# 2025-2026
# Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

## Loranger Middle School
## Grades 5-8

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

**School: Loranger Middle School**

**SPS: 65.7**

**Letter Grade: C**

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

✅ **CIR - Comprehensive Intervention Required**

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

✅ **UIR - Academic - Urgent Intervention Required for Academics:**

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

**_____ Economically Disadvantaged**
**_____ Hispanic/Latino**
**_____ Black**
**_____ White**
✅ **Students with Disabilities**
✅ **English Learners**
**_____ Two or more Races**

**_____UIR - Discipline - Urgent Intervention Required for Discipline:**

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

# Frequently Ordered Title I Supplies

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

| Item/s Needed<br>**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 | ✅ | ✅ | ✅ | 8,000 |
| Copy Machine, Black and White Printer<br>(never housed in an office / instructional use only) | ✅ | ✅ | ✅ | 6,000 |
| Service Contracts, Repair Cost, Rebuild Kits<br>(Title I copiers only) | ✅ | ✅ | ✅ | 1,000 |
| Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs | ✅ | ✅ | ✅ | 6,000 |
| Replacement Student Mice, Headphone, Keyboard, Earbuds, | ✅ | ✅ | ✅ | 5,000 |
| Laminator, Laminating Film | ✅ | ✅ | ✅ | 6,000 |
| Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies | ✅ | ✅ | ✅ | 3,000 |
| Accelerated Reader (AR) Licenses, PBIS Digital Rewards | ✅ | ✅ | ✅ | |
| LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools | ✅ | ✅ | ✅ | |
| **Must be used by STUDENTS**<br>Manila Folders, Loose Leaf Paper, Primary Writing Paper<br>Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items) | ✅ | ✅ | ✅ | 3,000 |
| **Must be used by STUDENTS**<br>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<br>Tri-Fold Presentation Boards (must include how students will use),<br>Binder clips (science only and must site lesson) | ✅ | ✅ | ✅ | 5,000 |
| **Must be used by STUDENTS**<br>Dry Erase Supplies: Individual Lap Boards, Erasers, Markers | ✅ | ✅ | ✅ | 5,000 |
| **Science Materials**: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials | ✅ | ✅ | ✅ | 5,000 |
| **Math Materials**: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math | ✅ | ✅ | ✅ | 3,000 |

| | | | | |
|---|---|---|---|---|
| Materials | | | | |
| **ELA Materials**: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials | ✅ | ✅ | ✅ | 6,000 |
| **Social Studies Materials**: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials | ✅ | ✅ | ✅ | 3,000 |
| **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.**<br><br>Communication is essential<br><br>**Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:** 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) | ✅ | ✅ | ✅ | 2,000 |

## 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:**

- Parents are involved in taking our school wide Family-School Relationships Survey in the spring.
- Parents are members of our School Wide Planning team and, therefore, their input was used in the design of the Schoolwide Plan in July.
- The Schoolwide Plan will be communicated to our parents and stakeholders via our school website. We will also include a survey allowing parents to provide feedback on the SWP once it is posted in August.
- Parents/guardians make educational decisions for their students by advocating for their needs by maintaining open communication with teachers and administration.
- Open House is held at the beginning of the school year either in person or virtually. Parents will be presented with the Schoolwide Plan and have the opportunity to provide feedback.
- The Stakeholders meeting held in July will involve a stakeholder committee(including EL and SPED parents) to discuss the effectiveness rating of last year's plan and the comprehensive needs assessment for the coming year. The committee will also plan PFE activities and formulate SWP goals and activities.

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

- None at this time

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

- Teacher Parent Conferences take place when either the parent or the teacher have a concern. The concern may be regarding academics or behavior.
- Open House is held at the beginning of the school year either in person or virtually. This offers parents a chance to meet their child's teachers.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.
- WolfPack Pals Meetings –general meetings to make decisions concerning school needs and are held a minimum of three times per year. All families and community stakeholders are invited to attend.
- Parent Panorama Survey data is analyzed and then used as guidance for making a broad spectrum of school decisions.

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

- Robo-Calls, emails and text messages are sent out by the principal and assistant principal to keep parents informed of school events.
- The school website and Facebook page provide information pertaining to upcoming events and other happenings at the school. Report cards are sent home every nine weeks to keep parents informed of progress.
- Progress Reports are sent home every 4 ½ weeks to keep parents informed of progress.
- JCampus Connect is a way for parents to keep track of their child's grades and progress electronically.
- Open House is held at the beginning of the school year either in person or virtually. This offers parents a chance to meet their child's teachers.
- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress.
- Positive contact phone calls/emails will be made by the teachers once a semester.
- Class Dojo allows teachers and parents to stay up to date on a daily basis on any behavior concerns.

