

# 2025-2026 Schoolwide Plan



TANGIPAHOA  
PARISH SCHOOL  
SYSTEM  
EST. 1896

## O. W. Dillon Leadership Academy Pre-Kindergarten to 6<sup>th</sup> Grade

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

School   O. W. Dillon Leadership Academy  

SPS   52.5  

Letter Grade   D  

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 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  <b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>	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				
Copy Machine, Black and White Printer  (never housed in an office / instructional use only)				
Service Contracts, Repair Cost, Rebuild Kits  (Title I copiers only)				
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs				

Replacement Student Mice, Headphone, Keyboard, Earbuds,				
Laminator, Laminating Film				
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies				
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools				
<p><b>Must be used by STUDENTS</b></p> <p>Manila Folders, Loose Leaf Paper, Primary Writing Paper</p> <p>Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)</p>				

<p><b>Must be used by STUDENTS</b></p> <p>General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student-blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards</p> <p>Tri-Fold Presentation Boards (must include how students will use),</p> <p>Binder clips (science only and must site lesson)</p>				
<p><b>Must be used by STUDENTS</b></p> <p>Dry Erase Supplies: Individual Lap Boards, Erasers, Markers</p>				
<p><b>Science Materials:</b> PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials</p>				
<p><b>Math Materials:</b> Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials</p>				

<p><b>ELA Materials:</b> Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials</p>				
<p><b>Social Studies Materials:</b> Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials</p>				
<p><b>PFE GOAL: Teach Parents and Families how to support their child’s educational growth by providing families with “training” in Curriculum, Data Analysis or Assessments.</b></p> <p>Communication is essential</p> <p><b>Parent and Family Engagement Supplies to instruct families on strategies to support their children’s education:</b> Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)</p>				

## 1.1 Family and Stakeholder Engagement

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

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

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

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

- Stakeholders (including parents, students, and community members) will be invited in June 2025 to help evaluate the current SWP for effectiveness results based on effectiveness measures as well as help plan the SWP for the upcoming school year. The school's comprehensive needs assessment will be determined by analyzing school data; the findings will indicate areas of opportunities and strengths.
- Parent/Family Engagement Committee Semester Meetings Summer 2024/Winter 2024 – One parent representative and one parent representative from a subgroup to assist in the planning of Parent/Family Events - the focus on sharing strategies families can use with students to achieve goals in the SWP.
- Parent/Family/Student/Staff Title 1 Surveys completed online – Winter 2024 - Spring 2025

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

- Parent/Family Title 1 Survey completed online topic: Student engagement. Only 41 % of students report talking about ideas from class. Provide students with a concrete opportunity to talk about ideas from class. The school's social media will have a "Parent Highlight" section where parents can send pictures of home engagement with academics.
- Families indicated on the Spring Family Survey that there was a concern about the school fit for their child in regards to activities offered at school that matches the child's interests. 5 enrichment classes have been added, PLTW, Graphic Art, Library, Music, Interventions. OWD will host a Magnet Showcase each semester to showcase students' work.

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

- Parent/Family Title 1 Survey completed online.

- Parents are invited to serve on the SWP as directed by ESSA.
- Stakeholders will be invited in June to discuss improvements for the implementation of the PFE plan.
- Parents/Family members will be involved in the implementation of the SWP through a collaborative effort at PFE activities.
- Parents/Caregivers attend IEP /IAP meetings and are involved in making decisions about their child's education plan.
- Parents/Family members are invited through Facebook, newsletters, website, and Robocalls / all calls to participate in committees including: Parent/Family Engagement Committee, and PBIS.

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

- Parents / Family members receive verbal communication at events such as: Annual Meeting/Open House, Meet and Greet, Parent/Family Engagement Committee, Luncheons, and O.W. Dillon events.
- Parents / Family members receive written information through the website, newsletters, Facebook, notes home, and emails.
- Parents / Family members receive JCampus Robocalls / all calls for information.
- Parents / Family members use OnCourse Connect to receive information about their child's grades.
- Progress Reports are sent home each mid nine week marking period.
- Report cards are sent home each nine-week period.
- IEP meetings, 504 meetings, SAT meetings, which include parents, teachers, administrators, and support personnel, are held as needed/required to make educational decisions.

**Translation Services:**

O. W. Dillon Leadership Academy ensures 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. Notes home will be in the primary language of the family.

