2025-2026
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Independence Leadership Academy
PreK - 6th Grade

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

School: Independence Leadership Academy

SPS: 55

Letter Grade: D

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

__X__ 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%

__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

_____UIN - indicates the area is designated Urgent Intervention Needed (potential to move to UIR)

Schools earned a score for one or more student groups that is equivalent to a "D" or "F"

_____Economically Disadvantaged
__X__Hispanic/Latino
_____Black
__X__White
_____Students with Disabilities
__X__English Learners
_____Two or more Races

Frequently Ordered Title I Supplies 2025 - 2026

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

Item/s Needed **All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities**	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples				
Copy Machine, Black and White Printer (never housed in an office / instructional use only)				
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)				
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs				
Replacement Student Mice, Headphone, Keyboard, Earbuds,				
Laminator, Laminating Film				
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies				
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools				
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)				
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), 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				
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials				
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials				
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials				
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials				
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. Communication is essential **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)				

1.1 Family and Stakeholder Engagement

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

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

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

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

Leadership Team members and Administration shared the following information at the Stakeholder meeting:

On June 3rd, stakeholders were invited to a meeting on June 9th. This meeting was held in order to gather the input from our stakeholders to decide the effective rating results, analyze academic data, analyze Panorama Survey results, analyze discipline data, analyze curriculum implementation scale, and formulate schoolwide priorities, goals, and PFE activities. Input from Stakeholders were used to establish and revise goals of the SWP.

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:

- Summer Stakeholder Meeting
- Through IEP and 504 meetings and other individual student meetings with teachers
- Monthly Newsletter-specific examples of how parents can help at home as well as current school events
- District Parent Survey with feedback opportunity
- Class Dojo App
- Email communication
- Weekly Homework note

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

- Communication folders sent home daily with behavior data for each student.
- Test folders sent home to every student on Wednesday of each week with test grades from the previous week.
- Academic Progress reports sent home the 4 weeks of each 9 week period.
- Emails, Class Dojo, and JCampus messenger are used as needed to inform parents of activities in the SWP.
- Newsletters sent home monthly to share information on how parents can help at home, PBIS and Leader In Me programs and events happening at school.
- School Facebook and school website will be used to share events happening at school with the parents.
- Parent conferences are held when needed.
- IEP meetings
- S.A.T. meetings
- Parent Conferences
- Meet and Greet, and Open House
- A Stakeholder meeting is held each year to discuss student achievement, data and the SWP.

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

Newsletters, parent notes, and email will be sent home in the language of the home

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
Parent/Family Engagement Activity: **Meet and Greet** - Parents will be invited to come and meet their child's teacher(s) before the school year begins. Teachers will present information on curriculum and how to access student data. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf	**SWP Goal (s):** #1 #2 #3 #4 #5	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **refreshments** **Estimated Cost:** **$200**
Parent/Family Engagement Activity: **Open House** Parents will visit their child's classroom to view samples of student work, learn about the upcoming curriculum resources, and daily routines. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1463&context=diss** **https://files.eric.ed.gov/fulltext/ED565636.pdf**	**SWP Goal (s):** **#5**	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **refreshments** **Estimated Cost:** **$200**

https://sites.google.com/niskyschools.org/parents/chromebooks/introduction-to-your-chromebook-k-5			

