

2024-2025 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Woodland Park Magnet School Pre-K - 3rd Grade

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

School Woodland Park Magnet School

SPS 48.9

Letter Grade F

Check all that apply (verify with principal):

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

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	10000.00
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	x	x	x	5000.00
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)		x		2500.00
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, I pads/Cases, Projector, Document Camera, Bulbs	x	x	x	13000.00
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		x		3000.00
Laminator, Laminating Film	x	x	x	1500.00
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x	x	3000.00
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials , Customer Service Exams for High Schools	x	x		5000.00
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),		x		7500.00
Must be used by STUDENTS 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, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards(, Binder clips (science only and must site lesson)		x		10000.00

Must be used by STUDENTS Dry Erase Supplies: Individual Boards, Erasers, Cleaner, Markers		x		2500.00
Communication Folders and Planners				
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x		5000.00
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x		3000.00
ELA Materials: Sentence Strips, Easel Pads, Post-It-Notes, other Tier 1 ELA Materials		x		5000.00
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps		x		3000.00
PFE GOAL: Teach Parents and Families how to help their child be successful by providing "training" in Curriculum, Data Analysis or Assessments. Communication is essential Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	x			2500.00

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 is 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:

- Woodland Park Magnet School sent a paper copy of the stakeholder meeting invitation home & also called to verbally invite all stakeholders
- WPMS invited: 1 regular parent of a regular education/economically disadvantaged student, 1 parent of a student with special needs, and 1 ELL parent
- A translator (Spanish teacher) was used to translate the invitation to the parent of the ELL student

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

- Improving parent/family engagement attendance was added to be a priority for the 2024-2025 school year
- The parent/family engagement goal percentage was changed to a more obtainable number
- Improve communication with all stakeholders on instructional practices

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

- **Teacher/Parent Conferences-Parents** are invited to school to meet with the teacher and other school personnel to discuss the student's progress at school.
- **SAT Meetings-School Building Level Committee Meetings** will be held weekly to meet with the parents of at-risk students. Plans to assist students academically and behaviorally will be developed and monitored.
- **IEP Meetings-** Parents of students with disabilities will be invited to participate in the creation of Individual Education Plans for their child.

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

- **JCampus Messenger-** The school notifies parents of important information using a message sent via an automated call system.

- **Weekly Graded Paper Folder-** Teachers send home work, notes, and reminders in a weekly graded paper folder each week.
- **Oncourse Connect/JCampus-**Parents can log in to Oncourse Connect to check student’s grades, missing assignments and absences. Also, parents can see any alerts sent regarding assignments or behavior.
- **Monthly School Calendar-** The school will communicate information about upcoming events by sending home a monthly calendar with the student.
- **School Website-** Parents can check the school website for information about teachers, curriculum, upcoming events and progress toward school goals.
- **Meet and greet-** Parents and students are invited to meet teachers before the first day of school, deliver supplies, visit classrooms and school grounds to become more familiar.
- **Digital Signage-** A brightly colored digital sign near the front of the school will be used to communicate important messages and updates to parents throughout the year.

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.

Notes home will be in the primary language of the family.

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decisions/Coordination:	Items Needed: Copies of state	Effectiveness Measure:

<p>Open House (August)</p> <p>Families attend to receive an overview of State Standards, State, District, and School Assessments, standards, and other parent resources. Parents will be invited to review the SWP and give feedback as well as schedule parent teacher conferences. Communicate with families how the Communication Magnet pillars are being implemented throughout high quality curriculums and Specialized Magnet Classes.</p>	<p>1-9, 12</p>	<ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>assessments and standards, copies of parent resources, materials for centers/games</p> <p>Estimated Cost: 300.00</p>	<p>Sign in sheets, pictures</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>Evidence-based Practice Link</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>___ parents attended this activity in 24-25 year. This year parent attendance improved by ___ %</p>
<p>Parent/Family Engagement Activity:</p> <p>Magnet/Literacy Breakfast (December)</p> <p>Families will be invited to learn about activities they can share with students at home to improve basic literacy skills. Parents will learn about State and District Assessments as well as receive resources to assist students. Communicate with families how the Communication Magnet pillars are being implemented throughout the high quality curriculums and Specialized Magnet Classes.</p>	<p>SWP Goal (s):</p> <p>1-9, 12</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>Printout/copies of directions on how to log in & access Oncourse, chromebooks</p> <p>Estimated Cost: 300.00</p>	<p>Effectiveness Measure:</p> <p>Parent sign in, Parent feedback, agendas, flyers, pictures</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>

