

2024-2025 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Independence Leadership Academy PreK - 6th Grade

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

School: Independence Leadership Academy

SPS: 44.6

Letter Grade: F

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	\$5000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	\$3000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$3000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$2000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$2000
Laminator, Laminating Film		X		\$3000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies		X		
Accelerated Reader (AR) Licenses		X		
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		X		
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),		X		\$2000
Must be used by STUDENTS		X		\$5000

General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, 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)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		x		\$2000
Communication Folders and Planners		X		\$2000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$8000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$2000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X		\$2000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps		X		\$2000
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	X			\$5000

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 and to help plan the PFE activities for the year:

- Invited a diverse group of stakeholders including parents (parents of EL students, students' with disabilities, regular education students, community members, teachers, administration, leadership team, etc.) The committee met in June 2024 and helped to...
 - Analyze data
 - Decide effectiveness ratings of the 2023-2024 schoolwide plan
 - Complete the current CNA by reviewing data and setting priorities
 - Discuss parent and family engagement activities that train families on analyzing data or curriculum and assessments
 - Create goals and other SWP activities based on identified priorities
 - A mid-year review meeting will be held in January to assess effectiveness and adjust the schoolwide plan as necessary

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

- None at this time.

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

- Summer Stakeholder Meeting
- Monthly Newsletter-specific examples of how parents can help at home as well as current school events
- Title 1 Parent Resource Center (provide manipulatives and guidance to parents seeking resources to help their children)
- Star Student Program (each 9 week period)
- District Parent Survey with feedback opportunity
- Class Dojo App
- Email communication
- Weekly Newsletter

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

- Communication folders sent home daily with behavior data for each student.
- Test folders sent home to every student on Wednesday of each week with test grades from the previous week.
- Academic Progress reports sent home the 4 weeks of each 9 week period.
- Emails, Class Dojo, and JCampus messenger are used as needed to inform parents of activities in the SWP.
- Newsletters sent home monthly to share information on how parents can help at home, PBIS and Leader In Me programs and events happening at school.
- School Facebook and school website will be used to share events happening at school with the parents.
- Parent conferences are held when needed.
- IEP meetings
- S.A.T. meetings
- Parent Conferences
- Meet and Greet, and Open House
- A Stakeholder meeting is held each year to discuss student achievement, data and the SWP.

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

Newsletters, parent notes, and email will be sent home in the language of the home

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Parent/Family Engagement Activity:</p> <p>Meet and Greet - Parents will be invited to come and meet their child's teacher(s) before the school year begins. Teachers will present information on curriculum and how to access student data.</p>	<p>SWP Goal (s):</p> <p>#1 #2 #3 #4 #5</p>	<p>Budget Decisions/Coordination:</p> <p>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>	<p>Items Needed:</p> <p>refreshments</p>	<p>Effectiveness Measure:</p> <p>Agenda Sign In Sheet</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://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: \$200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>Open House/Title 1 Meeting</p>	<p>SWP Goal (s):</p> <p>#5</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I <input type="checkbox"/> Title II</p>	<p>Items Needed:</p> <p>refreshments</p>	<p>Effectiveness Measure:</p> <p>Agenda</p>