Parent/Family Engagement Activity: **Math and Literacy Night** Families will visit stations for demonstrations and hands-on experiences with the Math and ELA curriculum.	**SWP Goal (s):** **#1** **#2** **#3** **#4**	**Budget Decision /Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **refreshments**	**Effectiveness Measure:** **Agenda** **Sign In Sheets**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.louisianabelieves.com/docs/default-source/assessment/parent-guide-to-the-leap-2025-student-reports https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=219&display=1			**Estimated Cost:** **$200**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: **LEAP Night** We will have Test Talk meetings to discuss middle of the year academic data and let parents know how their child is progressing academically in the Tier 1 curriculum. LEAP night.	**SWP Goal (s)** **#1** **#2** **#3** **#4**	**Budget Decision /Coordination** : X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **refreshments**	**Effectiveness Measure:** **Agenda** **Sign In Sheet**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/EL3-10_REL-West_Family_Engagement_webinar_1.pdf** **https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/EL3-10_REL-West_Family_Engagement_webinar_1.pdf**			**Estimated Cost:** **$200**	**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
82% of Pre K students scored average or above on the End of the Year ELA District Assessment.	Decrease from 20% to 19% of 3rd - 6th grade students scoring Mastery or Advanced in ELA on Leap 2025.
91.1% of students have fewer than 15 absences.	Less than 1% of students in grades 3-6 scored advanced in math on LEAP 2025.
120,519 dojo coins were given to the students of ILA.	10% of students scored Mastery or Advanced in Math Leap 2025.
90% of students have zero out of school suspensions.	<8% of Subgroup Students with Disabilities scored Mastery or Advanced in ELA on LEAP 2025.
LEAP 2025 results revealed that 3rd grade students scoring mastery or above increased by 19%.	57% of students in grades 3-6 were weak in vocabulary on the LEAP 2025 assessment.
LEAP 2025 results revealed that 3rd grade students scoring mastery or above increased by 19%.	59% of students in grades 3-6 were weak in writing performance on the LEAP 2025 assessment.
	52% of students in grades 3-6 were weak in Reading Literary Text on the LEAP 2025 assessment.
	7% of 3rd grade students scored Proficient in Science and 4% in Social Studies in LEAP 2025.

	9% of 4th grade students scored Proficient in Science and 11% in Social Studies in LEAP 2025.
	Pre-K-6 Science was a 2 on the Curriculum Implementation scale and Social Studies was a 0/1.
	60% increase in discipline referrals
	30% in Pre-K-6 were chronically absent
	88% of 3rd grade students with disabilities are below proficient
	92% of 4th grade students with disabilities are below proficient
	93% of Economically Disadvantaged students in 3rd and 4th grade are below proficient
	85% of African American students in 3rd and 4th grade were below proficient

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:

Independence Leadership Academy is a community school with 92% Economically Disadvantaged students. ILA school has a simulated SPS score of 49.8 which is a decrease from 46.4 in 2023-24 and Urgent Intervention is Required. Students in grades pre-kindergarten to 2nd grade are scoring better on District benchmark assessments compared to students in grades 3rd - 6th on Leap 2025 assessments. LEAP 2025 Mastery and Advanced scores in ELA, Science, and Social Studies are slightly increasing or slightly declining with an overall proficient score of 19% in ELA, 10% in Math,and 9% in Science. Improvement in all core subject areas is essential. A focus on bridging the gaps in all 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 90% of our students have zero out of school suspensions, however we need to focus on increasing positive classroom behavior. Strategies will be put into place in order to increase student attendance in the coming year. 77% of our families have a favorable perception about the amount of academic and social support they provide their child outside of school. Increasing school culture at ILA is a priority, as 34% of teachers reported their perceptions of the overall social and learning climate of the school. Students with disabilities, economically disadvantaged, and African Americans have consistently scored below proficient in all subject areas.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **ILA will increase the percentage of students in scoring Mastery in ELA, Math, Science, and Social Studies.**
- **ILA will decrease student absentee rate by increasing the number of students missing less than 15 days per school year.**
- **ILA will decrease behavior incidents in the classroom.**
- **ILA will increase effective implementation of the Science and Social Studies curriculum.**
- **ILA will increase the percentage of students with disabilities scoring Mastery in ELA, Math, Science, and Social Studies.**
- **ILA will increase the percentage of African American students scoring Mastery in ELA, Math, Science, and Social Studies.**
- **ILA will increase the percentage of Economically Disadvantaged students scoring Mastery in ELA, Math, Science, and Social Studies.**

DATA SOURCES- LEAP 2025, DIBELS, ELPT, Panorama survey, JCampus data, ClassDojo rewards app, Curriculum Implementation Scale, District Checkpoints K-2, TS goal Pre-K, PBIS, JCampus for Discipline, Lexia 3-6, Zearn, Formative Assessments, Report Card grades, LADOA Attendance, and Suspension Records (see instructions in Title I Crate Section 2):

