

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Chesbrough Elementary School
PreK - 5th grade

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

School Chesbrough Elementary School

SPS 72

Letter Grade C

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

CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

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

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2025-2026

Place an "X" in the box to applicable areas. Enter estimated costs.

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	5,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	5,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	2,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		5,000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		1,000
Laminator, Laminating Film	X	X	X	1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	2,000
Accelerated Reader (AR) Licenses		X		3,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X		2,000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),		X		3,000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,		X		5,000

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

1.1 Family and Stakeholder Engagement

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

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

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

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

The school shared through social media and communication outlets about the stakeholder meeting. The information was offered through translation on class dojo. The school invited a diverse group of stakeholders including parents of EL students, students with disabilities, regular education students, community members, teachers, administrators, and leadership team members. The committee met on the following:

- *Analyzed data*
- *Decided effectiveness ratings of the 2024/25 schoolwide plan*
- *Completed the current comprehensive needs assessment by reviewing data and setting priorities*
- *Discussed parent and family engagement activities that educate families on analyzing data, curriculum, assessment, and interventions*
- *Created goals for SWP based on priority needs*

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:

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

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

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

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized

Notes home will be in the primary language of the family. Translation can be read through the use of our school wide communication platform, Class Dojo.

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

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

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

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

<p>Math Night</p> <p><i>Parents will visit the school to learn about the math standards and assessments. Parents will learn math strategies and support to assist students at home.</i></p>	<p>1-4</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><i>Ink Copier Copies</i></p> <p>Estimated Cost: \$500</p>	<p><i>Parent Panorama Survey</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>				<p>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
Core - K-5 Departmentalized Tier I curriculums	Overall Science proficiency 17%
Underperforming students (Bottom 25%) were overall 19% proficient in Math	Underperforming students (Bottom 25%) scored less than 7% proficient on DIBELS
Attendance rate 92%	Truancy - 171 students
598,885 Positive Class Dojo Points were awarded.	Discipline - 259 referrals
38% of students with disabilities were proficient in Math	Less than 28% of students with disabilities were proficient in ELA, Science, and Social Studies
Family Support 87%	Engagement 41%
61% of 3rd grade students were proficient on DIBELS from targeted intervention supports	DIBELS proficiency overall 56% proficient

Narrative Summary from Comprehensive Needs Assessment:

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

After reviewing academic proficiency data, strengths and weaknesses were identified. Strengths are evident in several areas, particularly in PreK with an overall 85% proficiency rate and first-grade math, where 94% of students achieved proficiency or above. Across subjects, White students consistently excelled, with high proficiency rates averaging above 70% in multiple subjects, including fourth-grade ELA (92%). However, areas of concern persist, particularly among students with disabilities and under performing students. Science exhibited an overall proficiency rate of 17%, with significant challenges among subgroup students. These gaps suggest the need for focused interventions and resources to ensure equitable access to learning and improved outcomes for all subgroups.

In an effort to improve student achievement, the school is focused on the following areas: increasing overall Science proficiency, growing the bottom 25% of students in all subject areas, decreasing truancy and the frequency of referrals, increasing students with disabilities subgroup percentage mastery on the LEAP test, increasing engagement for students, increasing proficiency in DIBELS/Literacy, and increasing student proficiency in math, science, social studies, and ELA in all grade levels.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase overall Science proficiency
- Grow the bottom 25% of students in all subject areas
- Decrease truancy
- Decrease the frequency of referrals
- Increase students with disabilities subgroup percentage mastery on the LEAP test
- Increase engagement for students.
- Increase proficiency in DIBELS/Literacy
- Increase student proficiency in math, science, social studies, and ELA in all grade levels.