Evidence-based Practice Link				___ parents attended this activity in 24-25 year. This year parent attendance improved by ___ %
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<p>Parent/Family Engagement Activity:</p> <p>Curriculum & Magnet Night (January)</p> <p>Families will be invited to learn about activities they can share with students at home to improve basic literacy skills. Parents will learn about State and District Assessments as well as receive resources to assist students. Communicate with families how the Communication Magnet pillars are being implemented throughout the high quality curriculums and Specialized Magnet Classes.</p>	<p>SWP Goal (s):</p> <p>1-9, 12</p>	<p>Budget Decision /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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed:</p> <p>Copies of relevant data materials for games/centers, books, copies of state and district assessment guidance</p> <p>Estimated Cost: 300.00</p>	<p>Effectiveness Measure:</p> <p>Parent sign in, Parent feedback, agendas, flyers, pictures</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>Evidence-based Practice Link</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>___ parents attended this activity in 24-25 year. This year parent attendance improved by ___ %</p>

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
<p>Magnet/Literacy Extravaganza (April)</p> <p>Communicate with families how the Communication Magnet pillars are being implemented throughout high quality curriculums and Specialized Magnet Classes. This event will be held at the end of the school year so that parents can also view their child's end of the year assessment data and learn about different ways they can keep their child engaged over the summer to prevent learning gaps.</p>	1-9, 12	<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 <input checked="" type="checkbox"/> Magnet	<p>Copies of relevant data, Art materials for projects, display for art, light refreshments</p> <p>Estimated Cost: 500.00</p>	<p>Parent sign in, Parent feedback, agendas, flyers, pictures</p> <p>___ parents attended this activity in 24-25 year. This year parent attendance improved by ___ %</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>Evidence-based Practice Link</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; 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

The number of students receiving zero out of school suspensions was 96%	In K-2 math students did not meet or exceed the goals listed in the school wide plan for the EOY district checkpoint.
91% of staff responded favorably to perception of staff-leadership relationships	In K-2 ELA students did not meet or exceed the goals listed in the school wide plan for the EOY district checkpoint.
82% of teachers responded favorably to perception of staff leadership relationships.	20-% of students scored Mastery or Advanced on LEAP 2025 in ELA.
89% of students responded favorably to perception of supportive relationships.	11-% of students scored Mastery or Advanced on LEAP 2025 in Math.
	11-% of students scored Mastery or Advanced on LEAP 2025 in Science.
	57% of students responded favorably to the perception of a sense of belonging.
	33% of students were truant from school.
	Improving parent/family engagement attendance was added to be a priority for the 2024-2025 school year.
	30% of the economically disadvantaged subgroup scored proficient or higher in ELA in grades K-2
	25% of the economically disadvantaged subgroup scored proficient or higher in Math in grades K-2
	21% of the African American subgroup scored proficient or higher in Math in grades K-2
	13% of the students with disabilities subgroup scored proficient or higher in Math in grades K-2
	11% of ELL students subgroup scored proficient or higher in Math in grades K-2
	Less than 5% of students scored proficient in Social Studies in grades K-3
	Decreasing discipline referrals in grades Pre-K through 3

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:

Woodland Park Magnet School is a community school with 66% Economically Disadvantaged students. Woodland Park Magnet School has an SPS score of 48.9 and Comprehensive Intervention is required. Discipline data and survey results indicate a positive learning environment. Strengths include 96% of students with zero out of school suspensions and 67% of students were not truant from school. Increasing parent family involvement at Woodland Park Magnet School is a priority, as 11% of parents have participated in parent family engagement activities in the previous year. LEAP 2025 Mastery or Advance scores in science and social studies increased from 1% to 11%, and improvement in these areas is essential. LEAP 2025 Math scores 11% of students scored mastery and above. Students taking the ELA LEAP assessment scored 20% mastery and above. Urgent intervention is Needed with students with disabilities, African American, Economically disadvantaged and English Learners subgroups. Additionally, the science and social studies LDOE Curriculum Implementation Scale scores were both 1. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase effective implementation of core curriculum.
- Increase parental/family engagement participation.
- Increase the percentage of students scoring Mastery or above in Math, ELA, Science, and Social Studies.
- Decrease the number of students that are truant from school.
- Decrease the number of students that receives referrals
- Increase the percentage of students scoring Proficient or above in the subgroup of: economically disadvantaged, ELL, African American and students with disabilities in ELA, Math, Science and Social Studies.

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

- Data was collected and analyzed from multiple sources including: LEAP 2025, LDOE School Report Card, and District Checkpoints for K-2
- Tangipahoa Parish School Systems Panorama Needs Assessment Surveys (1) Administrators/Faculty and staff, (2) family, (3) student

- OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, etc.
- LADOE Curriculum Implementation Scale. This tool evaluates the implementation of core curriculum. The scale analyzes each subject area at each grade level

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. From Spring 2024 to Spring 2025, our SPS will increase from 48.9 to 60 as evidenced by LEAP, ELPT, LEAP Connect scores and SPS calculations through the implementation of Tier 1 and TPSS approved curriculum in all subject areas at all grade levels to support student mastery.
2. 70% of Pre-Kindergarten students will score Average or above on the EOY ELA District assessment.
3. 70% of Pre-Kindergarten students will score Average or above on the EOY Math District assessment.
4. 70% of kindergarten students will score proficient or better on the EOY district ELA assessments.
5. 70% of kindergarten students will score proficient or better on the EOY math benchmark assessment.
6. 70% of kindergarten students will score proficient or better on the EOY Science benchmark assessment.
7. 70% of kindergarten students will score proficient or better on the EOY Social Studies benchmark assessment.
8. 70% of first grade students will score proficient or better on the EOY district ELA assessments.
9. 70% of first grade students will score proficient or better on the EOY math district benchmark assessment.
10. 70% of first grade students will score proficient or better on the EOY Science benchmark assessment.
11. 70% of first grade students will score proficient or better on the EOY district Social Studies assessments.
12. 70% of second grade students will score proficient or better on the EOY district ELA assessments.
13. 70% of second grade students will score proficient or better on the EOY district math benchmark assessment.
14. 70% of second grade students will score proficient or better on the EOY district Science benchmark assessment.
15. 70% of second grade students will score proficient or better on the EOY district Social Studies benchmark assessment.

16. Increase the percentage of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in ELA from 20% to 40%.
17. Increase the percentage of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in Math from 11% to 22%.
18. Increase the percentage of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in Science from 11% to 22%.
19. Increase the percentage of the 3rd grade students who achieve mastery on their third-grade Leap 2025 assessment in Social Studies from 11% to 22%.
20. The number of students receiving zero out of school suspensions during the 2024-2025 will be maintained between 95%-100% of students.
21. Improve Cultural Awareness category from a positive 57% response rate to a 60% positive response as evidenced in Panorama school survey.
22. During the 2024-2025 school year, 25% of parents and families will attend each Parental and Family engagement opportunities during the school year.
23. During the 2024-2025 school year, the percentage of students not truant from school will increase from 67% to 70% based on the Truancy Summary Count Report.
24. Improve Culture Awareness category from a positive 52% response rate to 55% positive response as evidenced in Panorama school survey.
25. Increase the percentage of students in K-3 to proficient in the following subgroups: economically disadvantaged, African American, ELL, and students with disabilities proficient in in ELA, Math, and Science and Social Studies.