<p>Parents will be invited to come to school one evening and they will be introduced to the <i>Leader in Me</i> program. A tutorial on how to use the program and clean and manage the chromebooks will also be shared with parents. We will share information about our current curriculum and assessments with the parents as well. School goals and PFE activities will be reviewed.</p>		<ul style="list-style-type: none"> <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>Sign In Sheet</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://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1463&context=diss https://files.eric.ed.gov/fulltext/ED565636.pdf https://sites.google.com/niskyschools.org/parents/chromebooks/introduction-to-your-chrome-book-k-5</p>			<p>Estimated Cost: \$200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Homework Hints and Tips</p> <p>We will hold a class for parents on understanding and preparing their child for the LEAP test. This will include Homework Hints and tips.</p>	<p>SWP Goal (s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p>Budget Decision /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> <p>refreshments</p>	<p>Effectiveness Measure:</p> <p>Agenda</p> <p>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>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>https://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-the-leap-2025-student-reports</p> <p>https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=219&display=1</p>			<p>Estimated Cost: \$200</p>	
<p>Parent/Family Engagement Activity:</p> <p>LEAP Night</p> <p>We will have Test Talk meetings to teach parents how to interpret middle of the year academic data and let parents know how their child is progressing academically in the Tier 1 curriculum. LEAP night.</p>	<p>SWP Goal (s)</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p>Budget Decision /Coordination :</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>refreshments</p>	<p>Effectiveness Measure:</p> <p>Agenda</p> <p>Sign In Sheet</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/west/relwestFiles/pdf/EL3-10_REL-West_Family_Engagement_webinar_1.pdf</p> <p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/EL3-10_REL-West_Family_Engagement_webinar_1.pdf</p>			<p>Estimated Cost: \$200</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
93% of Pre K students scored average or above average on the end of the year math assessment.	Increase from 21% to 41% of 3rd - 6th grade students scoring Mastery or Advanced in ELA on Leap 2025.
99% of students have fewer than 15 absences.	Increase Advanced and Mastery scores in all subjects.
267,364 dojo coins were given to the students of ILA.	11% of students scored Mastery or Advanced in Math Leap 2025.
90% of students have zero out of school suspensions.	10% of students scored Mastery or Advanced in Social Studies on Leap 2025.
	<5% of Subgroup Students with Disabilities scored Mastery or Advanced in ELA or Math on Leap 2025.
	10% of students scored Mastery or Advanced in Science on Leap 2025.
	0% of students in the subgroup English Learners scored Advanced or Mastery in ELA on the Leap 2025.
	Increase student Attendance school wide by 5%.
	Decrease Behavioral referrals by 5%.

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:

Independence Leadership Academy is a community school with 92% Economically Disadvantaged students. ILA school has a simulated SPS score of 46.4 which is a decrease from 55 in 2022-23 and Urgent Intervention is Required. Students in grades pre-kindergarten to 2nd grade are scoring better on District benchmark assessments compared to students in grades 3rd - 6th on Leap 2025 assessments. Leap 2025 Mastery and Advanced scores in ELA, Science, and Social Studies are slightly increasing with an overall proficient score of 21% in ELA, 10% in Science, and 10% in Social Studies. 6% of Students with Disabilities scored Unsatisfactory on LEAP in ELA and in Math. Improvement in all core subject areas is essential. A focus on bridging the gaps in all

core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. Attendance data indicates that 99% of our students missed 15 or fewer days. Behavioral data indicates that 90% of our students had zero Out of School Suspensions and 17 % of our students received incident referrals. PBIS Data and survey results indicate a positive learning environment. Strengths include 90% of our students have zero out of school suspensions.80% of our families have a favorable perception about the amount of academic and social support they provide their child outside of school. Increasing school culture at ILA is a priority, as 50% of teachers reported their perceptions of the overall social and learning climate of the school.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **Comprehensive Intervention Required**
- **Implement Lexia Learning in grades 3-6 and Dibels with Interventions for K-2 to improve ELA scores on LEAP 2025.**
- **Math support using Zearn and Intervention blocks in all grade levels to increase LEAP 2025 scores.**
- **Science and Social Studies support to increase scores for 3rd-6th tested grades on LEAP 2025.**
- **Provide support for subgroups African American Students and Students with Disabilities.**
- **Improve culture and school climate for students and faculty/staff on the school campus.**

Improve school wide attendance by 5%.

Decrease the number of school wide Incident referrals by 5%

Data Sources: Every Grade Level every subject area and subgroup

Data collected and analyzed from multiple sources: LEAP 2025, Benchmark Assessments and District Checkpoints for K-2, TS Gold for Pre-K, iReady for 3-6, Dibels, Formative Assessments and Report Card Grades. In addition to these, the Curriculum Implementation Scale, Attendance reports, Behavioral reports and the Panoramic Surveys were used to obtain data.