**Translation Services:**

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

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

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

Translator APP will be utilized

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

| ***Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*** | | | | |
|---|---|---|---|---|
| **PARENT/FAMILY ENGAGEMENT ACTIVITITY** | **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** |
| **#1 - Parent/Family Engagement Activity:**<br><br>**Open House** will give parents/guardians an opportunity to meet the teachers. During Open House, parents obtain pertinent information about each content area, the teacher, the school, and the digital platforms used for digital learning. Open House will also give teachers an opportunity to share online programs to help monitor student progress throughout the year. Parents will receive an introduction into JPAMS and how it will be used to keep parents connected to how students are performing in class. These programs will include but not be limited to JPAMS, Eureka Homework Help, etc. This will help parents better understand classes and monitor progress throughout the year. This will be held in the Fall Semester | **SWP Goal (s):**<br><br>**1-6** | **Budget Decisions/Coordination**:<br><br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:** | **Effectiveness Measure:**<br><br>**Parent Surveys** |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Open House: When First Impressions Matter | | | **Estimated Cost:** | **Evaluation / Effectiveness Results (guide revision to the SWP):** |
| **#2 - Parent/Family Engagement Activity:**<br><br>**Data Talks** with parents in the fall. The purpose of this meeting is to speak to parents about their students' LEAP data. There will be an opportunity for students and parents to set goals for the school year. Teachers will also speak to parents about Lexia and Zearn and how these two interventions are being used to improve student outcomes. | **SWP Goal (s):**<br><br>**1-6** | **Budget Decisions/Coordination**:<br><br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins | **Items Needed:** | **Effectiveness Measure:**<br><br>**Parent Surveys** |

| | | | | |
|---|---|---|---|---|
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>**How to Share Data with Families** | | ❑ Other | **Estimated Cost:** | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

| | | | | |
|---|---|---|---|---|
| **#3 - Parent/Family Engagement Activity:**<br><br>**Parent Family Game Night:** Different activities will be set up by each content. These activities will engage students and parents in a deeper understanding of the content and curriculum. This will be held in the spring semester. Parents will be trained on the LEAP assessment and how different styles of questions impact student performance. | **SWP Goal (s):**<br><br>**1-6** | **Budget Decision /Coordination**:<br><br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:** | **Effectiveness Measure:**<br><br>**Parent Surveys** |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>**The Power of Play** | | | **Estimated Cost:** | **Evaluation / Effectiveness Results (guide revision to the SWP):** |
| **#4 - Parent/Family Engagement Activity:**<br><br>**4th grade transition night:** Students and parents will be invited to come learn about how to help their 4th grade student successfully transition into 5th grade. They will meet their teachers and hear about some of the differences between elementary school and middle school as far as expectations in and out of the classroom plus curriculum & LEAP Assessment. This will be held in the spring semester. Parents will be trained on how being prepared to move into the 5th grade will increase their student's academic performance and sense of belonging and culture. Families will be given information about the LEAP Assessment and potential to take Algebra 1 or English 1 as an 8th grader. | **SWP Goal (s)**<br><br>**1-6** | **Budget Decision /Coordination** :<br><br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:**<br><br>**Estimated Cost:** | **Effectiveness Measure:**<br><br>**Parent Surveys** |

| | | | | |
|---|---|---|---|---|
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>**Easing the Transition from Elementary to Middle School** | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

## 1.2 COMPREHENSIVE NEEDS ASSESSMENT

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**

  and

- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

| OVERALL STRENGTHS Listed IN CNA | OVERALL WEAKNESSES LISTED in CNA |
|---|---|
| 5th and 7th grade Social Studies saw a high percentage of growth in the benchmark data. | Social Studies/Science benchmark data show high percentages of students being non proficient |
| 5th grade math did see a high percentage of growth on the EOM assessments. | Math has high percentages of non proficient across the grade levels |
| 8th grade Science high Mastery/Advanced | 18% average growth for the bottom 25% and 25% growth for SPED students in Math across the grade levels |
| High percentage of growth on the CWTS in ELA across the grade levels. | Students struggle with Emotional regulation and Self Efficacy (motivation/confidence) |
| 50% average growth for the bottom 25% and 60% growth for SPED students in ELA across the grade levels | Panorama shows that teachers struggle to know how to motivate students who are unmotivated. |
| 6th grade 70% of students completed Zearn Lessons, 8th grade 75% of students co | School climate scored low across the board for students, parents, and teachers. |
| ELA across the board has the same percentage of proficient vs non proficient completed Zearn Lessons | 5th/6th grade boys with discipline is highest |
| 65% advanced end of year for 8th grade students in Lexia | 30% of the student body are missing 15+ days of school |
| Decrease in Out of School suspensions percentage | 55% of 7th graders are not proficient in ELA according to the district benchmark |