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"> -LDOE Guidebooks 2.0/LDOE The Writing Revolution-Rigorous ELA curriculum aligned to the standards (3rd grade) -Wit and Wisdom and CKLA (K-2 Tier 1 curriculum) -PhD Science (K-3 Tier 1 curriculum) -Use of LDOE Social Studies Bayou Bridges scope and sequence, instructional tasks, item sets, and correlation to Tier 1 curriculums when appropriate -School Wide Reading plan- Use of computer based intervention (Amira) and Oral Reading Fluency as indicators and intervention toward meeting grade level expectancies -Eureka Math Squared- Rigorous math instruction for grades pre-k-3 -Strategies- ORF, Kagan, math models and manipulatives -Curriculum alignment planning teams- Focus on alignment of curriculum and common assessments to ensure implementation -Frog Street and Eureka Math Squared curriculum implementation in pre-K -Unique curriculum implementation in SPED self contained - Communication pillars implemented in the high quality curriculum - Vertical alignment of magnet specialized classes with feeder Magnet Schools 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>Materials to support implementation of Tier 1 ELA curriculum including but not limited to: chalk, masking tape, pencil grips, trays for centers, journals, plastic sleeves, laminating pouches.</p> <p>Materials to support Science instruction: compasses, magnet sets, flashlights, mirrors, habitats kit, landforms kit, tuning forks, states of matter kit, friction rods, life cycles kit, fossils kit.</p> <p>Computer based intervention license and ORF passages, binders to keep data, and page protectors.</p> <p>Substitutes for curriculum alignment.</p> <p>Estimated Cost: 25000.00</p>	<p>Effectiveness Measure:</p> <p>LEAP assessment results, M-Class scores, SLT assessment results, SRI, Computer based intervention reports, report cards, classroom assessments, district benchmark tests</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>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>					<p>Effectiveness Results:</p> <p><u>MCLASS</u></p> <p><u>District Benchmark & SLT</u></p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> -Leap 2025 -SLT's -State guidebook assessments -District benchmark assessments -Weekly review of data during collaboration meetings -TS Gold -Lexia 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless Fund <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>Testing materials, Oral reading fluency kits and materials, books, and materials for collaboration</p>	<p>Effectiveness Measure:</p> <p>Report card grades, Leap 2025, mCLASS scores, District Benchmark scores, SLT results</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>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>				<p>Estimated Cost:</p> <p>1500.00</p>	<p>Effectiveness Results:</p> <p><u>District Benchmark & SLT</u></p>

<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities: Our students with disabilities may be included: full day in the regular education classroom with monitoring, resource minutes, or self-contained minutes. We have inclusion and Tier 2 and 3 self contained settings. Students in Tier 3 self-contained settings may participate in Leap Connect Curriculum; otherwise students receive accommodations in the regular core curriculum. Strategies may include scaffolded instruction, small group remediation and targeted reading intervention. Special education paraprofessionals are strategically placed within classroom settings to assist students based on need. Curriculum based assessments and intervention programs are used to determine student needs and progress. Students in the SAT process are monitored through intervention assessments and meetings to discuss progress. Teachers meet weekly within collaboration to discuss data and strategies specific to students with disabilities. Individual IEP Goals and objectives addressed. Communication pillars implemented in the high quality curriculum.</p>	<p>ED Priority(s): 1-3</p>	<p>SWP Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: Core curriculum materials, Leap Connect materials, Paraprofessionals, Collaboration meeting materials.</p> <p>Estimated Cost: 1500.00</p>	<p>Effectiveness Measure: Leap 2025 SLT results, Weekly assessment data, summative assessments</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>Evidence-based Practice Link</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <p>The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Communication pillar implemented in a high quality curriculum.</p> <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 • District translation services • Google translate 	<p>ED Priority(s):</p> <p>1-3</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>EL materials and books; Teacher</p> <p>Estimated Cost: 500.00</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025, report card grades, ELPT results, agendas, flyers, pictures</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>Evidence-based Practice Link</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: All students will participate in a school wide intervention time based on student need as determined by classroom assessment and Dibels. Teachers will analyze classroom assessments and performance to determine if students may be at risk. If a student is determined to be at risk, that student will receive additional intensive intervention during enrichment times and may be referred to SAT. The SAT team will meet weekly to discuss students at risk and share data to determine if intervention is successful or further evaluation or screening is needed. Communication pillars implemented in a high quality curriculum. Students that are PI/AP, retained or in the SAT process will be automatically placed in interventions.</p>	<p>Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: Intervention materials tied to Tier 1 curriculum, SAT protocol, Intervention list</p> <p>Estimated Cost: 2500.00</p>	<p>Effectiveness Measure: mCLASS intervention data, intensive intervention data for SAT</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> -Dibels: Part of the school wide literacy plan -Classroom teachers will implement interventions in ELA and Math based on student needs in small groups. -Communication pillars implemented in a high quality curriculum. <ul style="list-style-type: none"> ● Lexia ● Amira ● Zearn ● Studyville ● Amplify 	<p>Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: Classroom library books, intervention materials tied to Tier 1 curriculum</p> <p>Estimated Cost: 8000.00</p>	<p>Effectiveness Measure: Student assessment and intervention data</p>

