moderate W = Weak

Grade	# of Students	Reading Performance												Writing Performance									Knowledge & Use of Language Conventions		
		Reading Performance			Reading Literary Text			Reading Informational Text			Reading Vocabulary			Writing Performance			Written Expression								
		S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W	S	M	W
3 rd																									
4 th																									
5 th																									

Reading Achievement-Levels

Foster Care

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

i-Ready Reading Summative Data

ALL STUDENTS – FALL, 2022

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K	30	4%	96%	4%	0%	323	28
1st	30	0%	100%	0%	0%	383	30
2nd	39	14%	86%	11%	3%	417	38
3rd	33	16%	84%	16%	0%	444	32
4th	45	4%	96%	2%	2%	455	43
5th	26	8%	92%	4%	4%	508	25
Totals	203	8%	92%	6%	2%	422	196

ALL STUDENTS – WINTER, 2022

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K							
1st							
2nd							
3rd							
4th							
5th							
Totals							

i-Ready Reading Summative Data

ALL STUDENTS – SPRING, 2023

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K							
1st							
2nd							
3rd							
4th							
5th							
Totals							

GOLD Teaching Strategies - Literacy

All Students

Grade	# of Students												
		Fall				Spring							
Pre-K		Below		Meeting		Exceeding		Below		Meeting		Exceeding	
		#	%	#	%	#	%	#	%	#	%	#	%
	19	14	73.7%	5	26.3%	0	0%						

Dynamic Indicators of Basic Early Literacy Skills and Desired Results Developmental Profile Assessment

Grade	# of Students	DIBELS										DRDP Fall Only
		Fall			Winter			Spring			Language and Literacy 1.98	
K	28	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive		
		5	7	16								

Dynamic Indicators of Basic Early Literacy Skills

Grade	# of Students	DIBELS									
		Fall			Winter			Spring			
		Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	
1	31	6	6	19							
2	38	13	4	21							

Leap 360 ELA

Diagnostic - Fall, 2022

		Claim				
Grade	# of Students	<u>Reading (Sub-Claims)</u>				<u>Writing</u>
		Reading Literary Text	Reading Informational Text	Reading Vocabulary	Content, Presentation of Ideas Control of Conventions	
3 rd						
4 th						
5 th						

Interim - Winter, 2022

Grade	# of Students	Claim				
		Reading (Sub-Claims)			Writing	
3 rd		Reading Literary Text	Reading Informational Text	Reading Vocabulary	Written Expression (W)	Knowledge and Use of Language Conventions(L)
4 th						
5 th						

2. Summary of Math Data

All Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	44	5	7	32	7	11	26	6	5	33	4	9	31
4 th	33	2	8	23	3	3	27	4	7	22	2	0	31
5 th	51	5	12	34	4	12	35	11	13	27	11	4	36

Math Achievement-Levels

All Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	13	5 = 11%	2 = 6%	6 = 12%
Basic	25	6 = 14%	7 = 21%	12 = 24%
Approaching Basic	50	22 = 50%	8 = 24%	20 = 39%
Unsatisfactory	40	11 = 25%	16 = 49%	13 = 25%

Math Summative Data

Economically Disadvantaged Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
	44	5	7	32	7	11	26	6	5	33	4	9	31
3 rd	33	2	8	23	3	3	27	4	7	22	2	0	31
4 th	51	5	12	34	4	12	35	11	13	27	11	4	36
5 th	44	5	7	32	7	11	26	6	5	33	4	9	31

Math Achievement-Levels

Economically Disadvantaged Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	13	5 = 11%	2 = 6%	6 = 12%
Basic	25	6 = 14%	7 = 21%	12 = 24%
Approaching Basic	50	22 = 50%	8 = 24%	20 = 39%
Unsatisfactory	40	11 = 25%	16 = 49%	13 = 25%

Math Summative Data

ELL Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	0	0	0	0	0	0	0	0	0	0	0	0	0
4 th	0	0	0	0	0	0	0	0	0	0	0	0	0
5 th	1	0	0	1	0	0	1	0	0	1	0	0	1

Math Achievement-Levels

ELL Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	0	0 = 0%	0 = 0%	0 = 0%
Approaching Basic	1	0 = 0%	0 = 0%	1 = 100%
Unsatisfactory	0	0 = 0%	0 = 0%	0 = 0%

Math Summative Data

Military Affiliated Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd													
4 th													
5 th													