| | |
|---|---|
| | assessments. |
| Panorama survey shows that students feel they have a strong peer and adult support systems even at school. | 20% of referral were received by students with disabilities |
| Panorama shows that staff-leadership relationships are strong. | 50% (6 students) did not see growth in all domains |
| Students who went through our Transition class had few referrals when they completed the program. | EL is not proficient in any content area on the 2025 LEAP assessment. |

## 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:**

Loranger Middle School, serving 572 students in grades 5–8, is a diverse campus with 69% of students identified as economically disadvantaged and 15% receiving special education services. The school earned a School Performance Score (SPS) of 65.7, which equates to a letter grade of C. Strengths include strong peer and adult support systems, growth in ELA and social studies benchmarks, and improvements in Lexia and Zearn participation. However, challenges remain with high rates of students performing below proficiency in math and science, low school climate survey results across students, staff, and families, significant discipline concerns—especially among boys—and chronic absenteeism, with 30% of students missing 15+ days of school. EL students show a low proficiency in all content areas on the LEAP2025 assessment.

## PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Progress monitor in math and ELA with more fidelity.
- Increase the percentage of students scoring Mastery in ELA and Math.
- Increase the percentage of students scoring proficient in Social Studies and Science.
- Decrease the number of students missing 15+ days of school.
- Decrease the number of male students receiving major referrals.
- Increase the percentage of growth in math of the bottom 25% and SPED students
- Increase the number of proficient EL students in ELA and Math.

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

1. LADOE Curriculum Implementation Scale
2. Positive Behavior Intervention Support (PBIS) Program
3. OnCourse Discipline Data Reports
4. LADOE Attendance and Suspension Reports
5. Student Information System, etc.

## 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 |
|---|---|---|---|---|---|
| **Rigorous, Standards-Based Curriculum:**<br>1. **Guidebooks 2.0 for ELA** – Teachers have implemented the Louisiana State Department of Education's Guidebook 2.0 units for this year as a part of their curriculum for English Language Arts. | **ED Priority(s): 1-3** | **SWP Goal(s): 1-6** | **Budget Decisions/ Coordination**:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4 | **Items Needed:**<br>Chromebooks<br>Headphones<br>Mice<br>Keyboards<br>Plastic Storage Totes Dry Erasers | **Effectiveness Measure:**<br>2025-2026 LEAP2025 scores |

| | | | | | |
|---|---|---|---|---|---|
| The Guidebook 2.0 units ensure all students can read, understand, and express their understanding of complex, grade-level texts.<br>2. **The Diverse Learners Guide** will be utilized to provide opportunities for all students to meet the challenges of state ELA standards.<br>3. **Eureka for Math** -- Teachers have implemented the Eureka curriculum that supports the Louisiana State Standards for math . Tools such as Homework Helper and the Remediation Guide will address the various needs of students.<br>4. Tangipahoa Parish - approved **PHD Science and Bayou Bridges** Social Studies Curriculum.<br>5. The co-teaching model will be utilized in both ELA and math in an inclusion setting.<br>6. **Unique Curriculum** - Teachers of the self-contained classroom will the Unique curriculum which provides students with complex learning needs access to the general education curriculum by offering differentiated, standards-aligned core content. | | | ❏ IDEA<br>❏ Homeless<br>❏ General Fund<br>❏ Perkins<br>❏ Other | markers Sheet Protectors Colored Pencils Post It Poster Size Microscopes Social Studies materials World Maps Atlases<br><br>**Estimated Cost:**<br><br>**$42,000** | |