*(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

*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><b>Parent/Family Engagement Activity:</b></p> <p><u>Annual Meeting/Meet and Greet / Open House – September 25, 2024 (PFE #1)</u></p> <p>*Released LEAP 2025 Data from the Spring of 2024 will be reviewed, current SPS discussed, goals for the current year, and curriculum overview with grade level standards</p> <ul style="list-style-type: none"> <li>•OnCourse Connect for Parents and Guardians</li> <li>•PFE activities scheduled for the year</li> <li>•PBIS - Positive Behavioral Interventions and Supports</li> </ul>	<p><b>SWP Goal (s):</b></p> <p>1-13</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional materials and supplies to support PFE activities and meetings PBIS with Advanced Referral System</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=3748&amp;context=dissertations">https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=&amp;httpsredir=1&amp;article=3748&amp;context=dissertations</a></p> <p><a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2331&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=2331&amp;context=etd</a></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1156936.pdf">https://files.eric.ed.gov/fulltext/EJ1156936.pdf</a></p> <p><a href="https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/">https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</a></p>			<p><b>Estimated Cost:</b></p> <p>Materials and supplies \$600</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p>	<p><b>SWP Goal (s):</b></p> <p>1-13</p>	<p><b>Budget Decisions/Coordination:</b></p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

<p><b>BOY Digging Into Data (Pre-K)/ Trunk and Treat- October 2024 (PFE #2)</b></p> <ul style="list-style-type: none"> <li>Parents/ caregivers are invited to learn more about their child’s current baseline data for the beginning of the year (i.e. BOY ELA/Math assessments and various screeners, and any and all intervention data. Individual plans will be discussed regarding academic progression with parents, how to interpret data, and how to support students at home.</li> <li>A Trunk and Treat will be coupled with the BOY Digging into Data for students to enjoy.</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Instructional materials and supplies to support PFE activities and meetings Chromebooks PBIS OnCourse</p> <p><b>Estimated Cost:</b></p> <p>Materials and supplies \$600 PBIS with Advanced Referral System \$1533</p>	<p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b>  <a href="https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-School">https://education.ohio.gov/Topics/Student-Supports/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-School</a>  <a href="https://files.eric.ed.gov/fulltext/EJ1156936.pdf">https://files.eric.ed.gov/fulltext/EJ1156936.pdf</a>  <a href="https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/">https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b>  <b>MOY Digging Into Data/ Book Fair - February 2025 (PFE #3)</b></p> <ul style="list-style-type: none"> <li>Parents/ caregivers are invited to learn more about their child’s current academic progression as it relates to the baseline data from the beginning of the year (i.e. Lexia, Amira and Dibels various screeners, and any and all intervention data). Intervention plans will be discussed to close academic gaps.</li> <li>Annual Book Fair will be coupled with the MOY Digging into Data for students to enjoy.</li> </ul>	<p><b>SWP Goal (s):</b> 1-13</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</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><a href="https://sedl.org/insights/2-2/District_Support_for_Family_Engagemen_t.pdf">https://sedl.org/insights/2-2/District_Support_for_Family_Engagemen_t.pdf</a></p> <p><a href="https://sedl.org/secr/resources/briefs/improve_family_commun_share/ImprovingFamcommunity.pdf">https://sedl.org/secr/resources/briefs/improve_family_commun_share/ImprovingFamcommunity.pdf</a></p>			<p>Materials and supplies \$600</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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<p><b>Parent/Family Engagement Activity:</b></p> <p><u>Let's take a "LEAP" – April 2025 (PFE #4)</u></p> <ul style="list-style-type: none"> <li>●Parents / caregivers are invited to attend an Easter Celebration as we gear up to take LEAP. Parents will learn the type of support their child will need based on his or her performance on the test and how many points are needed for achieving Mastery, indicating their readiness for the next grade level.</li> <li>●Pre-K to 2nd grade teachers will present Dibels Data (BOY in comparison to MOY).</li> </ul> <p>3<sup>RD</sup> Grade students will discuss their progress in ELA Interventions as it relates to their Dibels Scores.</p>	<p><b>SWP Goal (s):</b></p> <p>1, 3, 4, 6, 8, 10, 12, 13</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional materials and supplies to support PFE activities and meetings</p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</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><a href="https://www.familymathnight.com/blog/?p=4617">https://www.familymathnight.com/blog/?p=4617</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog14_engaging-families-for-math-success.asp">https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog14_engaging-families-for-math-success.asp</a></p>			<p>Materials and supplies \$600</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><u>Magnet Night (PFE #5)</u></p> <ul style="list-style-type: none"> <li>● Parents/ caregivers are invited to learn more about their child's progress in the magnet program and get to see a snapshot of their child's work as it relates to PLTW and STEAM.</li> </ul>	<p><b>SWP Goal (s):</b></p> <p>1, 4, 5, 8, 10, 12, 13</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional materials and supplies to support PFE activities and meetings</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://www.waldenu.edu/programs/education/resource/what-is-a-magnet-school-and-does-it-offer-a-better-education">https://www.waldenu.edu/programs/education/resource/what-is-a-magnet-school-and-does-it-offer-a-better-education</a></p>		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Estimated Cost:</b></p> <p>Materials and supplies \$600</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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<p><b>1.2 COMPREHENSIVE NEEDS ASSESSMENT</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>and</li> <li>● <b>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.</b></li> </ul>	
<p><b>OVERALL STRENGTHS</b> Listed IN CNA</p>	<p><b>OVERALL WEAKNESSES</b> LISTED in CNA</p>
<p>School Performance Score increased 4 consecutive years (2021 – 2024)</p>	<p>Comprehensive Intervention Required for: Academics</p>
<p>53% of Pre-Kindergarten students scored average or above on the end of the year ELA assessment</p>	<p>Urgent Intervention Required for: Students with Disabilities, Economically Disadvantaged, and Black students</p>
<p>56% of Pre-Kindergarten to second grade students scored average or above on the end of the year math assessment</p>	<p>In grades 3 - 6, 80% of the 152 students who took the LEAP 2025 scored below proficient in ELA.</p>
<p>In grades 3 - 6, 20% of the 152 students who took the LEAP 2025 scored Mastery in ELA.</p>	<p>Social studies scores of Levels 0 and 1 on the LADOE Curriculum Implementation Scale.</p>
<p>Grade 3 students had an overall increase of 20% in percentage of students scoring a basic or above on the EOY in Social Studies Benchmark Assessment.</p>	<p>In grades 3-6, 87% of the 152 students who took the LEAP 2025 scored below proficient in Math.</p>
<p>In grades 3-6, the Math assessment index increased by 8.2 points from Spring 23 to Spring 2024 .</p>	<p>In grades 3-6, 91% of the 152 students who took the LEAP 2025 scored below proficient in Science.</p>
<p>In grades 3-6, the Science assessment index increased by 5.1 points from Spring 2023 to Spring 2024 .</p>	<p>Only 41 % of students report talking about ideas from class.</p>
<p>98% of students report that they have a teacher or other adult from school they can count on to help, no matter what.</p>	<p>Only 38% of students reported feeling that other students showed them respect.</p>