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. In the area of ELA 44% of our K-2 students scored proficient on the end of year ELA test. By May 2025 we will show a 5% increase in K-2 students scoring proficient on the end of the year ELA test.
2. In the area of Math 50% of our K-2 students scored proficient on the end of the year Math test. By May 2025 we will show a 5% increase in K-2 students scoring proficient on the end of the year Math test.

3. Science will be taught everyday in all grade levels to ensure students have access to Tier 1 PhD Science curriculum daily. 32% of our 3rd - 6th grade students scored unsatisfactory on the LEAP test. By May 2025 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
4. Social Studies will be taught everyday in all grade levels to ensure students have access to the standards. 52% of our 3rd - 6th grade students scored unsatisfactory on the LEAP test. By May 2025 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
5. By May of 2025, the percentage of Students with Disabilities subgroup will decrease in Unsatisfactory scores will decrease by 3% in ELA from 41% to 38% and in Math from 47% to 44%.
6. By May 2025, the percentage of African American students scoring Unsatisfactory on the LEAP 2025 will decrease by 3% in ELA from 16% to 13% and in Math from 18% to 15%.
7. By May 2025, Discipline referrals will decrease by 5%.
8. Reduce the number of students with incidents referrals from 17% to 15% by May 2025 according to Jcampus Attendance data.

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"> Continue implementation of Louisiana Student Standards in all subject areas from August 2024 to May 2025. Full implementation of Tier 1 Curriculum: ELA - "Wit & Wisdom" - K-2 "CKLA" - K-2 Louisiana Guidebooks - 3-6 Math - "Eureka Math Squared" K-6 Full implementation of "PhD Science" K-5 Full implementation of OpenEdSci in 6th grade Full implementation of Bayou Bridges Social Studies Full implementation of Unique for our special needs students. Use virtual goggles to support all core curriculum. Pre-K Dig for ELA and Math 	<p>ED</p> <p>Priority(s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>SWP Goal(s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p> <p>#6</p>	<p>Budget Decisions/Coordination:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Glue Sticks</p> <p>journals</p> <p>colored pencils</p> <p>composition books for primary and upper grades</p> <p>remote clickers</p> <p>virtual goggles</p> <p>Estimated Cost:</p> <p>\$20,000</p>	<p>Effectiveness Measure:</p> <p>Student Data</p>
<p>Evidence-based Practice: (provide link(s) the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/W%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-q</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

uality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-_ESSA-research-report.pdf					
Use of Academic Assessments to Improve Instruction: <ul style="list-style-type: none"> Module and Unit Quizzes and Assessments provided by the Tier 1 Curriculum used in ELA, Math, Science, and Social studies. Lexia Learning (3-6) and Interim Assessments, DRDP K Assessments, Dibels(K-2) and District Assessments. District Benchmark/Checkpoints Assessments SLT Progress Monitoring Assessments PLC meetings will be held to analyze assessments to adjust and drive instruction. 	ED Priority(s): #2 #3	SWP Goal(s): #1 #2 #3 #4 #5 #6	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: Estimated Cost:	Effectiveness Measure: Student Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us					Evaluation / Effectiveness Results (guide revision to the SWP):

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • All regular education students and all Inclusion Special Needs Students are required to be taught the Tier 1 Curriculum in ELA, Math, Science, and Social Studies. They will be instructed and assessed with the materials and assessments stated above. Inclusion Special Education students will have modifications and accommodations as stated in student IEP. • All Special Education Inclusion teachers will work with students with disabilities within the regular education classroom and team teach within the Regular Education Classroom. • All Special Education students will have individual goals and objectives on their IEP. 	<p>ED Priority(s):</p> <p>#2 #3</p>	<p>SWP Goal(s):</p> <p>#5</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> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Student Data</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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</p> <p>https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</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, Diverse Learners Guide and The Bailey Group will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amira and Lexia Learning EL students are immersed in English in each classroom. EL students are given a “buddy” who speaks the language of the ELL student and 	<p>ED Priority(s):</p> <p>#2</p> <p>#3</p>	<p>SWP Goal(s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</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><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Student Data</p>

