2025-2026
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Midway Elementary School
Pre-Kindergarten – Grade 3

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

School _Midway Elementary School_____

SPS _52.7___

Letter Grade _D__

Check all that apply (verify with principal):

_X_ 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%.

_X_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

__X__ Economically Disadvantaged
_____ Hispanic/Latino
__X__ Black
_____White
__X__ Students with Disabilities
_____ English Learners
_____ Two or more Races

__ UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2024 - 2025

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	x	x	x	$8000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	x	x	x	$5000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	$1500
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	$10000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	$4000
Laminator, Laminating Film	X	X	X	$3000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	$1000
Accelerated Reader (AR) Licenses				$0.00
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	$1000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),	X	X	X	$300
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student- blunt tip only), White-Out,	X	X		$500

Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	x	x	x	$800
Communication Folders and Planners	x	x	x	$500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	$1500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	$1000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	$2000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps	x	x	x	$1000
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	x	x	$5000

1.1 Family and Stakeholder Engagement

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

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

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

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

- Parents will receive a "State of the School" address from the principal in **September.** This will include the SWP. They will be given a feedback sheet to render feedback. The administration will then disaggregate the data and make changes accordingly.
- An invitation to the stakeholder meeting was sent home with students & a phone broadcast was sent out inviting families to provide input to the SWP and the State of the School address.
- All parents will be invited and encouraged to participate in a Needs Assessment Survey in **February**. The results of the survey will be collected and utilized to determine the strengths and weaknesses of the school. Changes will be made accordingly.
- Five parents and/or community members will be involved in the design of the School-Wide Improvement Plan and to address the Parent and Family Engagement portion of the SWP. At the Stakeholders meeting in **June**, parents will evaluate the effectiveness of the School-Wide-Plan and set priorities and goals for the following school year. Meetings will follow following pandemic safety protocols.

Provide examples of changes made to the school-wide 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:

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

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

- **Robo-Calls-** The school notifies parents of important information using a message sent via an automated call system.
- **Weekly Graded Paper Folder-** Teachers send homework, notes, and reminders in a weekly graded paper folder each week.
- **Oncourse Connect- Parents** can log in to OnCourse Connect to check students grades, missing assignments, and absences. Also, parents can see any alerts sent regarding assignments or behavior.
- **Monthly School Calendar-** The school will communicate information about upcoming events by sending home a monthly calendar with the student.
- **School Website-** Parents can check the school website for information about teachers, curriculum, upcoming events, and progress toward school goals.
- **Meet and greet**- Parents and students are invited to meet teachers before the first day of school, deliver supplies, visit classrooms, and school grounds to become more familiar.

Translation Services:

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

(*Title VI of the Civil Rights Act of 1964)*

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

Translator APP will be utilized

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

Describe specific evidence-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 (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application)**:	**ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY**	**EFFECTIVENESS**
Parent Family Engagement Activity: 1-2 1. Kindergarten Orientation: Parents and kindergarten students will be invited to the school to meet the teachers for the school year. Parents will be instructed on how to access instructional kindergarten resources, teacher expectations for Kindergarten student performance within their curriculum, positive discipline, and homework procedures. This event will also include how to access On Course Classroom, as well as passcodes and sign-ins. This will be held in **August** by appointments. 2. Pre-kindergarten Orientation: Parents and pre-kindergarten students will be invited to meet their teachers for the school year. Parents will be instructed on how to access instructional pre-kindergarten resources, teacher expectations for pre-kindergarten student performance within their curriculum, positive conscious discipline, and additional family involvement opportunities. This will include how to access On Course Classroom, as well as passcodes and sign-ins. This will be held in **August.**	**SWP Goal (s):** 1-5, 12-14	**Budget Decisions/Coordination**: ☐ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Light snacks and refreshments will be provided to parents and families for these activities **Estimated Cost:**	**Effectiveness Measure:** Sign-in sheets, agenda, data reports, social media "likes/shares" flyers, photos, exit tickets **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): Evidence Based Practice Link				