<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Data is reviewed in collaboration meetings where students who continue to be at risk are identified. Interventions are developed and implemented by teachers for the SAT process. Data is shared and decisions are made regarding recommended evaluations/screenings or additional interventions. Goals are revisited for the IEP process, decisions for a more restrictive environment and/or reevaluation are made. The SAT Committee team meets to discuss that students may be referred to the SAT committee to determine if a disability is present that substantially limits one or more life activities such as learning.</p> <ul style="list-style-type: none"> • After tracking the data students show no improvement --students are referred to IDEA or 504. 	<p>Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: Intervention resources, SAT forms, IEP's and other Special Education forms and materials</p> <p>Estimated Cost: 2500.00</p>	<p>Effectiveness Measure: Student Assessment Data, meeting logs, IEP progress reports, CAP meeting logs, Parent invites</p> <hr/> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> -Students receive small group instruction daily to address learning deficits. -Students receive instruction at their instructional level with accommodations and modifications. -Students that qualify receive additional services such as speech, adapted PE, Occupational Therapy, and Physical Therapy. -Eligible students use various programs such as Amira, etc. -Communication pillars implemented in a high quality curriculum 	<p>ED Priority(s): 1-3</p>	<p>SWP Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: Multi-sensory materials and interventions, LA Connectors Curriculum</p>	<p>Effectiveness Measure: Student assessment data (LEAP 2025 and LEAP connect)</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>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>					<p>Estimated Cost: 2500.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> -The interventionist will provide additional intervention to EL students in the form of additional interventions during enrichment times and assistance in class. -Teachers use a multisensory approach to teaching and learning -Students receive small group instruction daily to address learning deficits. -Students receive instruction at their instructional level with accommodations and modifications. -Amira -Communication pillars implemented in a high quality curriculum. 	<p>ED Priority(s):</p> <p>1-4</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>EL intervention materials such as books in Spanish that support literacy standards, workbooks, and flashcards</p> <p>Estimated Cost: 1000.00</p>	<p>Effectiveness Measure:</p> <p>Student assessment data, ELL plans, pictures</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>Evidence-based Practice Link</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**.

<p>Activities to Address Social and Emotional Well Being: -The students at Woodland Park Magnet School will be taught the Social Emotional curriculum from the district is embedded in the teacher's daily schedule and taught daily. -Communication pillars implemented throughout all curriculums.</p>	<p>ED Priority(s): 2,5</p>	<p>SWP Goal(s): 10, 11, & 14</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: SEL curriculum</p> <p>Estimated Cost: 500.00</p>	<p>Effectiveness Measure:</p> <p>A decrease in discipline referrals, intervention data counselor input and SAT referrals</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>					