<p>English whenever possible. Teachers scaffold the learning of ELL students to provide for complete understanding of content along with Bailey Group strategies.</p> <ul style="list-style-type: none"> • EL students are screened for Limited English Proficiency and individualized instructional plans are created and implemented as necessary. • Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents. 					
<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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</p> <p>https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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"> • Interventions are provided for students who score below benchmark using Lexia Learning, Dibels, Zearn, SRI, SPI and other diagnostic assessment data including District Diagnostic Assessment. • All teachers provide 180 minutes of Wit and Wisdom, CKLA, and Differentiated Instruction daily to students in (K-2), and a minimum of 75 minutes of LA Guidebooks and Lexia interventions (3-6) from August 2024 to May 2025. • After ELA/Reading/Math/Science/Social Studies screening in August 2024 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students. • All teachers provide a minimum of 90 minutes of Eureka Math Squared and Differentiated instruction daily to students from August 2024 to May 2025. • Math screening and diagnostic assessments in August 2024, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2024 to May 2025. • From August 2024 to May 2025, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-interventionist. • All students retained will receive automatic Intervention. • Students that are PI and AP (other than attendance) will receive automatic intervention. 	<p>Goal(s):</p> <p>#1 #2 #3 #4 #5 #6</p>	<p>Budget Decisions/Coordination:</p> <p>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>	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Student Data Discipline Data</p> <hr/> <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"> Interventions provided for students who score below benchmark using Amira, Lexia, Dibels, and Zearn. 	<p>Goal(s):</p> <p>#1 #2 #3 #4 #5 #6</p>	<p>Budget Decisions/Coordination:</p> <p>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>	<p>Items Needed:</p> <p>laminating film printer ink printers</p> <p>Estimated Cost:</p> <p>\$2,000</p>	<p>Effectiveness Measure:</p> <p>Student Data Discipline Data</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"> Grade Level PLCs conduct Collaboration Meetings once per week for 60 minutes. Student data, instructional data, and the needs of individual students are discussed so that specific Acceleration activities and interventions may be adjusted as deemed necessary by student data and evidence of necessary classroom instructional strategies. Progress monitoring is completed throughout the year in ELA, Math, Science and Social Studies content areas. Data is also discussed during ILT and Collaboration meetings. If students are continuing to experience difficulties, they may be referred to the SAT Team for further assessment. Targeted support and an attendance plan developed for students that are missing more than 15 days of school. 	<p>Goal(s):</p> <p>#1 #2 #3 #4 #5 #6 #8</p>	<p>Budget Decisions/Coordination:</p> <p>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>	<p>Items Needed:</p> <p>Estimated Coast:</p>	<p>Effectiveness Measure:</p> <p>Student Data Discipline Data Collaboration and SAT Team Meeting agendas and sign-in sheets</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"> Intervention is provided for students who score below benchmark using Amira, Lexia, Dibels, and Zearn. Self-contained students also receive one-on-one interventions with the teacher. IEP Goals and objectives 	<p>ED</p> <p>Priority(s):</p> <p>#2</p> <p>#3</p>	<p>SWP Goal(s):</p> <p>#5</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>student data discipline data IEP and Collaboration meetings</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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</p> <p>https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</p>				<p>Estimated Cost:</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"> English Learners are provided “Amira” intervention to assist with learning to speak and understand English. A district Advocate is provided for English Learner students and their parents. 	<p>ED</p> <p>Priority(s):</p> <p>#2</p> <p>#3</p>	<p>SWP Goal(s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Student Data Discipline Data</p>