Evidence Based Practice Link			**$300.00**	
Parent Family Engagement Activity: 3-5 3. Meet and Greet: This is an opportunity for parents and students to meet their child's teachers for the school year. This event will take place in **August**. 4. Open House: This is an opportunity for parents and students to meet their child's teacher for the school year, Parents will be provided information on the logistics of the school day, such as, carpool, check in/check out/ eating lunch with a student, birthday parties, PBIS events, and other school-wide procedures. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade level curriculum, positive discipline, and homework procedures. We will also include how to access On Course Classroom, as well as passcodes and sign-ins. This will be held in **September**. 5. State of the School Meeting: Parents will be provided with information on the academic performance of the school, instructional goals, PBIS events/rewards. The principal will also review the SWP and parents will be able to provide written feedback on the plan. This meeting will be held in late **September**.	**SWP Goal (s):** 1-14	**Budget Decisions/Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Light snacks and refreshments will be provided to parents and families for these activities **Estimated Cost:** **$300.00**	**Effectiveness Measure:** Sign-in sheets, agenda, data reports, social media "likes/shares" flyers, photos, exit tickets **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): Evidence Based Practice Link Evidence Based Practice Link				

Parent/Family Engagement Activity: 6-8 **Parent Family Engagement Activity: 6**	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
6. Grits With Grandparents: Students and their grandparents or representatives will be invited to share in a breakfast event celebrating families. Families will learn about curricula and activities that take place during the school day. This event will be held in **September.**	1 - 9, 14, 15	❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Light snacks and refreshments will be provided to parents and families for these activities **Estimated Cost:** **$300.00**	Sign-in sheets, agenda, data reports, social media "likes/shares" flyers, photos, exit tickets
7. Math and Literacy Night: Students and their families will rotate through various places on campus following safety protocols for a variety of shared activities and experiences. Families will participate in stations designed to deepen their understanding of the Tier 1 Curriculum. This event will be held in **February**.	1-11, 14, 16-19			
8. Testing Informational Meeting / LEAP Night: Parents are invited to participate in a meeting, on LEAP testing. Parents and Grade 3 students can view released test items and receive state testing information and family resources. This event will be held in **March**.	1, 10-11, 16-19			
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: **Parent Family Engagement Activity: 9** 9. Muffins for Moms: Students and their mothers. grandmothers, guardians, or representatives will be invited to share in a breakfast event celebrating families. Families will receive information on EOY assessments, curricula and expectations for their child's next grade level, and summer resources. This event will be held in **May.**	**SWP Goal (s)**	**Budget Decision /Coordination** : ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Light snacks and refreshments will be provided to parents and families for these activities **Estimated Cost:** **$300.00**	**Effectiveness Measure:** Sign-in sheets, agenda, data reports, social media "likes/shares" flyers, photos, exit tickets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link				**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.2 COMPREHENSIVE NEEDS ASSESSMENT

To ensure the school-wide 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 school-wide plan.**
- **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**
78% of K students scored proficient or advanced on the DIBELS end of the year assessment.	Urgent Intervention Required (UIR) for academics and subgroups.
70% of MES second grade students were at or above benchmark on the DIBELS end of the year assessment.	64% of MES first grade students were at or above benchmark on the DIBELS end of the year assessment.
68% of MES students were at or above benchmark on the DIBELS end of the year assessment.	58% of MES third grade students were at or above benchmark on the DIBELS end of the year assessment.
79% of students at MES have missed less than 15 days of attendance.	32% students were below or well below benchmark on the DIBELS end of the year assessment.
99% of students at MES have ZERO suspensions.	**Self-Efficacy** 41% of students at MES responded favorably when asked how much students believe they can succeed in achieving academic outcomes.
Family Support 71%Families' perceptions of the amount of academic and social support that they provide their child with outside of school.	**Emotion Regulation** 40% of students at MES responded favorably when asked how well students regulate their emotions.
School Safety 70% of parents at MES responded favorably when asked perceptions of student physical and psychological safety at school.	**School Climate** 56% of teachers responded favorably when asked about perceptions of the overall social and learning climate of the school.
Self-Management 66% of students at MES responded favorably when asked how well students manage their emotions, thoughts, and behaviors in different situations.	**Cultural Awareness and Action** 51% of teachers responded favorably when asked about how well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.
Social Awareness 60% of students at MES responded favorably when asked how well students consider the perspectives of others and empathize with them.	