| | | | | | |
|---|---|---|---|---|---|
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br><br>Delivering High Quality Curriculum: What Educators Need to Know<br><br>The Effectiveness of the Co-Teaching Model-Inclusion Material | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |
| **Use of Academic Assessments to Improve Instruction:**<br>● LEAP 360 - high-quality assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems.<br>○ Diagnostic Assessments: determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals; given at the start of the school year or course ○ Interim Assessments: evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction; administered at checkpoints throughout the year<br>● LEAP 2025- Students in grades 3-8 English language arts, mathematics, science, and social studies will participate in LEAP assessments aligned to the Louisiana Student Standards which were developed with | **ED Priority(s):**<br>1-3 | **SWP Goal(s):**<br>**1-6** | **Budget Decisions/ Coordination**:<br>❏ Title I<br>❏ Title II<br>❏ Title III<br>❏ Title IV<br>❏ LA4<br>❏ IDEA<br>❏ Homeless<br>❏ General Fund<br>❏ Perkins<br>❏ Other | **Items Needed:**<br><br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Binders<br><br>**Estimated Cost:**<br>**$2,000** | **Effectiveness Measure:**<br><br>LEAP Data<br>LEAP 360 Data<br>Pre and Post Assessment Data District Checkpoint Data |

| | | | | | |
|---|---|---|---|---|---|
| significant input from Louisiana educators.<br>● Pre and Post Assessments given by teachers throughout the year to measure progress and check for understanding.<br>● Oncourse Assessments for Science and Social Studies are provided which allows for teachers to measure progress and understanding in these content areas.<br>● District Checkpoints in Science and Social Studies.<br>● Eureka Math assessments given in InSync to monitor student progress toward Math goals as defined by the curriculum. Eureka Diagnostics as well as Equip Diagnostics are available to aid in this monitoring process. | | | | | |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br><br>How Assessment Can Lead to Deeper Learning<br>Nine Strategies for Reaching All Learners in ELA | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

| **Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:** | **ED Priority(s):** 1-3 | **SWP Goal(s): 1-6** | **Budget Decisions/ Coordination**:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:**<br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Zearn Intervention Program | **Effectiveness Measure:**<br><br>Progress Reports |
|---|---|---|---|---|---|
| ● Special Education models include inclusion, resource, moderate, and moderate/severe.<br>● Paras are assigned to all Special Education classrooms as well as being assigned to individual students when necessary.<br>● Special Education student progress is monitored throughout the year | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| through teacher communication logs, progress reports, CAP meetings, IEP meetings and the results of all assessments.<br>● Unique is the curriculum that will be used to help grow our Special education students.<br>● Special Education students receive specialized instruction through the use of Lexia Power Up, Amira, Zearn, and Equip.<br>● Louisiana Connectors. According to Louisiana Believes, the Louisiana Connectors are intended for students who, due to a significant cognitive impairment, are determined by their Individualized Education Program (IEP) team to be eligible to participate in the LEAP Connect assessment.The Louisiana Connectors are the academic content and skills students are expected to achieve in each grade, Kindergarten through 12. They are aligned to, and make up the "big ideas" found in, the Louisiana Student Standards in English language arts and mathematics. The Connectors are designed to provide pathways for students with significant cognitive disabilities to achieve grade-level expectation. | | | | **Estimated Cost:**<br><br>$2,700 | |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Louisiana Connectors Article | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

| Strategies, Curriculum, and Assessments Specific to English Learners: | ED Priority(s): | SWP Goal(s): | Budget Decisions/ Coordination: | Items Needed: | Effectiveness Measure: |
|---|---|---|---|---|---|
| • 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.<br>**Describe the EL program at your school, including how and what services are provided to the EL students:**<br>• **Amira** | 1-3 | **1-6** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Estimated Cost:**<br>No funding needed | Progress Reports<br>ELPT Testing |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Louisiana Connectors Article | | | | | **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: | Goal(s): | Budget Decisions/ Coordination: | Items Needed: | Effectiveness Measure: |
|---|---|---|---|---|
| • The following data will be reviewed by classroom teachers, counselors, parents, and administrators to determine if the student is in need of intervention:<br>• Students who were Placed with Interventions for the 2025-2026 School year<br>• Students who were retained in the 2025- 2026 school year.<br>• Students who are reading below grade level demonstrate a need for Reading Comprehension support. | **1-6** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | Curricular Materials<br>Intervention subscriptions<br>Paper Cardstock<br>Ink<br>Laminating Film<br>Headphones | LEAP Scores 25-26<br>Student Lexile Level Growth |