87% of students report that teachers are respectful towards them.	We had an average daily attendance rate in grades Pre-K – 6 of 78%
	Behavior: In grades K-6, students 33% of students have referrals for willful disobedience.

**Narrative Summary from Comprehensive Needs Assessment:**

O. W. Dillon Leadership Academy is a community school with 96% Economically Disadvantaged students. O. W. Dillon has an SPS score of 41.3 and Comprehensive Intervention is required. Students in grades pre-kindergarten to 2<sup>nd</sup> grade are scoring significantly better on benchmark assessments compared to students in grades 3<sup>rd</sup> to 6<sup>th</sup> on LEAP 2025 assessments. LEAP 2025 Mastery or Advance scores in Math show an 8.2 assessment index increase for Spring 2024 yet 87% scored below proficient. In ELA, 20% of students in grades 3-6 scored Mastery while 80% scored below proficient. Science data indicates that there is urgent academic need with 91% of the 152 students who took the LEAP 2025 scoring below proficient. Social Studies data shows that an increase of 3.9 points occurred on the EOY Benchmark in grades 3 - 6. Although this growth was evident in the 3rd grade with 10% of 3rd graders scoring mastery on the EOY social studies benchmark assessment, there remains 88% of 3rd - 6th graders scoring below proficient on the EOY benchmark assessment in Spring 2024.

The correlation between LEAP scores and the Implementation scores is 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. A focus on attendance will ensure students are present to actively engage with the curriculum, participate in class discussions, and receive critical instruction, leading to better understanding of material and ultimately higher grades; essentially, the more time a student spends in class, the more they can learn and retain information, resulting in better academic outcomes. PBIS Data and survey results indicate a positive learning environment. Strengths include 70% of students with zero out of school suspension and 98% of students report that they have a teacher or other adult from school they can count on to help, no matter what. Only 41 % of students report taking about ideas from class. From the family survey last year indicating that only a 58% favorable view of how well the activities offered at OWD match students interests and the lack of attendance at Parent Family Engagement events, increasing parent family involvement at O. W. Dillon is a priority.

**PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS**

- Increase effective implementation of core curriculum, with a focus on ELA and Math interventions.
- Increase the percentage of students in grades 3 - 6 scoring at Mastery or above in ELA and Math through consistent implementation of Tier 1 curriculum aligned with state standards. Zearn, Lexia and Amira will also be implemented on a daily basis of a minimum of 30 minutes per day to assist in bridging student gaps in reading fluency, comprehension, phonemic awareness.
- Increase the percentage of students proficient in Science and Social Studies.
- Decrease behavior incidents within the classroom.
- Increase students' favorable perception of school climate
- Increase student attendance to at least 98.1%

**DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):**  
 Data collected and analyzed from multiple sources: LEAP 2025, LADOE School Report Card, DIBELs, Lexia, Amira, Zearn, Benchmark Assessments for K-2, TS Gold for Pre-K, Formative Assessments, Report Card Grades, Panorama Surveys, PBIS, LDOE Curriculum Improvement Scale, Attendance Data, and AR.