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Midway Elementary School is a community school with 93% Economically Disadvantaged students. Midway Elementary School has an SPS score of 52.7 and Urgent Intervention is required in the area of academics, students of color, economically disadvantaged, and students with disabilities. Students in grades pre-kindergarten to 2nd grade are scoring significantly better on benchmark assessments compared to students in grade 3rd on LEAP 2025 assessments. Increasing LEAP 2025 Mastery and Advance scores in science and social studies will be a main focus for the 2024-25 school year. Science scores are reflecting a decrease to 8% and Social Studies a decrease to 6%, and improvement in these areas are essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 2. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 97% of students with zero out of school suspension and 84% of students at MES responded favorably when asked how supported students feel through their relationships with friends, family, and adults at school. Increasing parent family involvement to help support the social and learning climate at Midway Elementary School is a continuous priority. 75% of parents at MES responded favorably to the perceptions of the overall social and learning climate of the school, which is an increase from last year's 65%.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase the percentage of students scoring Mastery or above in ELA, Math, Social Studies, and Science.
- Increase discussions and confronting issues of race, ethnicity, and culture.
- Increase the overall culture and community to ensure faculty and staff feel that they are valued members of the school community.
- Increase the overall culture and community to ensure student perceptions of the overall social and learning climate of the school are positive.
- Implement individual learning plans for students K-3rd to ensure families' perceptions of how well a school matches their child's developmental needs are positive.
- Increase student engagement to ensure students' attentiveness and investment in class.
- Increase the overall culture and community to ensure families' perceptions of the overall social and learning climate of the school are positive.

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

2024-2025 LEAP 2025 Assessment Reports
2024-2025 Panorama Education Survey for teachers, staff, and Grade 3 students
2024-2025 Kindergarten - Grade 2 District ELA and Math End-of-Year (EOY) Benchmark Assessments
2024-2025 Pre-kindergarten ELA and Math End-of-Year (EOY) Benchmark Assessment
2024-2025 Curriculum Implementation Scale Ratings for Eureka Math, Wit and Wisdom Reading, CKLA, ELA Guidebooks, PhD Science and Unique
2024-2025 Absence and Discipline Reports from OnCourse

SCHOOLWIDE PLAN GOALS

- ***Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound***
- ***Academic Goals Aligned to the Most Current School Data Analysis***
- ***Must Include Subgroup (s) Goal (s)***
- ***Aligned to District Goals***

1. From Spring 2023 to Spring 2024, our SPS will increase from 52.7 to 55.7 as evidenced by LEAP scores and SPS calculations through the implementation of Tier 1 and TPSS approved curriculum in all subject areas at all grade levels to support student mastery.
2. Increase the % of Pre-kindergarten students who are "on or above" grade level on all combined literacy assessments to 82%
3. Increase the % of Pre-kindergarten students who are "on or above" grade level on all combined Math assessments to 84%
4. Increase the % of kindergarten students who are on or above grade level on all combined literacy assessments to 83%
5. Increase the % of Kindergarten Students who are on or above grade level on the EOY Math District Checkpoint will be 86%.
6. Increase the % of 1st-grade students who are on or above grade level on all combined literacy assessments from 82% to 87%
7. Increase the % of 1st-grade students who are on or above grade level on the EOY Math District Checkpoint from 82% to 87%.
8. Increase the % of 2nd-grade students who are on or above grade level on all combined literacy assessments from 57% to 62%
9. Increase the % of 2nd-grade students who are on or above grade level on the EOY Math District Checkpoint from 51% to 56%
10. Increase the % of third-grade students who achieve mastery on their third-grade LEAP 2025 assessment in ELA from 23% to 28%
11. Increase the % of third-grade students who achieve mastery on their third-grade LEAP 2025 assessment in Math from 24% to 29%
12. Decrease the % of students who are chronically absent (15 or more days a year) from 30% to 25%
13. Decrease the of students in Pre-K - 3 who are suspended from out of school from 3% to 2%
14. During the 2024 - 2025 school year, 65% of parents and families will attend Parental and Family engagement opportunities during the school year.
15. Maintain the % of students with disabilities scoring mastery or advanced on the end-of-year state assessment from 10% to 13%
16. Increase the % of third-grade students who achieve mastery or above on their third-grade LEAP 2025 assessment in Science from 7% to 10%
17. Increase the % of third-grade students who achieve mastery or above on their third grade LEAP 2025 assessment in Social Studies from 6% to 8%
18. Increase the % of third-grade subgroup students who achieve mastery or above grade level on their third grade LEAP 2025 assessment in ELA from 23% to 25%
19. Increase the % of third grade sub group students who achieve mastery or above on their third grade LEAP 2025 assessment in Math from 23% to 25%