Math Achievement-Levels

Military Affiliated Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

Math Summative Data

Students w/ Disabilities

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	9	0	1	8	1	5	3	1	1	7	0	3	6
4 th	3	0	1	2	1	0	2	0	1	2	0	0	3
5 th	10	0	0	10	1	0	9	1	4	5	1	0	9

Math Achievement-Levels

Students w/ Disabilities

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	3	2 = 67%	0 = 0%	1 = 33%
Approaching Basic	10	4 = 40%	1 = 10%	5 = 50%
Unsatisfactory	9	3 = 33%	2 = 22%	4 = 44%

Math Summative Data

Foster Care

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd													
4 th													
5 th													

Math Achievement-Levels

Foster Care

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

i-Ready Math Summative Data

ALL STUDENTS – FALL, 2022

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K	30	0%	100%	0%	0%	322	28
1st	30	0%	100%	0%	0%	362	30
2nd	39	0%	100%	0%	0%	376	38
3rd	33	0%	100%	0%	0%	392	31
4th	45	2%	98%	2%	0%	397	41
5th	26	4%	96%	4%	0%	427	25
Totals	203	1%	99%	1%	0%	379	193

ALL STUDENTS – WINTER, 2022

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K							
1st							
2nd							
3rd							
4th							
5th							
Totals							

i-Ready Math Summative Data

ALL STUDENTS – SPRING, 2023

Grade	Number of Total Students	% of Students On or Above Level	Student Placement Distribution (%)				
			Below Level	On Level	Above Level	Average Scale Score	Number of Students Assessed
K							
1st							
2nd							
3rd							
4th							
5th							
Totals							

GOLD Teaching Strategies – Mathematics

All Students

Grade	# of Students	Fall				Spring			
		Below		Meeting		Exceeding			
Pre-K		#	%	#	%	#	%	#	%
	19	19	100%	0	0%	0	0%		

Desired Results Developmental Profile Assessment

	DRDP Cognition including Math and Science Fall Only
K	1.75

Ouachita Parish Math Benchmark Test

Grade	Fall	Spring
K		

Leap 360

Diagnostic - Fall, 2022

		Categories			
		<u>Math Diagnostic Reporting Category</u>			
Grade	# of Students	Operations and Algebraic Thinking	Number and Operations in Base Ten	Numbers and Operations-Fractions	Math Practices
3 rd					
4 th					
5 th					

Interim - Winter, 2022

		Interim Assessments			
Grade	# of Students	<u>Math Interim Assessment</u>			
		Major Content	Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
3 rd					
4 th					
5 th					

3. Summary of Social Studies Data

All Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	44	7	8	9	4	12	28	6	7	31	9	3	32
4 th	33	1	5	27	3	2	28	3	3	27	6	2	25
5 th	51	2	16	33	6	5	40	8	9	34	7	8	36

Social Studies Achievement-Levels

All Students

	# of Students	% at Each Achievement Level		
		Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 100%	0 = 100%	0 = 100%
Mastery	13	4 = 31%	3 = 23%	6 = 46%
Basic	26	16 = 62%	3 = 12%	7 = 27%
Approaching Basic	43	13 = 30%	15 = 35%	15 = 35%
Unsatisfactory	41	11 = 27%	11 = 27%	19 = 46%

Social Studies Summative Data

Economically Disadvantaged Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	44	7	8	9	4	12	28	6	7	31	9	3	32
4 th	33	1	5	27	3	2	28	3	3	27	6	2	25
5 th	51	2	16	33	6	5	40	8	9	34	7	8	36

Social Studies Achievement-Levels

Economically Disadvantaged Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 100%	0 = 100%	0 = 100%
Mastery	13	4 = 31%	3 = 23%	6 = 46%
Basic	26	16 = 62%	3 = 12%	7 = 27%
Approaching Basic	43	13 = 30%	15 = 35%	15 = 35%
Unsatisfactory	41	11 = 27%	11 = 27%	19 = 46%

Social Studies Summative Data

ELL Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	0	0	0	0	0	0	0	0	0	0	0	0	0
4 th	0	0	0	0	0	0	0	0	0	0	0	0	0
5 th	1	0	0	1	0	0	1	0	0	1	0	1	0

Social Studies Achievement-Levels

ELL Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	0	0 = 0%	0 = 0%	0 = 0%
Approaching Basic	1	0 = 0%	0 = 0%	1 = 100%
Unsatisfactory	0	0 = 0%	0 = 0%	0 = 0%

Social Studies Summative Data

Military Affiliated

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd													
4 th													
5 th													