1.5 STUDENT OPPORTUNITIES

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

<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): -21st Century Learning after school with transportation: Students identified as needing additional support will be offered after school tutoring opportunities throughout the year to address academic concerns.</p>	<p>ED Priority(s): 1-3</p>	<p>SWP Goal(s): 1-9</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 	<p>Items Needed: Tutoring materials, teachers and paraprofessionals, bus transportation, fees associated with field trips</p>	<p>Effectiveness Measure: Student rosters and assessment data, report cards, field trip rolls, pictures</p>
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<p>-District after school program with transportation: Students identified as needing additional support will be offered after school tutoring opportunities throughout the year to address academic concerns.</p> <p>-Field Trip Incentives: Students will be rewarded for academic performance and improvement with field trip opportunities at no cost to the parent/student.</p> <p>- Specialized Magnet Classes offered to all students in all grade levels.</p> <p>- Students will have opportunities to attend a residence of their choice.</p>			<p>Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p> <p><input checked="" type="checkbox"/> Magnet</p>	<p>Estimated Cost: 7000.00</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>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>						<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <p>At Woodland Park Magnet School, we have extended learning opportunities available through gifted education, talented art/theater/music, PE, Mutli-media, Communication, Coding, Spanish, and Broadcasting. Woodland Park provides support through speech, physical therapy, adapted PE, occupational therapy, visually impaired, and audio deficits. We have community support through Kiwanis Club, and restaurant incentives for reading. We also have guest speakers and special programs addressing content standards. We provide Alternative Classroom Education for Students (ACES) to support students with behavioral needs. We have a range of special education classes and ELL services.</p>						
<p>1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR</p> <p>Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in <u>Believe to Achieve: Educational Priorities</u>, including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.</p>						

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> -Implementation of PBIS procedures and incentives: Teachers will be trained and utilize classroom procedures and incentives to drive positive student behavior expectations -Monthly PBIS meetings -Students will have opportunities to attend a residency of their choice. -Behavior data used to guide plans and on-going incentives -School wide and classroom procedures in place -Character Strong training programs to be used with students in ACES -The counselor will provide individual, small group and classroom guidance instruction -Trust Based Relationships Intervention training 	<p>ED Priority(s):</p> <p>5</p>	<p>SWP Goal(s):</p> <p>10, 11, 13, & 14</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>Teachers PBIS incentives, Substitutes for training, Character training, TBRI training, materials and books, program/license, Counselor</p> <p>Estimated Cost:</p> <p>5000.00</p>	<p>Effectiveness Measure:</p> <p>Discipline data, attendance data, counselor log, PBIS event attendance data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Evidence-based Practice Link</p> <p>Evidence-based Practice Link</p>					

1.7 PROFESSIONAL DEVELOPMENT

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

<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP Meetings ● Magnet Leadership Meeting - monitoring the progress of the communication pillars throughout the curriculum. ● 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 Priority(s):</p> <p>1-4</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other ✓ Magnet 	<p>Items Needed:</p> <p>Substitutes, Stipends, See individual Prior Approval for specific items needed</p> <p>Estimated Cost: 3500.00</p>	<p>Effectiveness Measure:</p> <p>Agendas, sign-in, teacher surveys, completed SWP</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Evidence-based Practice Link</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> -PLC grade level planning meetings will be held weekly -PLC grade level planning meeting will be led by the school administrators, curriculum coach, literacy coach, Magnet Specialist, and teacher leaders -PLC grade level planning meetings will focus on analyzing data, identifying common assessments, aligning communication pillars with high quality 	<p>ED Priority(s):</p> <p>1-4</p>	<p>SWP Goal(s):</p> <p>1-9</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General 	<p>Items Needed:</p> <p>Materials for curriculum alignment, substitutes, PLC schedule</p>	<p>Effectiveness Measure:</p> <p>Student assessment data, Teacher sign in, Lesson plans, NIET observation scores</p>

<p>curriculum, and aligning curriculum using backwards design.</p>			<p>Fund</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perkins <input type="checkbox"/> Other <input checked="" type="checkbox"/> Magnet 		
<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>Evidence-based Practice Link</p>				<p>Estimated Cost: 3000.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training – Magnet Training - Teachers and staff will attend school based professional development training on Magnet Framework. Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities.</p>	<p>ED Priority(s): 1-5</p>	<p>Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed</p> <p>Estimated Cost: 10000.00</p>	<p>Effectiveness Measure: Teacher sign in, agendas from conferences/trainings, lesson plans, NIET teacher rating</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>Evidence-based Practice Link</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 Administrators 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 colleges 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 alternative 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 recommendation for hire.