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of school-wide 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 school-wide model should align school-wide 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**
Rigorous, Standards-Based Curriculum: ● Wit and Wisdom (K-2) ● CKLA (K-2) ● FROG Street Curriculum (Pre-Kindergarten) ● Eureka Math (PreK – G3) ● ELA Louisiana Guidebooks (Grade 3) ● PhD Science (Kindergarten – G3) ● Unique Curriculum (Level 4 Special Education) ● Social Studies (K-2) aligned Wit and Wisdom with Louisiana GLEs ● Social Studies (Grade 3) district virtual content aligned with Louisiana GLEs ● Character Strong – SEL (Kindergarten – Grade 3) ● Conscious Discipline – SEL (Pre-Kindergarten) The lessons in the Tier 1 curriculum provide differentiated instructional strategies that meet the needs of ALL of our students. This curriculum allows teachers to provide evidence-based strategies to meet the challenges of the rigorous state academic standards in math, ELA, and science. Document cameras, Chromebooks, Smartboards, and	**ED** **Priority(s):** 1 – 3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ☐ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary	**Effectiveness Measure:** K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

IPADS are used throughout the instruction to provide differentiated instruction, support our goal of meaningful discussions that increase student understanding and engagement and support hands-on activities. Administrators and Curriculum Coach will act as an instructional coach for a grade level and/or a specific content ensuring that Tier 1 curriculum is effectively taught at a high level of student mastery.				writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc. **Estimated Cost:** **$15000.00**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Use of Academic Assessments to Improve Instruction: • **SLT (Student Learning Targets)** SLTs are measurable ELA, Math, Science, Social Studies, and P.E. goals for students in grades Pre-K through Grade 3 which will be used to guide instruction.	**ED** **Priority(s):** 1 – 3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund	**Items Needed:** Amplify testing materials, digital Scope and Sequence, books, and materials for collaboration **Estimated Cost:**	**Effectiveness Measure:** K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum

• **<u>Common Weekly Assessments</u>** Grades K-3 will use a variety of formal and informal assessments to measure student performance that meets criteria for content curriculum within a given time-frame. Assessments will be analyzed for strengths and weaknesses and to address areas to improve during weekly collaboration meetings. • **<u>Post Module/Unit Test</u>**: Grades K-3 are administered at the end of module/unit tests to measure academic progress and to improve instruction. An analysis of the post-test before teaching the unit/module provides for "backward design" instruction. Student assessments will be analyzed for strengths and weaknesses following the tests. Teacher Action Plans are developed to address identified areas to improve during grade level collaboration meetings. • **<u>Student Learning Plans:</u>** Diagnostic assessments will be used to address unfinished learning. Assessments given throughout the year will be used to adjust the student plans. • **<u>LEAP 360 Interim Assessments:</u>** Students in Grade 3 will take 2 interim assessments for ELA and Math which focuses on LEAP			❑ Perkins ❑ Other	**$2000.00**	implementation scale, observation data/reports

2025 preparation for statewide standardized testing. • **LEAP 2025:** Statewide standardized testing in all core subjects is taken by students in Grade 3. Test results obtained in the summer will be used to determine opportunities for growth and direct instruction. • **K-2 District Checkpoint/ Benchmark Assessments:** Students in grades K-2 will be administered a beginning-of-year (BOY) mid-year (MOY) and end-of-year district (EOY) assessment for ELA and Math. The BOY and EOY assessments will be used to measure academic growth and drive subsequent instruction. Test results obtained following the end of the year assessments are used to direct instruction this following academic school year. • **District Science and Social Studies Checkpoints:** Students in Grade 3 will be administered 1-2 checkpoint assessments. The data will be used to measure academic growth, monitor progress, and drive subsequent science and social studies instruction. • **Pre-kindergarten Assessments:** Students in pre-kindergarten classes will assess students with a beginning-of-year (BOY), mid-year (MOY), and end-of-year (EOY) assessment in ELA and					

Math. These assessments will be used to monitor academic growth and drive classroom instruction. Test results obtained following the end-of-year assessments are used to direct instruction the following academic school year. • **DIBELS Next:** (Kindergarten – Grade 2) Part of the school wide reading plan, students will be provided daily reading interventions and progress monitored every 10 days to determine student growth and needs. Students will be administered a benchmark assessment, 3x/year (BOY - **September**, MOY – **December/ January**, and EOY – **April/May**) • **Lexlie Core5:** (3 grade) Part of the school-wide reading plan, students will be provided daily reading interventions and progress monitored to determine student growth and needs. • **Amira/Amira Boost:** (K-2) Part of the school-wide reading plan, students will be provided daily reading interventions and progress monitored to determine student growth and needs.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence- Based Practice Link Evidence- Based Practice Link Evidence- Based Practice Link					