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. In the area of ELA 72% of pre-kindergarten students, 65% of kindergarten, 47% of first grade, 53% of 2nd grade students scored average or above on the end of the year ELA assessment. By May 2026 we will show a 10% increase in K-2 students scoring proficient on the end of the year ELA test.
2. In the area of Math 78% of our pre-kindergarten students, 73% of kindergarten, and 64% of second grade students scored proficient on the end of the year Math test. By May 2026 we will show a 10% increase in K-2 students scoring proficient on the end of the year Math test.
3. Science will be taught everyday in all grade levels to ensure students have access to Tier 1 PhD Science curriculum daily. 29% of our 3rd grade students, 27% of 4th grade, 28% of 5th grade, and 46% of 6th grade students scored unsatisfactory on the LEAP test. By May 2026 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
4. Social Studies will be taught everyday in all grade levels to ensure students have access to the standards. Current year LEAP scores are not yet available. As of the previous year 49% of our 3rd - 6th grade students scored unsatisfactory on the LEAP test. We expect the current year scores to be similar. By May 2026 we will show a 3% decrease in 3rd - 6th grade students scoring unsatisfactory on the LEAP test.
5. By May of 2026, the percentage of Students with Disabilities subgroup will decrease in Unsatisfactory scores will decrease by 3% in ELA and in Math. 2024-2025 scores show that 0% of students with disabilities scored mastery or advanced. Only 25% of 4th grade students with disabilities scored advanced or mastery.
6. By May 2026, the percentage of African American students scoring Unsatisfactory on the LEAP 2025 will decrease by 3% in ELA and in Math.
7. By May 2026, Discipline referrals will decrease by 5%.
8. Increase the number of students missing fewer than 15 days of school by 5% by May 2026 according to Jcampus Attendance data.

9. By May 2026, the percentage of Economically Disadvantaged students scoring Unsatisfactory on the LEAP 2025 will decrease by 3% in ELA and in Math.

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

<table>
<tr>
<td>Rigorous, Standards-Based Curriculum:

Continue implementation of Louisiana Student Standards in all subject areas
Full implementation of Tier 1 Curriculum:

ELA

“Wit & Wisdom” - K-2
“CKLA” - K-2
Louisiana Guidebooks - 3-6

Math - “Eureka Math Squared” K-6

PhD Science K-5
OpenEdSci in 6th grade
Bayou Bridges
Unique for our special needs students.
</td>
<td>ED Priority(s):

#1
#2
#3
#4
#5</td>
<td rowspan="2">SWP Goal(s):

#1
#2
#3
#4
#5
#6</td>
<td rowspan="2">Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

Glue Sticks
journals
colored pencils
composition books for primary and upper grades
remote clickers
Printing cost for Eureka Resources or purchase of Eureka student workbooks</td>
<td>Effectiveness Measure:

Student Data</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):
https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains

https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf

https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us

https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf</td>
<td>Estimated Cost:

$3,500</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
</table>

Use of Academic Assessments to Improve Instruction: ● Module and Unit Quizzes and Assessments provided by the Tier 1 Curriculum used in ELA, Math, Science, and Social studies. ● Interim Assessments, DRDP K Assessments, and District Assessments. ● DIBELS ● AMIRA and Lexia ● District Benchmark Assessments ● SLT Progress Monitoring Assessments ● LEAP	**ED** **Priority(s):** #2 #3	**SWP Goal(s):** #1 #2 #3 #4 #5 #6	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** **Student Data**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measure:**
• All regular education students and all Inclusion Special Needs Students are required to be taught the Tier 1 Curriculum in ELA, Math, Science, and Social Studies. They will be instructed and assessed with the materials and assessments stated above. Inclusion Special Education students will have modifications and accommodations as stated in student IEP. • All Special Education Inclusion teachers will work with students with disabilities within the regular education classroom and team teach within the Regular Education Classroom. • All Special Education students will have individual goals and objectives on their IEP.	#2 #3	**#5**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:**	**Achievement Goals and Objectives on IEPs**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					
Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>: ● 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:** ● **Amira** ● EL students are immersed in English in each classroom. EL students are given a "buddy" who speaks the language of the ELL student and English whenever possible. Teachers scaffold the learning of ELL students to provide for complete understanding of content. ● EL students are screened for Limited English Proficiency and individualized instructional plans are created and implemented as necessary. ● Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents.	**ED Priority(s):** #2 #3	**SWP Goal(s):** #1 #2 #3 #4	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** **Student Data** **ELPT**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					**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: ● Any student that was PI will automatically begin interventions. ● Interventions are provided for students who score below benchmark using DIBELS, Lexia, and other diagnostic assessment data including District Diagnostic Assessment. ● All teachers provide 180 minutes of Wit and Wisdom, CKLA, and Differentiated Instruction daily to students in (K-2), and a minimum of 75 minutes of LA Guidebooks and Amplify and Lexia interventions (3-6). ● After ELA/Reading/Math/Science/Social Studies screening and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students.	**Goal(s):** #1 #2 #3 #4 #5 #6	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** Student Data Discipline Data **Evaluation / Effectiveness Results (guide revision to the SWP):**