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

Data was collected and analyzed from multiple sources including: LDOE School Report Card, LEAP 2024 Spring Test Data, District Benchmarks for K-2, End of Year Benchmarks for ELA/Math in Pre-K, Gradebook data, DIBELS scores, Curriculum Implementation Scale, Panorama Surveys, Dojo Rewards Reports, and JCampus attendance, discipline, and demographics 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. By May 2026, K-2 ELA Benchmark and Math Benchmark will increase 5 percentage points through the use of tier I curriculum and supports.
2. By May 2026, all subjects grades 3-5 assessment index will increase 5 points.
3. By May 2026, students with disabilities subgroup will increase in percentage mastery by 5 percentage points.
4. By May 2026, the school climate and engagement scores on the Panorama survey will increase by 5 points.
5. By May 2026, PK ELA and math scores will be at 80% proficient.
6. By May 2026, Dibels proficiency for grades K-3 will increase by 5 percentage points.
7. By May 2026, the number of discipline referrals will decrease by 3 percentage points.
8. By May 2026, the number of students missing 15 days or more of school will decrease by 10%.
9. By May 2026, underperforming students (the bottom 25%) will grow up to 5% points.

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: <i>Eureka</i> <i>CKLA</i> <i>W/W</i> <i>PhD Science</i> <i>LA Guidebooks</i> <i>Social Studies-Bayou Bridges</i> <i>Supplemental Science materials</i> <i>LDOE Resources for Literacy, Math, Social Studies, and Science</i> <i>Unique curriculum</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, post-its, tape, paperclips</i></p> <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data Results</i> <i>LEAP, District Checkpoints, Dibels</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <p>Data Analysis is completed to create a long range plan.</p> <p>The long range plan is the template for weekly instructional team meetings to prepare for collaboration, where new learning/strategies are developed from instructional team meetings based on student academic needs are then field tested and presented in collaboration meetings.</p> <p>In collaboration, teachers identify needs</p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p><i>LEAP, Dibels, TS Gold, Common Assessments, District Checkpoints, LEAP Connect</i></p>

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

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p><i>Inclusion</i> <i>Unique</i> <i>Vizzle</i> <i>Amira</i> <i>Lexia Core 5</i> <i>Zearn</i> <i>Amplify Boost</i> <i>Progress Learning</i> <i>Tiered Interventions with highly qualified teachers</i> <i>LDOE Resources</i> <i>Self-Contained with Tier I Curriculum</i></p>	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p style="background-color: #90EE90;">Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p><i>Student Progress Reports, Intervention data</i></p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://iod.unh.edu/sites/default/files/media/InclusiveEd/researchsupport-final.pdf</p>				\$8,000	Evaluation / Effectiveness Results (guide revision to the SWP):
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amira 	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost:</p> <p>\$1,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data-ELDA Data</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.cs.cmu.edu/~listen/pdfs/AI_ED_2001_WRMT_WC_camera_ready.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Students ELPT Scores:</p>

Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <p><i>At the end of the year students are placed in interventions based on a Pupil Progress List that is created identifying students who were:</i></p> <ol style="list-style-type: none"> 1. <i>Promoted with interventions</i> 2. <i>in the SAT process.</i> 3. <i>Retained</i> 4. <i>Administratively placed</i> <p><i>Student data is analyzed based on academic proficiency. Students who are scoring below proficient are placed in Tier 2 and 3 interventions.</i></p> <p><i>Students score “well below level” on DIBELS, are placed in Tier 2 and Tier 3 interventions. Teacher support is provided to these students through small group interventions.</i></p> <p><i>Amira and Lexia diagnostic testing is utilized to place students at their current level in order to remediate through computer based interventions.</i></p> <p><i>All students utilize the Tier 1 math intervention program, Zearn. Teachers will analyze EOM assessments to place math students in Tier 2 small group interventions</i></p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed: <i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <p><i>Student data from intervention groups. SAT Logs</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <p><i>Lexia Core 5 for 3-5 literacy</i> <i>K-2 Amira and Boost</i> <i>Progress Learning</i> <i>Math interventions-small group, Zearn</i> <i>LDOE Literacy Strategies</i></p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed: <i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet</i></p>	<p>Effectiveness Measure:</p> <p><i>EOY Data</i></p>