Evidence- Based Practice Link Evidence-Based Practice Link Evidence-Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**
• **Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:** • **Computer- Assisted Instruction**: Individualized instruction, tutorials, practice, or simulation activities on the computer will be used to reinforce skills, enhance learning, supplement, or use in conjunction with teacher-directed instruction. • **Visuals/Graphics:** Teachers will use visuals, such as drawings, illustrations, and pictorial representations to assist students in accessing information and concept development. • **Graphic Organizers:** Teachers will use a variety of pictorial representations, charts, graphs, tables, Venn diagrams, etc. that assist students in organizing academic information. • **Modification of Text/Curriculum:** Special Education teachers will adapt the text or curriculum as needed to ensure students are able to access text and/or solve problems. Reduction of non-essential text,	**ED** **Priority(s):** 1 – 3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

outlining text, paraphrasing, placing an emphasis on key points, using a variety of vocabulary strategies, and use of audio text and visuals will be used to facilitate learning. • **Louisiana Connectors for Students with Significant Disabilities** Special Education teachers may use to meet the rigorous demands in each grade toward rigorous content demands. This will allow students with disabilities to focus on and then engage in the content specific practices in ELA and math that are aligned to Louisiana State Standards. • **Behavior Plans (BIP)**: Special Education teachers will develop behavior plans for students needing additional behavior support. Teachers will work with regular education teachers, parents, behavior interventionists, administrators, etc. to develop and implement an appropriate behavior plan for the student.				paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc.	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link				**Estimated Cost:** **$1500.00**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Evidence Based Practice Link					
Strategies, Curriculum, and Assessments Specific to English Learners: ● 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. **Describe the EL program at your school, including how and what services are provided to the EL students:** ● English Learners will participate in language and math computer programs weekly to enhance the acquisition of English language ● EL teacher/paraprofessional will meet quarterly or as needed with regular education teachers to discuss student progress within the curriculum. ● Teachers will use translator apps as needed and support language development through appropriate instruction. ● Teachers will incorporate a variety of specific EL interventions provided by the curriculum coach. ● EL teacher/ paraprofessional will meet with EL students 1-2 days/ week.	**ED** **Priority(s):** 1 – 3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper,	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

• Amire computer directed instruction will be provided for students as indicated by data. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link				stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc. **Estimated Cost:** **$500.00**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: All students will participate in a school wide intervention time based on student need as determined by classroom assessment (math) and m-Class (reading). Teachers will analyze classroom assessments and performance to determine if students may be at risk. If a student is determined to be at risk, that student will receive additional intensive intervention during enrichment times and may be referred to SAT. The SAT team will meet weekly to discuss students at risk and share data to determine if intervention is successful or further evaluation or screening is needed.	**Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, Intervention materials tied to Tier 1 curriculum, Burst, ZEARN, SAT protocol, Intervention list	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/report

<table>
<tr><td></td><td></td><td></td><td>Estimated Cost:

$2500.00</td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
<tr><td>List the Opportunities and Interventions for Students in Need:

● Amira Boost (Kindergarten – Grade 2) Part of the school-wide reading plan, students will be provided daily reading interventions and progress monitored every 10 days to determine student growth and needs.
● Lexlie Core5 (Grade 3) Part of the school-wide reading plan, students will be provided daily reading interventions and progress monitored to determine student growth and needs.
● Mind Play (K-3) Part of the school-wide plan to provide weekly interventions to individual students using an online program.
● Classroom teachers will implement small group interventions in ELA and Math based on student needs.
● Learning Walkthroughs: Classroom visits by administration and curriculum coaches that focus on constructive academic feedback aimed at improving teachers' instructional techniques in core subjects, student engagement, and classroom management will be made weekly. Instructional feedback will be given to classroom teachers to allow for reflection on effective teaching strategies and student engagement.</td><td>Goal(s):

1-11</td><td>Budget Decisions/ Coordination:
❑ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td>Items Needed:

Estimated Cost:

$5000.00</td><td>Effectiveness Measure:
K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
</table>