## 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 2026 O.W. Dillon Leadership Academy will increase the percentage of students in grades 3-6 at Mastery and above in ELA from 23% to 33%. (TPSS average 29%)
2. By 2026 O.W. Dillon Leadership Academy will increase the percentage of students in grade 3-6 at Mastery and above in Math from 16% to 26%. (TPSS average is 22%)
3. By 2026 at least 70% of O. W. Dillon Leadership Academy students grades Pre-K-2 will score proficient in ELA.
4. By 2026 at least 70% of O. W. Dillon Leadership Academy students grades Pre -K-2 will score proficient in Math.
5. By 2026 at least 50% of O. W. Dillon Leadership Academy's student's grades 3-6 will meet their Growth targets.
6. By 2026 O. W. Dillon Leadership Academy will increase the percentage of students at Mastery and above to 15% in social studies and science.
7. By 2026 O. W. Dillon Leadership Academy will demonstrate less than 80 Major discipline referrals and suspensions in grades K-6.
8. By 2026 O. W. Dillon Leadership Academy will increase the SPS from 52.5 to 70.
9. 80% of students will enter kindergarten ready. (Increase from 54%)
10. Students will increase instructional time through a strong attendance record and more time in the classroom.
11. Increase the % of students with disabilities scoring Mastery and above on end of year ELA and Math LEAP state assessment from 46.3% to 51.3%.
12. Increase K-8 Progress Index from 97.7 to 104.3.
13. Increase % of students in grades K - 3 scoring at or above grade level on EOY DIBELS assessment.
14. Increase the number of students enrolled in STEAM magnet program from 320 to 352. (10%)
15. Increase the number of students of who are Economically Disadvantaged from 51.9 to 56.9.
16. Increase the number of African American Students from 50.9 to 55.9.

### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>● Guidebooks will be used in grades 3-6 – ELA curriculum aligned with state standards.</li> <li>● Wit and Wisdom and CKLA will be used in grades K-2 – ELA curriculum aligned with state standards.</li> <li>● Teachers will utilize the Guidebooks or Wit and Wisdom / CKLA (mClass) curriculums to plan for and implement 120 – 170 minutes of daily ELA instruction to increase student achievement Including the following pedagogy: teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer -independent practice; - use of manipulatives/hands on materials.</li> <li>● Teachers will utilize PBIS incentives to motivate students to engage in reading in order to impact student growth.</li> <li>● Eureka Math squared - curriculum aligned with state standards</li> <li>● Teachers will utilize the Eureka curriculum to plan for and implement 90 minutes of daily Math instruction with Tier 1 interventions through Zearn to increase student achievement Including the following pedagogy: CRA methodology; teacher facilitation (whole group, small group, teacher table); - student centered (small group); -computer -independent practice; - use of manipulatives.</li> <li>● Science - PhD and OpenSciEd and curriculum aligned with state standards.</li> <li>● Social Studies curriculum aligned with state standards (Bayou Bridges)</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Materials and supplies  Test prep materials  ELA, math, science, and social studies materials (Such as: calculators, globes, maps, plant, water, and life-cycle materials, cvc, sight word, word family, alphabet, letter formation, whisper phones, reading trackers, math skills, number operations, counting materials, timers, clipboards, pocket charts, chart stands, magnets, sensory materials, storage sacks, 2” tape, post it flags, index cards, zip bags, bags, rubber bands, journals, construction paper, grid paper, triangular grid paper, giant walk-on number line, blank write on wipe off number lines and number bond cards, push pins, paint) Chargers/ Power Cords, Power Strips for Chromebooks, LEAP</p>	<p><b>Effectiveness Measure:</b></p> <p>Curriculum assessments, Lexia, Amira, Zearn, LEAP 2025  Report card grades, intervention usage reports, intervention progress reports</p>
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<p>●Accelerated Reader is a supplemental program that will be ran through Library- to motivate students to engage in reading in order to influence student growth.</p>				<p>2025 Test Prep books, kindergarten instructional activity rug, At-Your-Seat Storage Sacks, PBIS, OnCourse, curriculum, etc. while actively circulating/ teaching in the classroom. Accelerated Reader student licenses iReady Literacy Pro. BookFlix PearDeck Premium membership NoRedInk subscription</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><a href="https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68">https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68</a></p> <p><a href="https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.">https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.</a></p> <p><a href="https://doc.renlearn.com/KMNet/R61323.pdf">https://doc.renlearn.com/KMNet/R61323.pdf</a></p> <p><a href="https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evidence-based-research-report.pdf">https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evidence-based-research-report.pdf</a></p> <p><a href="https://www.marylandresourcehub.com/evidence-based-curriculum-review">https://www.marylandresourcehub.com/evidence-based-curriculum-review</a></p>				<p><b>Estimated Cost:</b></p> <p>Materials and supplies \$45,000 Accelerated Reader \$2,000 iReady \$5,000 BookFlix \$4,200 Literacy Pro \$4,000 PearDeck \$1,500 NoRedInk \$5,700 Kindergarten instructional rug \$295</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<a href="https://gm.greatminds.org/en-us/funding-resources">https://gm.greatminds.org/en-us/funding-resources</a>  <a href="https://about.zearn.org/insights/zearn-math-effectiveness">https://about.zearn.org/insights/zearn-math-effectiveness</a>					
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>● LEAP 2025 Results from 2024 - assessment data would be analyzed by administration and teachers to determine strengths and areas of weakness in curriculum and instruction in order to plan accordingly for the upcoming school year for students in grades 3-6.</li> <li>● Lexia &amp; Zearn – ELA and math assessment K-6</li> <li>● Amplify Boost – K-2 ELA assessment.</li> <li>● DIBELS / MAZE assessments.</li> <li>● DIBELS Next – DIBELS assessments are administered to K-3 students. The data is analyzed and used to determine student needs for instruction and</li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Substitutes for DIBELS testing data analysis, interim assessment data analysis, assessment materials and supplies</p> <p><b>Estimated Cost:</b></p> <p>Substitutes and supplies \$800</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, DIBELS/MAZE, Lexia, Amira, Boost, AR, DRDP, Amplify, Unique, Guidebook performance task results</p> <p>Review of intervention data, usage reports, progress reports, reflection</p>