<table>
<tr>
<td>
<ul>
<li>Students with IEPs and IAPs that indicate test read aloud and use of calculators.</li>
<li>Students who consecutively earn an F in ELA or Math in more than one 9 weeks.</li>
<li>Students who have been referred by teachers based on teacher observation and student work.</li>
</ul>
</td>
<td></td>
<td></td>
<td>Estimated Cost:<br>$5,000</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>
List the Opportunities and Interventions for Students in Need:
<ul>
<li>School Building Level Committee: members are composed of the following individuals: SAT chairman, classroom teacher, referring teacher, and parent. The team strategizes ways to help the student to become more academically and/or behaviorally successful.</li>
<li>In order to determine which intervention a student should receive, a variety of data points are analyzed. Then, as a content-specific area of need is identified, appropriate interventions are assigned.</li>
<li>The following interventions could be assigned to students based on academic deficits:
<ul>
<li>Diverse Learners Guide</li>
<li>Zearn (5th grade-8th grade)</li>
<li>Lexia Power Up</li>
<li>Amira</li>
<li>Eureka Remediation Guide</li>
<li>Equip</li>
</ul>
</li>
</ul>
The purpose and focus of these interventions is to ensure student academic success. Use of interventions looks different for each student based on individual needs. Teachers monitor success on interventions in a variety of ways, including analyzing data that the technology-based intervention compiles. Administration monitors teachers to ensure fidelity of intervention use.
</td>
<td>Goal(s):<br>1-6</td>
<td>Budget Decisions/ Coordination:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other</td>
<td>Items Needed:<br><br>Curricular Materials<br>Intervention subscriptions<br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br><br>Estimated Cost:<br>$5,000</td>
<td>Effectiveness Measure:<br><br>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
</table>

| **Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:** | **Goal(s):** | **Budget Decisions/ Coordination**: | **Items Needed:** | **Effectiveness Measure:** |
|---|---|---|---|---|
| Two times per 9 weeks grade level teachers will review student progress. The data will include but not be limited to classroom grades, Zearn data,i-Ready reports, current classroom assessments and student progress monitoring charts. Students who continue to experience difficulties after receiving increased support through intervention will receive the following additional assistance:<br>● **SAT meeting** - A SAT meeting will be held for students who are continuing to experience difficulties after receiving increased support through interventions. The SAT team will determine if additional help is needed or if a student would be considered eligible for either 504 or Special education services.<br>● **504 Meeting –** If a student who is identified as 504 is experiencing difficulty with interventions, the 504 plan can be revisited in order to address additional needs through accommodations.<br>● **IEP Meeting**- If a student is identified with an IEP and is experiencing difficulty with interventions, the IEP can be revisited in order to address additional needs through accommodations and modifications. | **1-7** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | Curricular Materials<br>Intervention subscriptions<br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br><br>**Estimated Cost:**<br>$5,000 | 2025-2026 LEAP Scores<br><br>**Evaluation / Effectiveness Results (guide revision to the SWP):** |

| **Interventions Specific to <u>Students with Disabilities</u>:** | **ED Priority(s):** | **SWP Goal(s):** | **Budget Decisions/ Coordination**: | **Items Needed:** | **Effectiveness Measure:** |
|---|---|---|---|---|---|
| ● Special Education models include inclusion, resource, moderate, and moderate/severe.<br>● Paras are assigned to all Special Education classrooms as well as being assigned to individual students when necessary.<br>● Special Education student progress is monitored throughout the year through teacher communication logs, progress reports, CAP meetings, IEP meetings and the results of all assessments.<br>● Unique is the curriculum that will be used to help grow our Special education students.<br>● Special Education students receive specialized instruction through the use of Lexia Power Up, Amira, Zearn, and Equip. | 1-3 | **1-6** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Zearn Intervention Program | Progress Reports<br>Report Cards<br>IEP Goals & Objectives |

| | | | | | |
|---|---|---|---|---|---|
| • Louisiana Connectors. According to Louisiana Believes, the Louisiana Connectors are intended for students who, due to a significant cognitive impairment, are determined by their Individualized Education Program (IEP) team to be eligible to participate in the LEAP Connect assessment.The Louisiana Connectors are the academic content and skills students are expected to achieve in each grade, Kindergarten through 12. They are aligned to, and make up the "big ideas" found in, the Louisiana Student Standards in English language arts and mathematics. The Connectors are designed to provide pathways for students with significant cognitive disabilities to achieve grade-level expectation. | | | | **Estimated Cost:**<br><br>**$2,700** | |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Louisiana Connectors Article | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |
| **Interventions Specific to English Learners:**<br><br>• Current interventions used for students with disabilities are also used for students at-risk<br>• District advocates will meet with students and monitor progress.<br>• The Translation App will allow teachers to better communicate with parents about student progress.<br>• Amira will be used weekly | **ED Priority(s):**<br>1-3 | **SWP Goal(s):**<br>**1-6** | **Budget Decisions/ Coordination**:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:**<br><br>Curricular Materials<br>Intervention subscriptions<br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br><br>**Estimated Cost:**<br>**$500.00** | **Effectiveness Measure:**<br>District Advocate sign in sheet<br>District Advocate documentation of progress monitoring<br>ELPT |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Importance of Interventions for ELL students | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