• **Inclusion for Grades K-3:** Special Education Teachers support students in the classrooms, collaborate with regular education teachers, and monitor support provided by paraprofessionals on specific student needs. Modifications and accommodations as directed by the students' IEPs are provided to students with disabilities.				
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Student data is reviewed in weekly collaboration meetings where students who continue to be at risk after receiving the school and classroom interventions are identified. Interventions are developed and implemented by teachers for the SAT process. Data is shared and decisions are made regarding recommended evaluations/screenings or additional interventions. Goals are revisited for the IEP process, decisions for a more restrictive environment and/or re-evaluation are made. The 504 Committee team meets to discuss that students may be referred to the 504 committee to determine if a disability is present that substantially limits one or more life activities such as learning.	**Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Student assessment data, Intervention resources, SAT forms, IEP's and other Special Education forms and materials **Estimated Coast:** **$2000.00**	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports **Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>Students with Disabilities</u>: • **IEP Accommodations/ Modifications:** Students receive instruction and daily small group/individual interventions at their instructional level with accommodations and modifications by Special Education teachers. • **Unique Curriculum:** The Unique Program will be utilized for specific students with disabilities in the	**ED** **Priority(s):** 1-3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers,	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

Level 4 Special Education setting when indicated by student data. • **504 Accommodations:** Students in Grades K-3 who qualify for 504 accommodations will receive appropriate support in all areas of classroom instruction. Curriculum coaches will provide additional support to teachers for implementation of effective teaching strategies & assessments. • **MindPlay:** This computer directed instruction will be provided when indicated by student data. • **Behavior Intervention Plans:** Students in grades K-3 will be provided a BIP as needed and directed by IEP/IAP. • Students that qualify receive additional services such as speech, adapted PE, Occupational Therapy, and Physical Therapy.				scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**

				Estimated Cost: **$2000.00**	
Interventions Specific to English Learners: ● Teachers will incorporate a variety of specific EL interventions provided by the curriculum coach. ● EL teacher/ paraprofessional will meet with EL students weekly ● Amire computer directed instruction will be provided for students as indicated by data.	**ED** **Priority(s):** 1 - 3	**SWP Goal(s):** 1-11	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards, markers, erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, Math, ELA, Science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay,	**Effectiveness Measure:** K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports **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): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					

			paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost: $600.00**	

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
Teachers will use the Character Strong SEL curriculum weekly during daily Morning Meetings and enrichment classes.	1 – 3	12-13	❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science	K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Discipline data, PBIS activity attendance, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**

			materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost:** **$500.00**	

1.5 STUDENT OPPORTUNITIES

Provide school-wide 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.

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):	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• **Technology:** All Pre-kindergarten - Grade 3 students will have access to computer classes weekly. • **Physical Education:** All students participate in weekly physical education classes. • **Library:** All students engage in library enrichment classes weekly. • **Talented Theater/Music/Art:** Identified students will participate in district talented classes weekly. • **Academically Gifted Program:** Identified students will participate in the district program for exceptionally high achieving academics. • **After School Program, To Begin September 2025:** ELA and Math Accelerate, art/music, and SEL will be offered to Grade 2-3 students after school 2 hours/day for 4 days/week (M -Th). Bus transportation will be provided.	1 – 3, 5	1-11	☐ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science	K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Discipline data, PBIS activity attendance, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

• **Summer Learning Camp (SLC)**: ELA, Math, STEM, SEL, PE, and Art will be offered to identified at-risk students in grades 2-3 during the month of June. Bus transportation will be provided. • **STEAM lab**:All students engage in STEAM activites weekly.				materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost:** **$10000.00**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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):

Midway Elementary School provides support structures and programs through speech, physical therapy, adapted P.E., occupational therapy, visually and/or hearing impaired instruction. MES offers extended learning opportunities through weekly P.E., Computer Lab, S.T.E.M and Library enrichment

classes. We provide classroom reading interventionists who work collaboratively who provide daily collaborative support for student learning. We have a range of special education classes and ESL services. Additionally, we have a Deaf Education class for qualified students.

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 Achievness: 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 Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• **PBIS (Positive Behavior Intervention Support):** PBIS team members meet monthly to review discipline data in order to determine areas of need and celebration. Data is disseminated to grade levels by PBIS committee members. The committee, along with the faculty and staff, sets behavioral expectations for the learning community. These expectations are reinforced daily through classroom instruction, classroom procedures, school-wide routines, and individual short term and long term incentives. • **Class DoJo**: Students earn points based on meeting school and class expectations to participate in monthly school-wide events. Students may purchase items from the PBIS Rewards Store using earned points. • **DRP (Discipline Revolution Program):** This program will utilize restorative practices to address problem behaviors. It also teaches	1-3, 5	12, 13, 15	❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:** **$5000.00**	K-2 Benchmark data, progress monitoring data, LEAP 2025 data/reports, LEAP interim data/reports, Discipline data, PBIS activity attendance, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

equity and addresses social emotional learning. • **Check In/Check Out:** This strategy will be used to prevent and address problem behaviors of identified students needing additional support. Individual Behavior Plans will provide support for students in need of behavioral RTI. Students will check in/check out daily with an assigned administrator or faculty member who will collaborate weekly with a regular teacher. • **Counseling Services**: The school counselor will provide individual, small group and classroom guidance instruction					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					Evaluation / Effectiveness Results (guide revision to the SWP):

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.