<p>interventions.</p> <ul style="list-style-type: none"> <li>• Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs.</li> <li>• TS Gold – Pre -K assessment for early childhood objectives for development and learning.</li> </ul>					
<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><a href="https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68">https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68</a></p> <p><a href="https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.">https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.</a></p> <p><a href="https://doc.renlearn.com/KMNet/R61323.pdf">https://doc.renlearn.com/KMNet/R61323.pdf</a></p> <p><a href="https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evide">https://cdn2.hubspot.net/hubfs/2042494/Research/ESSA-Evide</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><a href="#">nce-based-research-report.pdf</a></p> <p><a href="https://www.marylandresourcehub.com/evidence-based-curriculum-review">https://www.marylandresourcehub.com/evidence-based-curriculum-review</a></p> <p><a href="https://gm.greatminds.org/en-us/funding-resources">https://gm.greatminds.org/en-us/funding-resources</a></p> <p><a href="https://about.zearn.org/insights/zearn-math-effectiveness">https://about.zearn.org/insights/zearn-math-effectiveness</a></p>				
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>● Students with Disabilities receive accommodations in their classrooms according to their IEPs / IAPs and implemented to the Diverse Learners Guide, as needed. Students receive instruction through the inclusion model (the special education teacher will push in to the regular education classroom and provide academic supports).</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Accelerated Reader student licenses Amira ZEARN Lexia BookFlix Literacy Pro</p> <p><b>Estimated Cost:</b></p> <p>Accelerated Reader</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP Connect grades 3-6, grade K - 6 AR, ZEARN, Amira, Lexia</p>
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<p>Students also receive resource minutes in a small group setting to cover curriculum needs. The Louisiana Connectors are for Students with Significant Disabilities.</p> <ul style="list-style-type: none"> <li>● LEAP 2025 – all students in grades 3-6 will take the standardized state tests. Students in special education, who qualify, will take LEAP Connect.</li> </ul>				<p>\$4,000 Lexia \$1,000 BookFlix \$4,200 Literacy Pro \$4,700 iXL – \$5,000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.">https://www.curriculumassociates.com/research-and-efficacy#:~:text=i%E2%80%91Ready%20and%20Ready%20are,ESSER)%20and%20School%20Improvement%20funding.</a>   <a href="https://doc.renlearn.com/KMNet/R61323.pdf">https://doc.renlearn.com/KMNet/R61323.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>● Amira</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Materials and supplies</p> <p><b>Estimated Cost:</b></p> <p>Materials and supplies \$50.00</p>	<p><b>Effectiveness Measure:</b></p> <p>Translator sign in sheets EL teacher schedule</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><a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2">https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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Interventions for At-Risk Students				
<p><b>Describe the Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>● LEXIA/Boost/Amira – progress monitoring every ten days in grades K-5.</li> <li>● Desired Results Developmental Profile (DRDP) – Kindergarten assessment given before school begins that teachers use to guide student instructional needs.</li> <li>● TS Gold – Pre -K assessment for early childhood objectives for development and learning.</li> <li>● Lexia &amp; Amira– and ELA intervention program.</li> <li>● IXL – ELA and math adaptive intervention K-6</li> <li>● IEPs, IAPs, and SAT documents are used to determine placement for specific interventions based on students' identified needs and data.</li> <li>● All students that are PI and/or retained will immediately begin interventions.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Assessment data, DIBELS, / System 44, EOY Benchmark assessment, LEAP scores, substitutes for assessment data analysis</p> <p><b>Estimated Cost:</b></p> <p>Substitutes and supplies \$800</p>	<p><b>Effectiveness Measure:</b></p> <p>Assessment data, DRDP, LEXIA, Amira, Zearn, LEAP scores</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>List the Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Boost, Amira, Lexia– reading and language arts instruction program for students who qualify in grades 2-6.</li> <li>•Zearn– math interventions K-6</li> </ul>	<p><b>Goal(s):</b></p> <p>1-6, 8 ,10, 12-14</p>	<p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Accelerated Reader student licenses Amira/Lexia/Zearn/Boost ost BookFlix iXL Literacy Pro</p> <p><b>Estimated Cost:</b></p> <p>Accelerated Reader \$2,000 Zaern/Boost/Amira/Lexia 5,000 BookFlix \$500 IXL \$ 11,000</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, Amira/Lexia/Zearn/Boost AR, Unique, EOY Benchmark assessment data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>•Students who are still demonstrating academic and / or behavior concerns are recommended for 504 / SAT - counselor, speech therapist and other pupil appraisal representatives meet with the parents to discuss services and / or interventions and possible IDEA or 405 evaluations.</li> </ul>	<p><b>Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Substitutes for assessment data analysis PBIS with Advanced Referral System</p> <p><b>Estimated Coast:</b></p> <p>Substitutes and supplies \$500 PBIS with Advanced</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, DIBELS/MAZE, Unique, ZEARN, Lexia, Amira, CBAs, PBIS, assessment data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