Social Studies Achievement-Levels

Military Affiliated

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

Social Studies Summative Data

Students w/ Disabilities

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd	9	0	1	8	1	3	5	0	1	8	1	0	8
4 th	3	0	1	2	0	0	3	0	1	2	1	0	2
5 th	10	0	2	8	0	0	10	1	1	8	1	1	8

Social Studies Achievement-Levels

Students w/ Disabilities

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	3	1 = 33%	1 = 33%	1 = 34%
Approaching Basic	5	2 = 40%	1 = 20%	2 = 40%
Unsatisfactory	14	6 = 43%	1 = 7%	7 = 50%

Social Studies Summative Data

Foster Care

S = Strong M = Moderate W = Weak

Grade	# of Students	Social Studies Performance											
		History			Geography			Civics			Economics		
		S	M	W	S	M	W	S	M	W	S	M	W
3 rd													
4 th													
5 th													

Social Studies Achievement-Levels

Foster Care

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

4. Summary of Science Data

All Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance									
		Investigate			Evaluate			Reasoning Scientifically			
		S	M	W	S	M	W	S	M	W	
3 rd	44	7	12	25	3	13	28	15	14	15	
4 th	33	2	8	23	5	2	26	2	8	23	
5 th	51	6	10	35	6	13	32	6	11	34	

Science Achievement-Levels

All Students

	# of Students	% at Each Achievement Level		
		Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	14	4 = 9%	3 = 9%	7 = 14%
Basic	26	16 = 36%	3 = 9%	7 = 14%
Approaching Basic	46	13 = 30%	16 = 48%	17 = 33%
Unsatisfactory	42	11 = 25%	11 = 34%	20 = 39%

Science Summative Data

Economically Disadvantaged Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance									
		Investigate			Evaluate			Reasoning Scientifically			
		S	M	W	S	M	W	S	M	W	
3 rd	44	7	12	25	3	13	28	15	14	15	
4 th	33	2	8	23	5	2	26	2	8	23	
5 th	51	6	10	35	6	13	32	6	11	34	

Science Achievement-Levels

Economically Disadvantaged Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0 = 0%	0 = 0%	0 = 0%	0 = 0%
Mastery	4 = 9%	3 = 9%	7 = 14%	4 = 9%
Basic	16 = 36%	3 = 9%	7 = 14%	16 = 36%
Approaching Basic	13 = 30%	16 = 48%	17 = 33%	13 = 30%
Unsatisfactory	11 = 25%	11 = 34%	20 = 39%	11 = 25%

Science Summative Data

ELL Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance									
		Investigate			Evaluate			Reasoning Scientifically			
		S	M	W	S	M	W	S	M	W	
3 rd	0	0	0	0	0	0	0	0	0	0	
4 th	0	0	0	0	0	0	0	0	0	0	
5 th	1	0	0	1	0	0	1	0	0	1	

Science Achievement-Levels

ELL Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	0	0 = 0%	0 = 0%	0 = 0%
Approaching Basic	1	0 = 0%	0 = 0%	1 = 100%
Unsatisfactory	0	0 = 0%	0 = 0%	0 = 0%

Science Summative Data

Military Affiliated Students

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
3 rd										
4 th										
5 th										

Science Achievement-Levels

Military Affiliated Students

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

Science Summative Data

Students w/ Disabilities

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance									
		Investigate			Evaluate			Reasoning Scientifically			
		S	M	W	S	M	W	S	M	W	
3 rd	9	1	1	7	0	1	8	1	5	3	
4 th	3	0	1	2	0	0	3	0	1	2	
5 th	10	0	1	9	0	2	8	0	0	10	

Science Achievement-Levels

Students w/ Disabilities

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced	0	0 = 0%	0 = 0%	0 = 0%
Mastery	0	0 = 0%	0 = 0%	0 = 0%
Basic	3	1 = 33%	1 = 33%	1 = 33%
Approaching Basic	3	2 = 66%	0 = 0%	1 = 33%
Unsatisfactory	16	6 = 38%	2 = 12%	8 = 50%

Science Summative Data

Foster Care

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
3 rd										
4 th										
5 th										

Science Achievement-Levels

Foster Care

	# of Students	% at Each Achievement Level Proficient - (Mastery and Above)		
		3rd	4th	5th
Advanced				
Mastery				
Basic				
Approaching Basic				
Unsatisfactory				

Retentions

Grade	2021-2022			2022-2023		
	Total # of Students	# Retained	% Retained	Total # of Students	# Retained	% Retained
K	35	4	11%			
1 st	40	7	18%			
2 nd	37	7	18.91%			
3 rd	46	1	2.17%			
4 th	34	4	11.76%			
5 th	51	0	0%			
Total	243	23	9.46%			