<table>
<tr>
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- All teachers provide a minimum of 90 minutes of Eureka Math Squared and Differentiated instruction daily to students.
- Math screening and diagnostic assessments, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers.

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List the Opportunities and Interventions for Students in Need:

- Zearn
- AMIRA
- Lexia
- Boost
- Diverse Learners Guide

</td>
<td>

Goal(s):

#1
#2
#3
#4
#5
#6

</td>
<td>

Budget Decisions/ Coordination:

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

</td>
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Items Needed:

laminating film
printer ink
printers

Estimated Cost:

$2,000

</td>
<td>

Effectiveness Measure:

Student Data
Discipline Data

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

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Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:

- Grade Level PLCs conduct Collaboration Meetings once per week for 60 minutes. Student data, instructional data, and the needs of individual students are discussed so that specific Acceleration activities and interventions may be adjusted as deemed necessary by student data and evidence of necessary classroom instructional strategies.
- Progress monitoring is completed throughout the year in ELA, Math, Science and Social Studies content areas. Data is also discussed during ILT and Collaboration meetings.
- If students are continuing to experience difficulties, a

</td>
<td>

Goal(s):

#1
#2
#3
#4
#5
#6
#8

</td>
<td>

Budget Decisions/ Coordination:

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

</td>
<td>

Items Needed:

Estimated Coast:

</td>
<td>

Effectiveness Measure:
Student Data
Discipline Data
Collaboration and SAT Team Meeting agendas and sign-in sheets

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

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</table>

parent-teacher conference is held. The student may be referred to the SAT Team for further assessment. ● SAT Team will make recommendations for additional interventions after progress monitoring at this time the SAT Team may refer the student for 504 or a Bulletin 1508 evaluation.					

Interventions Specific to <u>Students with Disabilities</u>: ● Intervention is provided for students who score below benchmark using DIBELS, Lexia, SRI, SPI, mClass and other diagnostic assessment data including District Diagnostic Assessment. ● All teachers provide 180 minutes of Wit and Wisdom and CKLA instruction daily to students (K-2), and a minimum of 75 minutes of LA Guidebooks (3-6) from August 2025 to May 2026. ● After ELA/Reading/Math/Science/Social Studies screening in August 2025 and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students. ● All teachers provide a minimum of 75 minutes of Eureka Math Squared instruction daily to students from August 2025 to May 2026.	**ED** **Priority(s):** #2 #3	**SWP Goal(s):** **#5**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** student data discipline data IEP and Collaboration meetings