			Referral System \$1533	
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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>●Students with academic concerns (IEPs / IAPs) receive additional support in a small group resource setting with the special education teacher / special education staff or students receive additional support in the regular education setting with the special education teacher / special education staff.</li> <li>●Eligible students use various programs such as IXL, etc.</li> <li>●Students with behavior concerns (BIP) receive additional supports. <ul style="list-style-type: none"> <li>● Follow goals and objectives on IEP</li> </ul> </li> </ul>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Substitutes for assessment data analysis PBIS with Advanced Referral System</p> <p><b>Estimated Coast:</b></p> <p>Substitutes and supplies \$500 PBIS with Advanced Referral System \$1533</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, LEAP 360, DIBELS, Lexia, Amira, IXL, Zearn Math, CBAs, PBIS, assessment data</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/">https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</a></p> <p><a href="https://www.hmhco.com/research/essa/essa-solutions-comparison-chart">https://www.hmhco.com/research/essa/essa-solutions-comparison-chart</a></p> <p><a href="https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68">https://charts.intensiveintervention.org/intervention/toolGRP/5cbd9f8744539c68</a></p>			<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>		

<a href="https://about.zearn.org/insights/zearn-math-effectiveness">https://about.zearn.org/insights/zearn-math-effectiveness</a>  <a href="https://www.ixl.com/materials/us/research/The_Impact_of_IXL_in_California_High_Schools.pdf">https://www.ixl.com/materials/us/research/The_Impact_of_IXL_in_California_High_Schools.pdf</a>					
<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>•All EL students who qualify are provided support in the classroom by the teacher. EL students are supported through the use of Amira. Students will also have the use of a translator app. District translators are available. The English Language Proficiency Test (ELPT) provides information regarding student instructional needs and supports. EL students stay in their regular classes with their English speaking peers to help them practice and acquire English language skills. EL students have access to grade level standards-based instruction along with the Louisiana Connectors for English Learners.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-6, 8-10, 12-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Materials and supplies</p> <p><b>Estimated Cost:</b></p> <p>Materials and supplies \$150</p>	<p><b>Effectiveness Measure:</b></p> <p>English Language Proficiency Test ELPT</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2">https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><b>Activities to Address Social and Emotional Well Being:</b></p> <ul style="list-style-type: none"> <li>● Students will participate in SEL Character First lessons and activities.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>2</p>	<p><b>SWP Goal(s):</b></p> <p>7, 11, 14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Character First</p> <p>Materials and supplies</p> <p>Information and promotion: paper, pencils, markers, notebook paper, posters and adhesive tape</p>	<p><b>Effectiveness Measure:</b></p> <p>Number of major discipline referrals, suspensions / expulsions</p> <p>Attendance</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><a href="https://www.tangischools.org/departments/student-services#fs-panel-32813">https://www.tangischools.org/departments/student-services#fs-panel-32813</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx</a></p> <p><a href="https://resources.finalsite.net/images/v1628196805/tangischoolsorg/qn4ucrpulwp8v8tko2iq/REVISEDWelcomeBackToSchoolAugust2021.pdf">https://resources.finalsite.net/images/v1628196805/tangischoolsorg/qn4ucrpulwp8v8tko2iq/REVISEDWelcomeBackToSchoolAugust2021.pdf</a></p> <p><a href="https://characterfirsteducation.com/">https://characterfirsteducation.com/</a></p> <p><a href="https://files.eric.ed.gov/fulltext/ED585944.pdf">https://files.eric.ed.gov/fulltext/ED585944.pdf</a></p>		<p><b>Estimated Cost:</b></p> <p>Information and promotion: posters and adhesive tape \$800</p>		<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.):</b></p> <ul style="list-style-type: none"> <li>• 21st Century After School Program - 2 ½ hours @ 4 days per week. 21st Century provides homework help, remediation through interventions, PE and other activities with online programs such as: IXL programs to be in person and not virtual this year</li> <li>• Semester Field Trips – real-world experiences, for new learning and social-emotional growth opportunities.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-3</p>	<p><b>SWP Goal(s):</b></p> <p>1-8, 10-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Materials and supplies</p> <p><b>Estimated Cost:</b></p> <p>Materials and supplies \$6,000 (Teacher salaries and some programs are paid through the 21st Century After School Program Grant)</p>	<p><b>Effectiveness Measure:</b></p> <p>Student roster and attendance sheets Permission slips with Agenda</p>
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://ies.ed.gov/ncee/pubs/clc2004_abstract.asp">https://ies.ed.gov/ncee/pubs/clc2004_abstract.asp</a></p> <p><a href="https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx">https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>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):</b></p> <ul style="list-style-type: none"> <li>• A form of accelerated class for highly motivated students is offered in selected grade levels.</li> <li>• Talented and Gifted classes available through the district for students who qualify.</li> </ul>					