<ul style="list-style-type: none"> • A district translator and translator app is available for English Learner Parents. • Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents. • Intervention is provided for students who score below benchmark using Amira, Lexia, Dibels and Zearn. 			<input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost:</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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</p> <p>https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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

Activities to Address Social and Emotional Well Being: <ul style="list-style-type: none"> We will be using Leader in Me (LIM) with our students. The counselor will meet with students in need throughout the year. The counselor, along with our LIM Specialist will teach classes on social and emotional wellbeing during the year. The teachers will teach Leader in Me habits and ensure they are reinforced throughout the year within their classroom. Attendance goals will be set by the school to motivate students to come to school. 	ED Priority(s): #1 #2 #3 #5	SWP Goal(s): #7 #8	Budget Decisions/ Coordination: <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 	Items Needed: Training for teachers in Leader in Me. Materials to implement Leader in Me. Estimated Cost: \$5,000	Effectiveness Measure: Student data Discipline data
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/PMC6544145/					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.): After School Programs (ESSER Funds) Summer Learning Camp (ESSER Funds)	ED Priority(s): #1 #2 #3 #4	SWP Goal(s): #1 #2 #3 #4 #5 #6	Budget Decisions/ Coordination: <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 	Items Needed: construction paper watercolor paper paints brushes markers	Effectiveness Measure: Student Data Discipline Data
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<ul style="list-style-type: none"> • After School program to include ELA, Math, STEM, as well as Enrichment activities to provide interventions for all students. • Teachers refer to SAT, eligible students for Gifted Music, Art, and Theater. • Seasonal plays, skits, and concerts are presented by ILA Students for other ILA students and parents throughout the school year. EX: Christmas Play, Christmas Concerts, Black History Program, etc. • Leader In Me strategies • P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc. • Library - love of literature and books, how to conduct research, reinforcement of strategies taught in the classroom. • Art - art appreciation, creativity, and artistic expression • Music- music appreciation, creativity and music expression 	#5		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	colored pencils playdough drawing paper Estimated Cost: \$500	
<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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p>				Evaluation / Effectiveness Results (guide revision to the SWP):	

https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf				
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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):

- After School program to include ELA, Math, STEM, as well as, Enrichment activities to provide Acceleration for all students.
- Teachers refer to SAT, eligible students for Gifted Music, Art, and Theater.
- Seasonal plays, skits, and concerts are presented by ILA Students for other ILA students and parents throughout the school year. EX: Christmas Play, Christmas Concerts, Black History Program, etc.
- Leader In ME (LIM) - teaching the 7 Habits and LIM strategies
- P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc.
- Library - love of literature and books, how to conduct research, reinforcement of strategies taught in the classroom.
- Art - art appreciation, creativity, and artistic expression
- Music

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

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

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc. • PBIS - Students earn PBIS points for good behavior and making good choices. They earn rewards weekly from the administration and teachers. • Students will participate in the Leader in Me program. • Attendance incentives for students that come to school regularly. 	<p>ED</p> <p>Priority(s):</p> <p>#2</p> <p>#3</p>	<p>SWP Goal(s):</p> <p>#7</p> <p>#8</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><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>student data</p> <p>discipline data</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://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains</p> <p>https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf</p> <p>https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us</p> <p>https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</p>			<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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1.7 PROFESSIONAL DEVELOPMENT