## 1.4 STUDENT SUPPORT SERVICES

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

**Activities to Address Social and Emotional Well Being:**

- The Character Strong curriculum will be taught by the counselor to each grade for 30 minutes a week.
- Relational activities will be done on Fridays by all teachers. The counselor will work with administration to create a calendar of what those activities need to be.
- Generate Student Interest With Anticipation Guides will be used by teachers to help their students connect with the lesson and increase student engagement.
- Temperature Checks will be used by teachers in each class at either the beginning or the end of class.
- Jostens Renaissance programs will be throughout the school year. The goal of these programs will be to improve the climate and culture at LMS.

**ED Priority(s):**
1-3

**SWP Goal(s):**
**1-7**

**Budget Decisions/ Coordination**:

- ❑ Title I
- ❑ Title II
- ❑ Title III
- ❑ Title IV
- ❑ LA4
- ❑ IDEA
- ❑ Homeless
- ❑ General Fund
- ❑ Perkins
- ❑ Other

**Items Needed:**
Paper
Cardstock
Ink
Laminating Film
Art Supplies
Poster board
Jostens Renaissance materials

**Estimated Cost:**
**$2,000**

**Effectiveness Measure:**

Student surveys
Parent surveys

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

Panorama Playbook Generate Student interest with Anticipation

Panorama Playbook Cold Calling Made Fun article

Panorama Playbook Temperature Checks article

Panorama Playbook Our Wise Words of Wisdom

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

## 1.5 STUDENT OPPORTUNITIES

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

<table>
<tr>
<td>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.):<br>After School Programs<br>Summer Learning Camp<br>● Beta Club: Those students who maintain As and Bs in all classes are invited to join Beta Club. There is a Beta Club induction during the Winter Semester. The club meets throughout the year, and members attend a field trip during the Spring Semester.<br>● 4-H: 4-H members are given the opportunity to take part in activities throughout the year regarding In 4-H, kids complete hands-on projects in areas like health, science, agriculture and civic engagement in a positive environment where they receive guidance from adult mentors and are encouraged to take on proactive leadership roles.<br>● Student Advisory Council: The Student Advisory Council will be composed of students selected by teachers that would best represent the student body to make suggestions and improvements throughout the school year.<br>● LMS Robo Wolves: School based robotics team joined with the First Lego League (FLL). The team is predominantly student led and focuses on learning through STEM.</td>
<td>ED Priority(s):<br>1-3</td>
<td rowspan="2">SWP Goal(s):<br>1-7</td>
<td rowspan="2">Budget Decisions/ Coordination:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other</td>
<td rowspan="2">Items Needed:<br><br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Robotic supplies such as plywood, paint, wood filler, saw horses, envelopes, legos<br><br>Estimated Cost:<br>$5.000</td>
<td>Effectiveness Measure:<br><br>Student enrollment<br>Student surveys<br>Parent surveys<br><br>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>Expanded Learning - Scholastic</td>
<td></td>
</tr>
</table>

**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):**

**LMS offers the following programs:**

- Quest for Success
- Computer Technology Literacy
- Band
- PE
- Health
- Algebra 1
- Introduction to Business Computer Application
- Enrichment/Art
- Related services such as Speech, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology
- RKM counseling services
- Talented Art and Theater: Students who show an aptitude in either art or drama, are given the opportunity to be a part of Talented Art and Theater classes. These classes meet during the school day and allow students the chance to excel in these areas.
- Beyond Classes: Those students who score a certain percentile on their LEAP tests can apply for Beyond Classes. These classes are offered during the school day in ELA