## 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.

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• Strong technology enhanced PBIS, which facilitates student recognition, positive rewards, and motivation. (Tier 1)</li> <li>• PBIS Advanced Referral System -a digital discipline tracking system provides notifications to administration and data to make adjustments and interventions with the intent to maximize positive behavior and improve school climate.</li> <li>• Check In / Check Out program (Tier 2)</li> </ul>	<p><b>ED Priority(s):</b></p> <p>2</p>	<p><b>SWP Goal(s):</b></p> <p>7, 11, 14</p>	<p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>PBI Advanced Referral System S with PBIS Store Items Posters, packing / adhesive tape</p> <p><b>Estimated Cost:</b></p> <p>PBIS with Advanced Referral System \$1000 PBIS Store Items 5,000 Information and promotion: posters and packing/adhesive tape \$800</p>	<p><b>Effectiveness Measure:</b></p> <p>Number of major discipline referrals, suspensions / expulsions Attendance</p>
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/">https://www.pbisrewards.com/blog/where-can-i-get-pbis-funding/</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx">https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><b>Title I School Planning:</b></p> <ul style="list-style-type: none"> <li>• SWP Meetings</li> <li>• Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>• School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities as it relates to Tier 1 instruction and Interventions.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>4-5</p>	<p><b>Goal(s):</b></p> <p>1-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p><b>Estimated Cost:</b></p> <p>Substitutes and stipends \$8,000</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, Panorama Surveys, Teacher Observations, Student Performance Data, Intervention data: Amira, DIBELS, Boost, Lexia, Zearn, and Discipline Data</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf">https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf</a></p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_ALitss_brief_apr2020.pdf">https://ies.ed.gov/ncee/WWC/Docs/InterventionReports/wwc_ALitss_brief_apr2020.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>●Faculty and staff participate in 9 weeks PLC meetings.</li> <li>●Faculty participate in weekly collaboration meetings for team members to focus on curriculum and instruction as well as behavior concerns.</li> <li>●Faculty and staff and leadership team members participate in a minimum one monthly after school faculty meeting.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>4-5</p>	<p><b>Goal(s):</b></p> <p>1-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Materials and supplies Substitutes Stipends</p> <p><b>Estimated Cost:</b></p> <p>Materials and supplies \$500 Substitutes \$5,000 Stipends \$20,000</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, Zearn, Lexia, Amira, Boost, DIBELS assessments, data, PLC documentation, discipline data</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	
<p><b>Professional Development: Other Professional Training –</b></p> <ul style="list-style-type: none"> <li>● Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at</li> </ul>	<p><b>ED Priority(s):</b></p> <p>4-5</p>	<p><b>Goal(s):</b></p> <p>1-13</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> </ul>	<p><b>Items Needed:</b></p> <p>-Substitutes -Stipends -See individual Prior Approvals for specific items needed</p>	<p><b>Effectiveness Measure:</b></p> <p>Rosters, sign in sheets, agendas</p>

<p>collaboration/staff meetings. See individual approved prior-authorization in Crate for specific activities.</p>			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Estimated Cost:</b></p> <p>Materials and supplies \$500  Substitutes \$5,000  Stipends \$6,000  Travel: \$15,000</p>	
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf">https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:**

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.
- Administrators, Magnet Specialist, and Teachers participate in Magnet Fairs and events to promote the magnet theme.