<p>Strategies for Workforce Talent: Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.</p>	<p>ED Priority(s): 4</p>	<p>Goal(s): 1-9</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 <input checked="" type="checkbox"/> Magnet 	<p>Items Needed: None at the school level</p>	<p>Effectiveness Measure: Increase in student achievement as measured by annual academic assessments</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Evidence-based Practice Link</p>				<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>School Administrators attended job fairs, recruitment trips, and interviews with current staff members. Progressing</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.

Transition Activities for Incoming and Outgoing students:
 -Meet and Greet (August): Opportunity for incoming students to meet teachers and tour campus.
 -Collaboration/Transition meeting (May): Opportunities for the CASE teacher at Woodland Park Magnet School to meet with Greenville Park to transfer information regarding students and their individual needs. Regular education teachers in 3rd and 4th grades will also collaborate on needs of the grade level as a whole.
 -Field Trip for 3rd grade (May): Students going to 4th grade at Greenville Park will have an opportunity to visit and ask questions along with parents as students transition to 4th grade.

ED

Priority(s):
 1, 5

Goal(s):
 11, 12, 14

- Budget Decisions/Coordination:**
- Title I
 - Title II
 - Title III
 - Title IV
 - LA4
 - IDEA
 - Homeless
 - General Fund
 - Perkins
 - Other Magnet

Items Needed:
 Teachers, bus transportation, substitutes, copies of IEP's

Effectiveness Measure:
 Student and Teacher surveys, Parent feedback, sign in sheets, pictures, flyers

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

[Evidence-based Practice Link](#)

Estimated Cost:
 1500.00

Evaluation / Effectiveness Results (guide revision to the SWP):

- Introductory Meet and Greet phone calls made. Phone logs are housed at the school site.
 - SPED students entering 4th grade attended a field trip to GPLA.

Progressing

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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.

Food Services: All students whose income qualifies them for free/reduced meals 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.

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.

21st Century Programs: Students in participating schools are entitled to attend the 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:

- Student assessment data will be monitored during weekly collaboration meetings and progress towards school goals monitored.
- Teachers will use weekly, unit, and benchmark tests to monitor student success towards identified goals.
- SLT results will be used to determine student academic success in ELA and Math.
- Special education teachers will analyze assessment data and growth towards IEP goals to determine student success and revision of IEP goals as needed.
- 2022 LEAP scores, Dibels data, discipline and attendance data will be used to evaluate goals and drive the design of new goals.

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

- The SWP team will meet in January 2024 and May 2024 to analyze all student data as well as initiatives that were implemented to meet goals.

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

- Our SWP evaluation results will be reported in August of the 2024-2025 school year. The results will be communicated to faculty and parents through our PAWS meetings, a newsletter to all parents, and faculty meetings.

2024-2025 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Reginald Elzy
- Assistant Principal: Delometria Story
- Title 1 Chairperson: Melinda Blache
- Curriculum Facilitator: Delores Menona
- Literacy Coach: Aimee Hampton
- Magnet Specialist: Melinda Blache
- Behavior Interventionist: Yashika Brown
- SPED Case Teacher: Amanda Foy
- Teacher: Chastity Alexie
- Parent/Family:
- Community Member: Dennis Hebert

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: Reginald Elzy
- Assistant Principal: Delometria Story
- Title 1 Chairperson: Melinda Blache
- Literacy Coach: Aimee Hampton
- Curriculum Facilitator: Delores Menona
- Magnet Specialist: Melinda Blache
- Behavior Interventionist: Yashika Brown
- SPED Case Teacher: Amanda Foy
- Teacher: Chastity Alexie
- Parent/Family:
- Community Member: Dennis Hebert

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

SCHOOL ASSURANCES

- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

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

Principal Signature

Date

Chairperson, Schoolwide Improvement Team Signature

Date