## 1.6 MULTI-TIRED 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 Achiessssve: 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 Program – PBIS celebrations reinforce positive behavior, and all students are invited to attend. Activities include field-day type games, team-building activities, movies, snacks, and rewards. Students may use their PAW tickets(tickets are earned for positive behavior); PAW tickets that have been accumulated from the 9 weeks will be used to purchase snacks and to enter raffles for rewards and prizes.<br>● Perfect Attendance Award – awards given to students who maintain perfect attendance throughout the nine weeks. All students, including special education students, are eligible to be identified for this support.<br>● RKM Counseling Program -- A counselor meets with selected groups of students to address the targeted area of need.<br>● Lunch Detention -- This program is designed as a consequence for minor infractions<br>● PAC- This program is designed as a consequence for the students who have made poor behavior choices.<br>● SEL Meetings - These meetings will be held with each grade level once a week. They will be led by the counselor.<br>● LMS Counselor - A counselor assigned to our campus will be available to meet with students upon request.<br>● Jostens Renaissance programs will be throughout the school year. The goal of these programs will be to improve the climate and culture at LMS. | **1-3** | **1-7** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | Rewards for PBIS celebrations<br>Honor Roll Award<br>Perfect Attendance Reward<br>Jostens Renaissance Materials<br><br>**Estimated Cost:**<br>$3,000 | Analysis of Behavior Referrals Student Surveys |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br>School-wide PBIS: An Example of Applied Behavior Analysis Implemented at a Scale of Social Importance | | | | | 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>Title I School Planning:<br>• SWP Meetings<br>• Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.<br>• School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</td>
<td>ED Priority(s):<br>1-3</td>
<td rowspan="2">Goal(s):<br>1-7</td>
<td rowspan="2">Budget Decisions/ Coordination:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other</td>
<td rowspan="2">Items Needed:<br>Substitutes Stipends<br>See individual Prior Approval for specific items needed<br><br>Estimated Cost:<br>$7,000</td>
<td>Effectiveness Measure:<br>Increase in student achievement as measured by annual academic assessments</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):<br>Professional Development in a Culture of Inquiry: PDS teachers identify the benefits of professional learning communities</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>Professional Learning Communities (PLCs):<br>• Teachers will meet weekly with their Professional Learning Communities to discuss data, plan for more rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the grade level in their content areas and plan for additional instruction, and plan for upcoming State Testing. Meetings are held to analyze student LEAP 2025, district checkpoint data, and progress monitoring assessments. The data is used to create instructional goals to enhance achievement and differentiate for all students. These meetings will be attended by Content teachers across grade levels. The meetings will be held in the Fall and Spring Semesters.</td>
<td>ED Priority(s):<br>1-3</td>
<td>Goal(s):<br>1-7</td>
<td>Budget Decisions/ Coordination:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other</td>
<td>Items Needed:<br>Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Highlighters<br>Post-it notes<br><br>Estimated Cost:<br>$500</td>
<td>Effectiveness Measure:<br>PLC documentation<br>Meeting agendas Sign-in sheets</td>
</tr>
</table>

| | | | | | |
|---|---|---|---|---|---|
| • Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to enhance student achievement. | | | | | |
| **Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):**<br><br>Professional Development in a Culture of Inquiry: PDS teachers identify the benefits of professional learning communities | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |
| **Professional Development: Other Professional Training –**<br>• 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.<br>• New teacher orientation to be held before the start of the school year to build capacity in new teachers.<br>• ELA teachers will receive training on writing strategies and how to effectively implement the Writing Revolution once each month during ELA planning times. This will involve both regular education and special education teachers.<br>• ELA, Math, and SPED will receive training on co-teaching models one each month after school. This will involve both regular education and special education teachers.<br>• Embedded curriculum training and content redelivery in ELA and Math during regular Wednesday PLCs.<br>• Math teachers will receive training on strategies for teaching mathematical application problems. Training will focus on full understanding and implementation of Eureka components. Content Modules will be utilized during these PLC days.<br>• Teachers will receive training on social/emotional skill building to foster relationships with students. | **ED Priority(s):** | **Goal(s):**<br>**1-7** | **Budget Decisions/ Coordination**:<br>❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | **Items Needed:**<br><br>**Substitutes**<br>**Stipends**<br>**See individual Prior Approvals for specific items needed**<br><br>**Estimated Cost:**<br>**$7000** | **Effectiveness Measure:**<br><br>Teacher surveys |

| | | | | | |
|---|---|---|---|---|---|
| • Mentor Teachers will observe their assigned mentee . The observation will focus on refinement areas and be conducted four times a year, two in the Fall Semester and two in the Spring Semester.<br>• Teachers with 0-3 years experience will conduct observations of veteran teachers at least three each semester.<br>• Teachers with 4+ years experience will conduct a minimum of one peer observation each year.<br>• ELA and Math teachers will meet each to plan together and work alongside each other to analyze student work and work on strategies to scaffold struggling students.<br>• Math and ELA teachers will meet with the Curriculum Coordinator over the summer to make plans for the coming school year by looking at LEAP data and district checkpoint data from the previous year. | | | | | |
| **Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):**<br><br>**Why Professional Development Matters** | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