LEAP 2025 Data Analysis Worksheet

Grade Level: 3rd

Select the strengths and weaknesses across all four core areas

Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
Reading Performance	23%	Writing Performance	84%	1
Additional and Supporting Content	16%	Expressing Mathematical Reasoning	75%	2
Economics	20%	Civics	70%	3
Reasoning Scientifically	34%	Evaluate	64%	4

Grade Level: 4th

Select the strengths and weaknesses across all four core areas

Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
Reading Literary Text	24%	Knowledge and Use of Language Conventions	82%	1
Expressing Mathematical Reasoning	12%	Modeling and Application	94%	2
Economics	18%	Geography	85%	3
Reasoning Scientifically	6%	Evaluate	79%	4

Grade Level: 5th

Select the strengths and weaknesses across all four core areas

Strengths Sub-Claim/Standard	% Strong	Weaknesses Sub-Claim/Standard	% Weak	Priority Rank for Improvement
Reading Vocabulary	31%	Writing Performance	55%	1
Expressing Mathematical Reasoning	22%	Modeling and Application	71%	2
Civics	16%	Geography	78%	3
Reasoning Scientifically	12%	Investigate	67%	4

5. Summary of Survey Data

STRENGTHS		
	Parent Survey	Data Sources
1	Most parents surveyed they feel informed when it comes to making decisions about their child's schooling.	2022 Title I Parent Survey
2	Most parents surveyed they are often given the opportunity to be involved in their child's learning.	2022 Title I Parent Survey
3	Most parents are satisfied with the way their child's school works with parents.	2022 Title I Parent Survey

WEAKNESSES		
	Parent Survey	Data Sources
1	Most parents surveyed that the time of events and work prevent them from being able to participate in school functions, activities, and planning events.	2022 Title I Parent Survey
2	Several parents surveyed that parental engagement can be strengthened by being provided more resources to help with child's learning.	2022 Title I Parent Survey
3	Many parents surveyed that the school can improve on actively involving parents in activities by making sure all communications are open with clear understanding between all stakeholders.	2022 Title I Parent Survey

6. Summary of Data Collection

*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Areas of STRENGTH		
	Strengths	
1	Expressing Mathematical Reasoning	2022 LEAP 2025 Assessment
2	Economics	2022 LEAP 2025 Assessment
3	Reasoning Scientifically	2022 LEAP 2025 Assessment
4	Reading Vocabulary	2022 LEAP 2025 Assessment
5	Parents feel informed when it comes to making decisions about their child's schooling.	2022 Title I Parent Survey

Areas of WEAKNESSES		
	Weaknesses	
1	Writing Performance	2022 LEAP 2025 Assessment
2	Modeling and Application	2022 LEAP 2025 Assessment
3	Geography	2022 LEAP 2025 Assessment
4	Evaluate	2022 LEAP 2025 Assessment
5	Many parents surveyed that the school can improve on actively involving parents in activities by making sure all communications are open with clear understanding between all stakeholders.	2022 Title I Parent Survey

7. Prioritized Needs

Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for
#1	Math	All Grade Levels
#2	ELA	All Grade Levels
#3	Science/ Social Studies	Third, Fourth, and Fifth
#4	Tricky Words / Cold Reads	Kindergarten, First, and Second

Part C: Action Plan – Goals (measurable), Objectives (measurable), Activity/Strategy & Evaluation

(Funding Sources: TI(S) (Title I School), TI (D)(Title I District), SRD (School Redesign Grant), DRS (Direct Student Services), TII (Title II), TIV (Title IV)

Goal 1	To improve the Progress Index Score in ELA, Social Studies and Science			
Evidence of Effectiveness:				
<input type="checkbox"/> Category I: Strong Evidence (<i>Experimental Study</i>)	<input type="checkbox"/> Category II: Moderate Evidence (<i>Quasi-Experimental Study</i>)	<input type="checkbox"/> Category III: Promising Evidence (<i>Promising Evidence</i>)	<input type="checkbox"/> Category IV: Theory of Action (<i>Demonstrates Rationale</i>)	
OBJECTIVES (Up to 4)				
1. ELA assessment index score will move from <u>37.2</u> to <u>42.2</u> .	3. Science assessment index scores will move from <u>28.5</u> to <u>33.5</u> .			
2. Social Studies assessment index scores will move from <u>22.2</u> to <u>27.2</u> .	<p>By the end of the 2022-2023 school year, all subgroups will make adequate progress toward mastery of state standards therefore removing labels of “Urgent Intervention Needed or Required”</p> <p>*Currently, an assessment index score of 60 is proficient, which is the district goal.</p>			