<p><i>Vizzle-LEAP Connect Assessment</i></p>		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><i>protectors, index cards, expo marker, document cameras</i></p> <p>Estimated Cost: \$11,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p><i>Throughout the year, all student data is placed on school wide data sheets. All diagnostics, DIBELS, LEAP, benchmark, discipline and report card grades are tracked on the data sheets to determine students. Students are progress monitored through the data sheets and multiple measures to identify students in need of Tier 2 and Tier 3 interventions. Weekly, the SAT team meets to discussed student needs and adjusts Tiers and schedules SAT meetings accordingly. Data is collected throughout this process to determine student needs for 504 plans and IEPs.</i></p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p> <p>Estimated Coast: \$500</p>	<p>Effectiveness Measure:</p> <p><i>SAT Meeting Forms</i></p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <p><i>Students have specific IEP set goals that are measurable.</i> <i>Lexia Core 5</i> <i>Progress Learning</i> <i>Zearn</i> <i>Unique</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <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	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet</i></p>	<p>Effectiveness Measure:</p> <p><i>IEP Goals</i> <i>Alternate Assessment Data</i> <i>LEAP subgroup data</i></p>
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<p>Amira</p> <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.naset.org/publications/the-practical-teacher/determining-measurable-annual-goals-in-an-iep</p>			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><i>protectors, index cards, expo markers, document cameras</i></p> <p>Estimated Cost: \$7,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <p><i>District EL support Amira Program</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet</i></p> <p><i>protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$1,000</p>	<p>Effectiveness Measure:</p> <p><i>EOY Data</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.brookings.edu/blog/brown-center-chalkboard/2017/06/02/english-learners-and-the-growing-need-for-qualified-teachers/</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Students ELPT Scores:</p>

1.4 STUDENT SUPPORT SERVICES

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

<p>Activities to Address Social and Emotional Well Being:</p> <p><i>Character Strong monthly SEL topic with morning announcements and built in time in the schedule for lessons.</i></p> <p><i>School counselor will provide lessons based on student needs (bullying, testing, being kind, etc.) She will also conduct restorative practices with students and student groups.</i></p> <p>AWARE grant resources</p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p>	<p>Effectiveness Measure:</p> <p><i>Panorama Survey Results</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3702&context=etd</p>				<p>Estimated Cost:</p> <p>\$2,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.5 STUDENT OPPORTUNITIES

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

<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring,</p>	<p>ED</p> <p>Priority(s):</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons,</i></p>	<p>Effectiveness Measure:</p> <p><i>Student Attendance</i></p>
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<p>etc.):</p> <p>Summer Learning Camp (ESSER Funds)</p>	<p>1-5</p>		<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><i>charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx</p>				<p>Estimated Cost: \$1,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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):

Students have opportunities to engage in Art class and music class alternating weeks. Students have PE, library, and interventions/enrichment for student learning support.

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 Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<p><i>SAT (Student Assistance Team)</i> <i>PBIS</i> <i>Dojo Points/Dojo Store (Redeem points)</i> <i>Counselor provides restorative practices for students and student groups.</i> <i>Transition class for Tier 3 behavior</i></p>	<p>Priority(s):</p> <p><i>Reading</i></p> <p><i>Student</i></p> <p><i>Engagement</i></p> <p><i>School Climate</i></p>	<p>1-8</p>	<p><input checked="" type="checkbox"/> Title I</p> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund	<p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet</i></p>	<p><i>SAT logs</i></p> <p><i>Dojo Data</i></p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/sblc.pdf?sfvrsn=4</p>		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><i>protectors, index cards, expo markers</i></p> <p>Estimated Cost: \$14,000</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>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes</p> <p>Stipends</p> <p>See individual Prior Approval for specific items needed</p>	<p>Effectiveness Measure:</p> <p><i>Agendas</i></p> <p><i>Sign-in Sheet</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_2</p>				<p>Estimated Cost:</p> <p>\$1000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs):</p> <p><i>Administration will meet weekly to complete a huddle meeting establishing school needs and solutions.</i></p> <p><i>Pre-Instructional Leadership Team (admin and teacher leader) will meet weekly to create a meeting agenda for instructional leadership team meeting following the NIET need, new learning, development, application, and evaluation.</i></p> <p><i>Instructional Leadership will also meet weekly</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p>	<p>Effectiveness Measure:</p> <p><i>Teacher Effectiveness Data (EEPASS/HCIS)</i></p> <p><i>Student EOY Data</i></p>