**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.

| Strategies for Workforce Talent: | ED Priority(s): | Goal(s): | Budget Decisions/ Coordination: | Items Needed: | Effectiveness Measure: |
|---|---|---|---|---|---|
| • Content Leader Trainings<br>• Leadership team<br>• Mentor Teacher Trainings<br>• Intervention Trainings<br>• Supporting Teacher Certification<br>• District level Initiatives | **1-3** | **1-6** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | None at the school level | Increase in student achievement as measured by annual academic assessments<br>Teacher Retention |
| **Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):**<br>**The Importance of Building Capacity in Schools** | | | | **Estimated Cost:** | **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): | Goal(s): | Budget Decisions/ Coordination: | Items Needed: | Effectiveness Measure: |
|---|---|---|---|---|---|
| • **Open House** will give parents/guardians an opportunity to meet the teachers. During Open House, parents obtain pertinent information about each content area, the teacher, the school, and the digital platforms used for digital learning. Open House will also give teachers an opportunity to share online programs to help monitor student progress throughout the year. These programs will include but not be limited to Oncourse Connect, Eureka Homework Help, etc. This will help parents better understand classes and monitor progress throughout the year. This will be held in August. | **1, 2, 5** | **1-7** | ❑ Title I<br>❑ Title II<br>❑ Title III<br>❑ Title IV<br>❑ LA4<br>❑ IDEA<br>❑ Homeless<br>❑ General Fund<br>❑ Perkins<br>❑ Other | Paper<br>Cardstock<br>Ink<br>Laminating Film<br>Refreshments<br>**Estimated Cost:**<br>$500 | Parent Survey<br>**Evaluation / Effectiveness Results (guide revision to the SWP):** |

| | | | | | |
|---|---|---|---|---|---|
| • **4th Grade Transition Night.** Students and parents will be invited to come learn about how to help their 4th grade student successfully transition into 5th grade. They will meet their teachers and hear about some of the differences between elementary school and middle school. This will be held in the spring semester.<br>• **Special Education transition meetings**- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level.<br>• **Visit to LHS** – In the last nine weeks, Eighth grade students will have a time to meet the highschool administrative team and ask questions about the upcoming school year. | | | | | |
| **Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):**<br><br>**Transition Resources for Parents, Teachers, and Administrators** | | | | | |

| ***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.<br>**Food Services:** All students whose income qualifies them for free/reduced meals participate in the federal food service program.<br>**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.<br>**21st Century Programs:** Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.<br>**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 twice during the school year to measure the results of the effectiveness of school programs. We use the results to plan for the next school year. The committee analyzes school data to determine areas of strengths and weaknesses in school performance, primarily focusing on the goals. The committee sets a plan of action to help strengthen the areas of weakness. The committee members, in turn, seek input from their respective grade or subject area colleagues during their weekly PLC meeting.
- The school wide plan is monitored and revised during leadership meetings to make necessary adjustments to increase student learning. The committee analyzes multiple types of data including, but not limited to: student learning targets, classroom assessments, LEAP 360 data, statewide assessment data, including LEAP Connect, demographic data, and surveys.

**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 Stakeholder committee meeting will meet in July 2024 to determine the effectiveness of the School Wide Plan goals and plan for the next school year's PFE goals and activities.

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

- The results are reported to the school stakeholders in the following ways:
  - Faculty Meeting held in July
  - Open House held in August
  - The School Wide Plan will be posted on the school's website

## 2025-2026 Committee Members

| **School Improvement Planning Committee** | **Parent/Family Engagement Committee** |
|---|---|
| **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP**<br>**Members Include:**<br>● **Principal:** Amanda Montalbano<br>● **Assistant Principal:** Megan Picou<br>● **Teacher:** Kim Montgomery<br>● **Teacher:** Truman Faust<br>● **Teacher:** Kristina Seal<br>● **Parent/Family:** Carrier Matthews<br>● **Parent/Family:** Victoria Bruno<br>● **Community Member:** Adam Moore<br><br>**You may add more members. Provide title and name of each member.** | **Responsible for the Implementation of the PFE Activities in the SWP**<br><br>**Members Include:**<br>● **Principal:** Amanda Montalbano<br>● **Assistant Principal:** Megan Picou<br>● **Teacher:** Kim Montgomery<br>● **Teacher:** Truman Faust<br>● **Teacher:** Kristina Seal<br>● **Parent/Family:** Carrier Matthews<br>● **Parent/Family:** Victoria Bruno<br>● **Community Member:** Adam Moore<br><br>**You may add more members. Provide title and name of each member.** |

# SCHOOL ASSURANCES

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

✔ I hereby certify that this plan has all of the following components:

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

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

_____ _____
Principal Signature Date

_____ _____
Chairperson, Schoolwide Improvement Team Signature Date