*Activities **MUST** include items that address: (1) Instructional Support, (2) Professional Development, & (3) Parental & Family Engagement

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Instructional Personnel/Support (Teacher, Paraprofessional, Substitute, etc.): (Provide brief description of the instructional support you will need to implement your strategies/activities, include KPD)	Principal, Asst. Principal Classroom Teachers, RMC	August 2022 – May 2023	\$65,000	General Funds
Literacy and Numeracy Tutors and Teachers will be used to instruct, monitor, and assist students with instructional needs in Grade 1-5 in school	Classroom Paras	August 2022 – March 2022	\$8000	Title I(S)
After-school Tutoring and Bus Transportation Services will be used to remediate students in ELA for grades 3 – 5 (iReady, CKLA, Guidebooks)	Classroom Teachers Classroom Paras Subs as needed Bus Driver	November 2022 – April 2023		ESSER

<p>Summer Academy and Bus Transportation-5 Paras and the Program Teachers @ 1-10 ratio will be used to front load and remediate necessary skills needed to be successful in the 2021-2022 school year. Grades 1-5</p> <p>Substitutes for job- embedded Professional Development and Mentor teachers to monitor and assist new teachers twice a week</p>	<p>Classroom Teachers Classroom Paras Subs as needed Bus Driver</p> <p>Principal, Asst. Principal Master Teacher, Teachers</p>	<p>June 2023</p> <p>August 2022 – May 2023</p>		<p>ESSER</p>
<p>Instructional Strategy/Activity: CKLA, STAR Accelerated Reading, Early Literacy Professional Development: (2c)</p> <p>1a. Initial: Teachers will participate in update PD session Administered by the district and administrators.</p> <p>1b. Implementation/Monitoring: Core Knowledge Language Arts is a comprehensive language arts curriculum program for students in preschool through grade 6.</p> <p>While teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts (CKLA) also builds students' knowledge and vocabulary in literature, history, geography, and science.</p> <p>1c. Follow-up: Teachers will be provided a second professional Development to assist with setting student targets.</p> <p>Follow-up: After viewing ongoing data, the faculty along with the Leadership Team will make the necessary revisions to student growth targets and goals.</p> <p>1d. Evidence of Effectiveness: Student growth data at the end of the year will be used to determine effectiveness of the</p>	<p>Principal/Asst. Principal Teacher, Students, Parents School Librarian, Computer Lab Specialist,</p>	<p>August 2022</p> <p>August 2022 – May 2023</p> <p>October 2022</p> <p>Ongoing 2022-2023 (Every 2 weeks)</p> <p>May 2023</p>		<p>Title I(D) Title I(S)</p>

<p>program.</p> <p>Materials: CKLA, STAR and Accelerated Reader Online Assessment, Student Incentives Technology and Student materials needed to maintain and facilitate classroom instruction</p>				
<p>Instructional Strategy/Activity: Guidebooks, TAP Instructional Practices, Cluster Meetings, Unpacking Training</p> <p>Professional Development:</p> <p>2a. Initial: New Teachers will participate in PD session administered by Consultant and/or NIET Coach. Teachers will have a refresher course on Guidebook implementation. Master teacher will provide unit unpacking throughout the year.</p> <p>2b. Implementation/Monitoring: Implement curriculum embedded strategies connected to daily lessons. Teachers and students will use instructional strategies to effectively complete Culminating Writing Tasks at the end of each Unit. Teachers will learn how to plan with the end in mind. Guide books are a Tier1 recommended program.</p> <p>2c. Follow-up: Teachers will participate in a follow-up Professional development during cluster meeting. Teachers will be provided with curriculum-embedded Strategies to increase teacher effectiveness. They will also learn to effectively plan for delivery of Guidebook Instruction and assessment.</p> <p>Follow-up: During Grade level meetings, Teachers will bring student work/writing samples and plans to score, analyze and</p>	<p>.</p> <p>School Kit Consultant NIET Coach Teachers, Principal/ Asst. Principal RMC/Master Teacher</p>	<p>August 2022 – January 2023</p> <p>October 2022</p> <p>August 2022 – May 2023</p> <p>Ongoing</p>	<p>Title I(D) Title I(S)</p>	