<p><b>Strategies for Workforce Talent:</b></p> <ul style="list-style-type: none"> <li>•Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>4-5</p>	<p><b>Goal(s):</b></p> <p>1-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>None at the school level</p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Increase in student achievement as measured by annual academic assessments</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://www.tangischools.org/departments/human-resources">https://www.tangischools.org/departments/human-resources</a></p>				<p>Tuition for this program is \$4,500. However, there is no out of pocket expense as long as the teacher candidate teaches in Tangipahoa Parish for three years \$50 application fee for a Practitioner License</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><b>Transition Activities for Incoming and Outgoing students:</b></p> <p><u>Grade Six Transition Visit Day</u> – May 2025</p> <ul style="list-style-type: none"> <li>•Sixth grade students visit Kentwood Junior High School.</li> <li>•Kentwood Junior High School teachers present grade level expectations to incoming students.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1</p>	<p><b>Goal(s):</b></p> <p>11-14</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional materials and supplies to support PFE activities and meetings Substitute and transportation costs</p> <p><b>Estimated Cost:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p>					

<a href="https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1091&amp;context=edd">https://digitalcommons.georgefox.edu/cgi/viewcontent.cgi?article=1091&amp;context=edd</a>				Materials and supplies \$50.00 Substitutes and transportation \$300.00	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Transition Activities for Incoming and Outgoing students:</b> <u>Pre-K Transition Visit Day</u> – April 2025 <ul style="list-style-type: none"> <li>●Headstart students visit and tour the school.</li> <li>●Pre-K teachers present curriculum overview with grade level standards to incoming Pre-K parents / caregivers.</li> </ul> *Zoom event likely in lieu of in-person event	<b>ED</b>  <b>Priority(s):</b>  1	<b>Goal(s):</b>  9, 14	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  Instructional materials and supplies to support PFE activities and meetings Substitute and transportation costs  <b>Estimated Cost:</b>  Materials and supplies \$50.00 Substitutes and transportation \$300.00	<b>Effectiveness Measure:</b> Sign in sheets with information Flyers Photos/pictures Views /likes/ people reached/reactions  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="https://eclkc.ohs.acf.hhs.gov/publication/educator-practices-support-successful-transitions-kindergarten">https://eclkc.ohs.acf.hhs.gov/publication/educator-practices-support-successful-transitions-kindergarten</a>  <a href="https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ttk-educator-practices-successful-trans.pdf">https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/ttk-educator-practices-successful-trans.pdf</a>					

<b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b>	
<b>McKinney Vento:</b> 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.	<b>English as a Second Language (ESL):</b> 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.

**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.

**21<sup>st</sup> Century Programs:** Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

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

#### **4. Regular Monitoring and SWP Revision**

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

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

- The SWP Committee meets bi-monthly to discuss progress points and any needed addendums to the School Wide Plan.
- The SWP Committee meets to discuss and analyze student data: LEAP 2025, DIBELS, LEXIA, and Zearn in order to make needed adjustments.
- The SWP Committee reviews student assessment data: LEAP 2025, Zearn, LEXIA, DIBELS, CBAs for special education students, in order to make needed accommodations and adjustments.

**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 Committee meets bi-monthly to discuss progress points in the School Wide Plan.
- The SWP Committee will evaluate the effectiveness of the programs implemented in the current school year when planning for the next school year.
- The SWP Committee members meet to discuss goals to increase student learning and achievement for the upcoming school year using information and data from the current year.
- The SWP Committee meets with stakeholders (including parents, students, and community members) to assess results from current plan and set new goals for upcoming school year, ongoing and June 2024/2025

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

- SWP information will be shared with parents and caregivers at the Meet and Greet / Open House/ Annual Meeting in September.
- SWP information will be shared with faculty and staff at professional development meetings in September
- SWP information will be shared and posted on the school website at the beginning of the school year.

## 2025-2026 Committee

### Members

#### School Improvement Planning Committee

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

**Members Include:**

- **Principal: Torrea Gordon-Ard**
- **Assistant Principal: Shelia Haywood**
- **Student: Khari Steel**
- **Teacher: Rodney Robertson**
- **Teacher: Devona Sandifer**
- **Staff: Natasha Shanks**
- **Parent/Family: Ja’Nisha Williams**
- **Parent/Family: Talor Kinzy**
- **Community Member: Charlieta Banks**

**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: Torrea Gordon-Ard**
- **Assistant Principal: Shelia Haywood**
- **Student: Khari Steel**
- **Teacher: Rodney Robertson**
- **Teacher: Devona Sandifer**
- **Staff: Natasha Shanks**
- **Parent/Family: Ja’Nisha Williams**
- **Parent/Family: Talor Kinzy**
- **Community Member: Charlieta Banks**

**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.

*Torrea Gordon-Ard*

\_\_\_\_\_  
Principal Signature

*8/5/25*

\_\_\_\_\_  
Date

*Shelia Haywood*

\_\_\_\_\_  
Chairperson, Schoolwide Improvement Team Signature

*8/5/25*

\_\_\_\_\_  
Date