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

<p>Title I School Planning:</p> <ul style="list-style-type: none"> • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>#1</p> <p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p> <p>#6</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><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Substitutes</p> <p>Stipends</p> <p>See individual Prior Approval for specific items needed</p> <p>Estimated Cost:</p> <p>\$2,000</p>	<p>Effectiveness Measure:</p> <p>Student Data</p> <p>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>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Grade Level PLCs conduct Collaboration Meetings weekly and bi weekly for 60 minutes. The focus in these meetings will be on classroom instruction, pedagogy, Tier 1 curriculum, and interventions. 	<p>ED</p> <p>Priority(s):</p> <p>#2 #3 #4 #5</p>	<p>#1 #2 #3 #4 #5 #6</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Pocket Folders</p> <p>Estimated Cost:</p> <p>\$250</p>	<p>Effectiveness Measure:</p> <p>Student Data Agendas and 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/EJ1194725.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior-authorization in Crate for specific 	<p>ED</p> <p>Priority(s):</p> <p>#4</p>	<p>Goal(s):</p> <p>#1 #2 #3 #4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>-Substitutes -Stipends -See individual Prior Approvals for specific items needed</p>	<p>Effectiveness Measure:</p> <p>student data observations walk through data evaluations and feedback</p>

activities.					
<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:</p> <p>\$2,000</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"> • Non-certified teachers are assigned a “mentor” teacher to assist with school policy and procedures. Mentors, Content Leaders, and Leadership Team Members support the needs of non-certified and new teachers. • Common collaboration time is provided and monitored at grade levels each week. • District Level PD • New Teacher Orientation • In-District certification for non-certified teachers • Recruitment and Retention addressed at District level 	<p>ED</p> <p>Priority(s):</p> <p>#4</p>	<p>Goal(s):</p> <p>#1</p> <p>#2</p> <p>#3</p> <p>#4</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><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Student Data</p> <p>Observations</p> <p>Walk Through Data</p> <p>Evaluations and Feedback</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>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"> ● PreK students from the headstart are invited to tour our campus and meet the Kindergarten teachers at the end of each school year so they will be familiar with our campus. ● To assist the 6th grade students in transitioning to the high school they will take a tour of Independence High at the end of each school year. ● We hold a Meet and Greet in August for students to meet their new teachers and locate their new classrooms before the first day of school. 	<p>ED</p> <p>Priority(s):</p> <p>#2 #3 #5</p>	<p>Goal(s):</p> <p>#1 #2 #3 #4</p>	<p>Budget Decisions/Coordination:</p> <p>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>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>field trip permission forms photos 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>Estimated Cost:</p>		<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>https://files.eric.ed.gov/fulltext/ED486469.pdf</p>					

<p>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</p>	
<p>McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals</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</p>

participate in the federal food service program.

Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

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:

- The SWP will be monitored throughout the year during the school leadership meetings (monthly). Data from multiple sources will be used to determine if any changes should be made to the plan.

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

- The SWP goals will be discussed by the stakeholder committee in June 2025 and during leadership team meetings throughout the year. Each activity in the plan will be reviewed for effectiveness and changes will be made accordingly.

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

- Results will be made to the stakeholders during our Meet and Greet Program in August 2024.
- Faculty will be informed about SWP results at the first faculty meeting in August 2024.

2024-2025 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Marcus Brown
- Assistant Principal: Melanie Johnston
- Student: Chelsea Vernon
- Teacher: Jana Lindsey
- Teacher: Laura McKay
- Teacher: Phyliss Schenck
- Interventionist: Jennifer Ingraffia
- Parent/Family: Chasity Joseph
- Parent/Family: Shannon Vernon
- Community Member: Jim Paine
- Title 1 Contact: Leslie Dempster
- Curriculum Coordinator: TBD
- Disciplinarian: Veronica Richardson

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: Marcus Brown
- Assistant Principal: Melanie Johnston
- Student: Chelsea Vernon
- Teacher: Laura McKay
- Teacher: Amelia Richardson
- Teacher: Phyliss Schenck
- Interventionist: Jennifer Ingraffia
- Parent/Family: Chasity Joseph
- Parent/Family: Shannon Vernon
- Community Member: Jim Paine
- Title 1 Contact: Leslie Dempster
- Curriculum Coordinator: TBD
- Disciplinarian: Veronica Richardson

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.

Marcus Brown
Principal Signature

August 6., 2024
Date

Leslie Dempster
Chairperson, Schoolwide Improvement Team Signature

August 6, 2024
Date