<p>discuss levels of implementation.</p> <p>2d. Evidence of Effectiveness: Student growth data during and at the end of the year will be used to determine effectiveness of the program.</p> <p>Materials: Administrator/Teacher Resource books, Technology and Student materials needed to maintain and facilitate classroom instruction</p>		<p>2022-2023 (Monthly)</p>		
<p>Instructional Strategy/Activity: <i>iREADY ELA Online</i></p> <p>Instruction KPD:2a of E: Cat 2</p> <p>Professional Development: (2c)</p> <p>1a. Initial: Teachers will participate in PD session administered by iReady Consultant.</p> <p>1b. Implementation/Monitoring: iReady ELA Diagnostic/Assessment will occur for grades K-5 in Reading. Weekly computer time will be scheduled for all students to receive differentiated instruction and practice keyboarding skills in preparation for upcoming online testing. RTI <i>profile</i> groups will be determined and pullout schedules will be developed</p> <p>1c. Follow-up: After iReady diagnostics are conducted, consultant will return and provide second professional development –“Understanding the Data” in order to assist faculty in providing the appropriate RTI for struggling students and provide enrichment for students on level.</p> <p>Follow-up: After viewing ongoing data, the faculty along with the Leadership Team will make the necessary revisions to School Improvements Plan.</p> <p>Follow-up: Third Visit from iReady Consultant to discuss degree of implementation and results. – Late Spring 2021</p> <p>1d. Evidence of Effectiveness: Student growth data at the end of</p>	<p>iReady Consultant, Computer Lab Specialist Teachers, Principal/Asst. Principal Teacher Leaders</p>	<p>August, 2022</p> <p>August 2022 – May 2023</p> <p>October 2022</p> <p>October 2022</p> <p>January 2023</p> <p>May 2023</p>		<p>Title I(D) Title I(S)</p>

<p>the year will be used to determine effectiveness of the program.</p> <p>Materials: iReady Online Instruction, Administrator/Teacher Resource, Technology and Student materials needed to maintain and facilitate classroom instruction, After School Tutoring, Transportation, Chromebook, Charging station, Promethean Boards, Protective Cases, Chargers</p>				
<p>Parental/Family Engagement Activities:</p> <p>Open House – Parent Orientation Math Fall Festival Night Fall and Spring Report Card Pick-up Jr. Beta Club Induction Christmas Program Mardi Gras Celebration, Black History Read Across America Day, Spring Fling Literacy/Numeracy Night, Nacho Average Leap Night Standardized Testing Meeting, LEAP Test Rally Father/Daughter Dance, Mother/Son Dance Parent Contact/ Involvement Logs Read with Me Program, Zoom, Google Classroom, Parent Surveys, Teacher Classroom Newsletters, Compacts/Contracts</p> <p>Materials: Teacher/ Student/ Parental Engagement Resources/Supplies will be purchased to foster communication while building and maintaining positive relationships between school and home to ensure academic success for all students.</p>	<p>Principal Asst. Principal, RMC, Classroom Teachers Students Parents</p>	<p>August 2023 – May 2023</p>	<p>\$11,000</p>	<p>Title I(D) Title I(S)</p>

Part C: Action Plan – Goals (measurable), Objectives (measurable), Activities & Evaluation

(Funding Sources: TI(S) (Title I School), TI (D)(Title I District), SRD (School Redesign Grant), DRS (Direct Student Services), TII (Title II), TIV (Title IV)

Goal 2	To improve the Progress Index Score in Math			
Evidence of Effectiveness:				
<input type="checkbox"/> Category I: Strong Evidence (<i>Experimental Study</i>)	<input type="checkbox"/> Category II: Moderate Evidence (<i>Quasi-Experimental Study</i>)	<input type="checkbox"/> Category III: Promising Evidence (<i>Promising Evidence</i>)	<input type="checkbox"/> Category IV: Theory of Action (<i>Demonstrates Rationale</i>)	
OBJECTIVES (Up to 4)				
1. Math assessment index score will move from <u>26.2</u> to <u>31.2</u> . By the end of the 2021-2022 school year, all subgroups will make adequate progress toward mastery of state standards therefore removing labels of “Urgent Intervention Needed or Required” *Currently, an assessment index score of 60 is proficient, which is the district goal.				