<table>
<tr>
<td rowspan="2">Title I School Planning:
● 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.</td>
<td>ED Priority(s):
1 - 5</td>
<td rowspan="2">SWP Goal(s):
1-11</td>
<td rowspan="2">Budget Decisions/ Coordination:
❑ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td rowspan="2">Items Needed:
Substitutes
Stipends
See individual Prior Approval for specific items needed

Estimated Cost:
$3500.00</td>
<td>Effectiveness Measure:
Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports</td>
</tr>
<tr>
<td colspan="2">Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

Evidence Based Practice Link</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>Professional Learning Communities (PLCs):
● Collaboration Meetings: Teachers meet with their grade level for 50 minutes of weekly collaboration. The curriculum coaches facilitate meetings with administrators. Teachers analyze student work and data to identify needs, then identify effective, evidence based instructional strategies to address students' needs. Teachers will implement new learning and</td>
<td>ED Priority(s):
1 - 5</td>
<td>SWP Goal(s):
1-13</td>
<td>Budget Decisions/ Coordination:
❑ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund</td>
<td>Items Needed:
Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper,</td>
<td>Effectiveness Measure:
Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports</td>
</tr>
</table>

instructional practices to increase student mastery of state standards. • **Technical Tuesday Data Chats:** Teachers will meet on Tuesdays within their grade levels to review and track student data to determine if current instruction is meeting the needs of their students, then adjust as needed. • **Grade Level Planning:** Grade levels will meet during a common planning time every 3 weeks to address upcoming lessons, activities, and additional grade level concerns. The curriculum coaches/administrators will support teachers and provide information as needed. • **Strengths-Based Coaching:** Administrators, lead teacher, and curriculum coaches will observe and support teachers at least once a week within their assigned grade level. Teachers will be provided weekly feedback and as needed evidence based action plans through one-on-one coaching (i.e. co-planning, model teaching, co-teaching, and coaching).			❑ Perkins ❑ Other	sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost:** **$2000.00**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link Evidence Based Practice Link					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Development: Other Professional Training – ● **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. ● **Unit Content Planning-**Teachers will plan ELA/Math units relevant to their subject area/grade level. Grade levels will meet during a common planning time every 4-6 weeks to address upcoming lessons, activities, and additional grade level concerns. The curriculum coaches/administrators will support teachers and provide information as needed.	**ED** **Priority(s):** 1-5	**Goal(s):** 1-13	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **-Substitutes** **-Stipends** **-See individual Prior Approvals for specific items needed** **Estimated Cost:** **$5000.00**	**Effectiveness Measure:** Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports **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): Evidence Based Practice Link					

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

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

Strategies for Workforce Talent:	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. • Teacher Certification: Teachers who are uncertified will begin or continue the certification process to acquire an alternative certification. • Teacher Retention: Teachers work with curriculum coaches, lead teachers, teacher leaders, and administrators to strengthen their skills as teachers. Weekly coaching and feedback will be provided to teachers to increase their knowledge and skills.	1-5	1-13	❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headsets, math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page	Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link Evidence Based Practice Link			protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost:** **$500.00**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.8 STUDENT TRANSITION

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Transition Activities for Incoming and Outgoing students:	**ED** **Priority(s):** 1 - 5	**Goal(s):** 12-14	**Budget Decisions/ Coordination**: ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Computers, ink, copy paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, iPADs, computer mouse(s), earbuds, dry erase boards/markers/ erasers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math	**Effectiveness Measure:** Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports

- **Pre-kindergarten**: Students entering this program will participate in PK Orientation where they and their parents will tour the school, meet the teachers, and visit the classrooms and personnel before the first day of school, following pandemic safety protocols. This event will take place in early **August**
- **Kindergarten:** Students entering our program will participate in Kindergarten Orientation where they and their parents will tour the school,

meet the teachers, and visit the classrooms and personnel before the first day of school, following pandemic safety protocols. This event will take place in early **August**. • **Delayed Entry Transition**: Half of students will attend classes for their first two days of school, the 2nd half will attend classes the following two days of school. All students will attend on the 5th day of their classes. • **Meet and Greet**: The school will host a Meet and Greet for all incoming students and their parents, following pandemic safety protocols. This event will take place in early **August.** • **Outgoing Grade 3 Students:** The principal of our feeder school will visit our Grade 3 students at our school in **May** to welcome them to 4th Grade. • **Outgoing Grade 3 Students:** All Grade 3 students will tour our feeder school, Natalbany Middle School in **May,** following pandemic safety protocols. • **New students:** The Mission Statement, School-wide Expectations, routines, and procedures are displayed and reinforced throughout the campus allowing new students to acclimate to our school.				kits, headsets**,** math/ELA/science manipulatives, rulers, writing logs for reading, science, math, and social studies, refill science kits, refill math kits, calculators, index cards, science materials and equipment, science read aloud books, Manila folders, pocket folders, loose leaf paper, binders, tab dividers, pencil erasers, scissors, page protectors, laminating sheets, primary writing journals, composition notebooks, divided handwriting paper, stapler, staples, STEAM materials such as glue, watercolors, paint, measuring cups/tape/ spoons, construction, play dough/modeling clay, paper clips, yarn, string, paper plates, cardstock, tape, craft sticks, pompoms, etc **Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Evidence Based Practice Link					

			$1000.00	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. **Food Services:** All students whose income qualifies them for free/reduced meals participate in the federal food service program. **Special Education:** Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.	**English as a Second Language (ESL):** Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. **21st Century Programs:** Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. **Head Start Preschool Programs:** Head Start 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 school-wide 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 school-wide program.***

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

- Student assessment data from weekly assessments and student work will be reviewed and monitored during weekly collaboration meetings, data chats, and progress toward school goals monitored.

- LEAP 2025 data will be monitored to evaluate instructional practices and make necessary adjustments to increase student learning across subject content areas and with subgroups.
- SLTs provide diagnostic, pre-, and post-test results and are used to determine student academic success and effectiveness of SWP
- Data from DIBELS Next and District ELA and Math checkpoints will be monitored at the beginning, middle, and end of the year to determine patterns of student achievement and make instructional adjustments to increase student learning.
- Progress Monitoring - data is collected, charted, and tracked bi-weekly to evaluate instructional practices and make necessary adjustments to increase student learning across the grade levels and content areas. Mid-year Benchmark Assessments will be monitored by BOY, MOY, and EOY.
- Special education teachers will analyze student assessment data and growth towards IEP goals to determine student achievement and make revisions to instruction and IEPs as needed to increase student learning.
- ILT meets weekly to monitor SWP diagnostic, interim, and summative assessments.
- Teachers will use student data to align instruction to student needs and provide remediation for achievement gaps.
- Discipline, PBIS, and attendance reports from JCampus are monitored monthly to determine patterns of student achievement and make necessary adjustments to increase student achievement.
- Professional Development will be documented with sign-ins and agendas.

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:

- SWP committee every nine weeks to monitor the SWP plan.
- The SWP committee will meet in **January 2026** and **May 2026** to analyze student data and initiatives that were implemented to meet school goals.
- The stakeholders will meet with the Leadership Team to evaluate the effectiveness of the School Wide Improvement Plan in **the summer of 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):

- Faculty Meetings in August
- Report to the stakeholders at the Open House in September 2025

2025-2026 Committee Members	
School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** ● **Principal: Tara Henderson** ● **Assistant Principal: Tracee Spring** ● **Lead Teacher: Robbyn Miller** ● **Counselor: Hope Jones** ● **Curriculum Coach/Title I Coordinator: Tonya Daniels** ● **Student: N/A** ● **Teacher: Dodie Hutchinson** ● **Parent/Family: Kirsten Mclaughlin** ● **Community Member:**	**Parent/Family Engagement Committee** **Responsible for the Implementation of the PFE Activities in the SWP** **Members Include:** ● **Principal: Tara Henderson** ● **Assistant Principal: Tracee Spring** ● **Lead Teacher: Robbyn Miller** ● **Counselor: Hope Jones** ● **Curriculum Coach/Title I Coordinator: Tonya Daniels** ● **Student: N/A** ● **Teacher: Dodie Hutchinson** ● **Parent/Family: Kirsten Mclaughlin**

SCHOOL ASSURANCES

✔ I certify that this school-wide 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 school-wide 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.

Tara Henderson — 06-24-25

Principal Signature — Date

_____ — 06-24-25

Chairperson, School-wide Improvement Team Signature — Date