<p><i>to determine the needs and new learning based on student needs and student data/work samples.</i></p> <p><i>Teachers will participate in a weekly collaboration meeting to discuss curriculum, student needs, standards, effective strategies for student engagement and instruction and analyze student data and work.</i></p> <p><i>Grade levels collaborate as needed.</i></p>				<p>Estimated Cost: \$1,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1194725.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> ● Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. <ul style="list-style-type: none"> ○ classroom management ○ behavior disorders ○ Teacher leaders work with teachers to collaboratively plan lessons using Eureka, Guidebooks, Wit and Wisdom, CKLA, PhD science, and Bayou Bridges ○ Intervention training for Lexia, DIBELS 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed <p>Estimated Cost: \$3,000</p>	<p>Effectiveness Measure:</p> <p><i>Redelivery Training Agendas W/T Data of Strategies Utilized</i></p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<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:</p> <ul style="list-style-type: none"> • 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"> • <i>Mentorship program for teachers new to the school.</i> • <i>PLCs once weekly</i> • <i>Instructional Leadership Team Meetings</i> • <i>Effectiveness Stipends</i> • <i>Stipends for PD</i> • <i>District Level PD</i> • <i>New Teacher Orientation</i> • <i>In-district certification for non-certified</i> 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> ✓ 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 	<p>Items Needed:</p> <p><i>Paper, folders, pens, ink, copiers</i></p>	<p>Effectiveness Measure:</p> <p>Sign-In Sheets Agendas Assessment of new certifications on boarded List of content leaders Mentors/assigned new teachers</p>

<p><i>teachers.</i></p> <ul style="list-style-type: none"> • <i>District level content leaders, etc.</i> 			<input type="checkbox"/> Other		
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.ets.org/praxis/prepare/tips/</p>				<p>Estimated Cost: \$1,000</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> <p><i>Incoming students:</i> <i>Orientations for both preK and kindergarten families in August, where they visit classroom, meet teachers, learn about the school.</i> <i>Administration offers tours of the school for new parents/families and students as needed. New families needing a tour should contact the office to set up a date and time.</i> <i>In May, 5th grade students visit SMS for a campus tour, to meet staff, and learn about the school.</i> <i>In May, coaches come and talk to our 5th grade students about physicals and tryouts.</i></p>	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p><i>Paper, pens, folders, copier, sticky notes</i></p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <p><i>Sign-In Sheets</i></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>					

https://www.jstor.org/stable/27536796				Evaluation / Effectiveness Results (guide revision to the SWP):
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
<p>McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p>Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</p>	<p>English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.</p> <p>21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.</p> <p>Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.</p>

4. Regular Monitoring and SWP Revision

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

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

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

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

- *In the summer the SWP committee will meet to write the SWP and make necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2026 an effectiveness meeting will be held to review the 2025-2026 SWP and determine its effectiveness, results of strategies, student data, and family and parent engagement activities.*

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

- *Information from the effectiveness meeting in July/August 2026, when data is released from LDOE, will be shared on the school’s website, discussed with faculty and staff at the end of our school year faculty meeting and our parent activities.*

2025-2026 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: *Melanie Johnston*
- Student: *Isabelle Besse*
- Teacher: *Rachel Gonzales*
- Parent/Family: *Kim Landry*
- Community Member: *Tommy Simmons*

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

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: *Melanie Johnston*
- Student: *Adalyn Boyte*
- Teacher: *Karen Zanders*
- Parent/Family: *Lisa Landry*

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

SCHOOL ASSURANCES

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

Melanie Johnston

6/25/25

Principal Signature

Date

Rachel Gonzales

6/25/25

Chairperson, Schoolwide Improvement Team Signature

Date