*Activities **MUST** include items that address: (1) *Instructional Support*, (2) *Professional Development*, & (3) *Parental & Family Engagement*

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Instructional Personnel/Support (Teacher, Paraprofessional, Substitute, etc.): <i>(Provide brief description of the instructional support you will need to implement your strategies/activities, include KPD)</i> 1a. Literacy and Numeracy Tutors and teachers will be used to instruct, monitor, and assist students with instructional needs both during the day and in after school and Summer programs.	Principal, Asst. Principal Classroom Teachers, RMC Classroom Paras	August 2022 – May 2023 August 2022 – March 2023		Title I(S) ESSER
1b. After-school Tutoring and Bus Transportation Services will be used to remediate students in Math for grades 3 – 5 (iReady, Zearn/ Eureka)	Classroom Teachers, Classroom Paras, Bus Drivers	November 2022 – March 2023		
Substitutes for job- embedded Professional Development and Mentor teachers to work with new teacher twice a week	Principal, Asst. Principal Master Teacher, Teachers	August 2022 – May 2023		Title I (S)

<p>Instructional Strategy/Activity: Zearn/ Eureka Math is a comprehensive approach to learning and teaching math, based on Eureka Math /Engage NY. ... Zearn/ Eureka Math combines personalized digital lessons with targeted small group instruction so that every teacher can reach every student, every day.</p> <p>Professional Development:</p> <p>2a. Initial: Teachers will participate in PD sessions administered by Zearn/ Eureka Consultant, Webinar, and Cluster Meetings (Virtual and/or Face to Face)</p> <p>2b. Implementation/Monitoring: Students should get in-class time working independently or with one or two partners on digital lessons, then work in small groups with a teacher to "deepen, extend, and remediate" based on detailed reports of student progress. Teachers, Administrators will review, print and analyze student reports and learning paths after initial PD.</p> <p>2c. Follow-up: After Zearn/Eureka "Trainer of Trainers" PD with Zearn/Eureka Consultant is conducted, Teachers will return and provide second professional development in order to assist faculty in providing the appropriate small group and individual instruction for struggling students and provide enrichment for students on or above level.</p> <p>Follow-up: After viewing ongoing data, the faculty along with the Leadership Team will make the necessary revisions to School Improvements Plan.</p> <p>Follow-up: During Weekly Cluster Meeting teachers will monitor and discuss the degree of implementation and results.</p> <p>2d. Evidence of Effectiveness: Student growth data at the end of the year will be used to determine effectiveness of the program.</p>	<p>Zearn/Eureka Consultant, Classroom Teachers, Principal, Asst. Principal, Master Teacher</p>	<p>August 2022</p> <p>October 2022</p> <p>August 2022 – May 2023</p> <p>Late Spring 2022</p> <p>August 2022 – May 2023 (weekly)</p> <p>May 2023</p>	<p>August 2022</p> <p>October 2022</p> <p>August 2022 – May 2023</p> <p>Late Spring 2022</p> <p>August 2022 – May 2023 (weekly)</p> <p>May 2023</p>	<p>Title I(D) Title I(S)</p>
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<p>Materials: Zearn Online / Eureka Instruction, Administrator/Teacher and Student Resource books needed to maintain and facilitate classroom instruction, After School Tutoring, Bus Transportation, 1-1 Chromebooks, Chromebook Cart, Promethean Boards, Math Lab</p>				
<p>Instructional Strategy/Activity: <i>iREADY MATH Online Instruction KPD:2a of E: Cat 2</i></p>				
<p>Professional Development: (2c)</p>				
<p>1a. Initial: Teachers will participate in PD session administered by iReady Consultant.</p>			<p>August 2022</p>	
<p>1b. Implementation/Monitoring: iReady Math Diagnostic/Assessment will occur for grades K-5 in Math. Weekly computer time will be scheduled for all students to receive differentiated instruction and practice keyboarding skills in preparation for upcoming online testing. RTI <i>profile</i> groups will be determined and pullout schedules will be developed</p>	<p>iReady Consultant, Teachers, Principal, Asst. Principal, Teacher Leaders</p>	<p>August 2022 – May 2023</p>		<p>Title I(D) Title I(S)</p>
<p>1c. Follow-up: (1.) After iReady diagnostics are conducted, consultant will return and provide second professional development – “Understanding the Data” in order to assist faculty in providing the appropriate RTI for struggling students and provide enrichment for students on level.</p>		<p>October 2022</p>		
<p>Follow-up: After viewing ongoing data, the faculty along with the Leadership Team will make the necessary revisions to School Improvements Plan.</p>		<p>March 2023</p>		
<p>Follow-up: Third Visit from iReady Consultant to discuss degree of implementation and results. – Late Spring 2021</p>				
<p>1d. Evidence of Effectiveness: Student growth data at the end of the year will be used to determine effectiveness of the</p>		<p>May 2023</p>		

<p>program.</p> <p>Materials: <i>iReady Online Instruction, Administrator/Teacher Resource, Technology and Student materials needed to maintain and facilitate classroom instruction, After School Tutoring, Transportation, 1-1 Chromebooks</i></p>				
<p>Parental/Family Engagement Activities:</p> <p>Open House – Parent Orientation Math Fall Festival Night Fall and Spring Report Card Pick-up Jr. Beta Club Induction Christmas Program Mardi Gras Celebration, Black History Read Across America Day, Spring Fling Literacy/Numeracy Night, Nacho Average Leap Night Standardized Testing Meeting, LEAP Test Rally Father/Daughter Dance, Mother/Son Dance Parent Contact/ Involvement Logs Read with Me Program, Zoom, Google Classroom, Parent Surveys, Teacher Classroom Newsletters, Compacts/Contracts</p> <p>Materials: Teacher/ Student/ Parental Engagement Resources/Supplies will be purchased to foster communication while building and maintaining positive relationships between school and home to ensure academic success for all students.</p>	<p>Principal Asst. Principal, RMC, Classroom Teachers Students Parents</p>	<p>August 2022 – May 2023</p>	<p>\$11,000</p>	<p>Title I(D) Title I(S)</p>

Activities *MUST* include items that address: (1) Instructional Support, (2) Professional Development, & (3) Parental & Family Engagement

Part D: Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged	Students with Disabilities
Tier 1 Curriculum Food Bank i-Ready	Tier 1 Curriculum Resource Services i-Ready Inclusion
Race/Ethnicity/Minority	English Learners
Tier 1 Curriculum Tier II i-Ready – 45 minutes weekly each for reading and math Tier III	
Migrant	Foster and Homeless
N/A	Tier 1 Curriculum Food Bank Progress monitor monthly log Excused absences for court/family visits

Part E: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student 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.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date
Counseling	School Counselor	August 2022 – May 2023
Implementation of School wide Expectations	Administrators/Faculty/Staff	August 2022 – May 2023
Unit 1: Be Safe	Classroom Teachers	August 2022 – October 2022
Unit 2: Be Responsible	Classroom Teachers	November 2022 – January 2023
Unit 3: Be Respectful	Classroom Teachers	February 2023- May 2023

Part F: Student Opportunities (high school only)

Provide a description of schoolwide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2022-2023	2021-2022	2020-2021
Advanced Placement				
Dual Enrollment				
Industry Based				

Part G: Multi-Tiered Systems of Support (MTSS) Behavior of support to prevent and address problem behavior

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

NOTE: (highlight interventions if listed and/or delete interventions not used; add others if needed)

TIER 3: FEW Individual Interventions

- Individual Counseling
- Behavior Intervention plan
- Crisis response

TIER 2: SOME Group Interventions, Problem Solving

- Small group counseling
- Check in, check out
- Parent Conferences
- Agreements
- Social skills groups

TIER 1: UNIVERSAL Universal Design for Learning, Prevention, Relationships, Positive School Climate Family engagement Student Voice and Empowerment

- PBIS
- School Culture
- Code of Conduct
- Brain Breaks
- Seating Charts
- Least Invasive Behavior Corrections

Part H:**Transition Activities: Select all that apply:** Pre-School to Kindergarten Elementary to Middle School Middle School to High School High School to Careers/College

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Pre K to K Visits	Krause/ Murphy	May 2023	0	
Fall Round Up	Robinson/Krause	August 2022	0	
Parent Welcome Meetings (Fall and Spring)	Principal and teachers	Fall- Aug 2022	0	
Summer enrichment work given at the end of the Pre K Year Virtual as well as summer enrichment through Google Classroom	Pre-K and K Teachers	May 2023	Printing costs	Title 1
Soaring to Middle School	Fifth Grade Teachers	May 2023	0	

Title I School Wide Plan

Part F:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Evidence based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal's Signature

Attach:

State Assessment Data:

- Latest School Profile for Principals
- Latest Principal's Report Card

Perception Data:

- Parent Surveys
- Teacher Surveys

School-wide Plan Stakeholder Meeting	Date: Aug. 2022
School-wide Plan Meeting	Date: Nov. 2022
School-wide Plan Meeting	Date: Jan. 2023
School-wide Plan Meeting	Date: March 2023

School-wide Plan Revision 1	Date: Sept 2022
School-wide Plan Revision 2	Date: Oct. 2022
School-wide Plan Revision 3	Date: Feb. 2023
School-wide Plan Revision 4	Date: April 2023

Title I Budget Revision	Date: Sept 2022
Title I Budget Revision	Date: Nov. 2022