• Math screening and diagnostic assessments in August 2025, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all students a minimum of 30 minutes of Math intervention daily by math teachers from August 2025 to May 2026. • From August 2025 to May 2026, when necessary, administrators will ensure students who have problems with campus and class rules and procedures are provided instructional activities in all core areas at school through para-tutoring. • IEP Goals					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>English Learners</u>:	**ED** **Priority(s):** #2 #3	**SWP Goal(s):** #1 #2 #3 #4	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** Student Data Discipline Data ELPT
● English Learners are provided "Amira" intervention to assist with learning to speak and understand English. ● A district Advocate is provided for English Learner students and their parents. ● A district translator and translator app is available for English Learner Parents. ● Notes to parents, school newsletters, and reminders are translated from English to Spanish when sent home to parents. ● Intervention is provided for students who score below benchmark using DIBELS, Lexia,, SRI, SPI, and other diagnostic assessment data including District Diagnostic Assessment. ● All teachers provide 180 minutes of Wit and Wisdom and CKLA instruction daily to students (K-2), and a minimum of 75 minutes of LA Guidebooks (3-6). ● ELA/Reading/Math/Science/Social Studies screening and subsequent tests, teachers and interventionists will create groups according to the Three Tier Model using data results to provide 30-60 minutes of interventions to groups of 1-6 students. ● All teachers provide a minimum of 75 minutes of Eureka Math Squared instruction daily to students. ● Math screening and diagnostic assessments, teachers and Math Content Leader will create groups according to the Three Tier Model using data results to provide all					

students a minimum of 30 minutes of Math intervention daily by math teachers.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					**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:	**ED** **Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measure:**
• We will be using Character Strong curriculum with our students. • The counselor will meet with students in need throughout the year. • The counselor will teach classes on social and emotional wellbeing during the year. • The teachers will teach a Character Strong theme each month and ensure they are reinforced throughout the year within their classroom. • Attendance goals will be set by the school to motivate students to come to school.	#1 #2 #3 #5	#7 #8	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Through PLC teachers will receive training on implementing the Character Strong SEL Curriculum Electronic resources will be made available. **Estimated Cost:**	**Student data** **Discipline data**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/					**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.

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,	**ED** **Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measure:**
		#1 #2	X Title I ❑ Title II	Teacher pay construction paper	Student Data

etc.): **After School Programs (Teacher Pay Needed)** **Summer Learning Camp (Teacher Pay Needed)**	#1 #2 #3 #4 #5	#3 #4 #5 #6	❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	watercolor paper paints brushes markers colored pencils playdough drawing paper **Estimated Cost:** **$10,000**	Discipline Data **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): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-research-report.pdf					

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):

- After School program to include ELA, Math, STEM, as well as, Enrichment activities to provide Acceleration for all students.
- Teachers refer to SAT, eligible students for Gifted Music, Art, and Theater.
- Seasonal plays, skits, and concerts are presented by ILA Students for other ILA students and parents throughout the school year. EX: Christmas Play, Christmas Concerts, Black History Program, etc.
- Positive Action Class (PAC) - students who can't follow the classroom management plan in their classroom will be referred to the disciplinarian for restorative approach. (Parent conference, PAC, etc.)
- P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc.
- Library - love of literature and books, how to conduct research, reinforcement of strategies taught in the classroom.
- Art - art appreciation, creativity, and artistic expression

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):** #2 #3	**SWP Goal(s):** #7 #8	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:**	**Effectiveness Measure:** Student data Discipline data
• Positive Action Class (PAC)- students who can't follow the classroom management plan in their classroom will be referred to the disciplinarian for restorative approach. (Parent conference, PAC, etc.) • P.E. - physical activities, exercising, sports, sportsmanship, health, kindness, compassion, respect, etc. • PBIS - Students earn PBIS points for good behavior and making good choices. They earn rewards weekly from the administration and teachers.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gm.greatminds.org/math/blog/eureka/after-four-years-lafayette-la-students-continue-making-steady-gains https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/GM-%20Marketing%20Collateral%20Catalog/Additional%20GM%20Collateral-%20NOT%20in%20Collateral%20Catalog/WW%20Items%20NOT%20for%20CC/WW_Implementing%20Wit%20%26%20Wisdom-%20An%20Evaluation%20Research%20Summary-%20June%202021_Final%20Web_6.21.22.pdf https://gm.greatminds.org/the-importance-of-access-to-high-quality-science-curriculum-for-early-elementary?hsLang=en-us https://amplify.com/wp-content/uploads/2019/12/CKLA_-ESSA-re				**Estimated Cost:**	Evaluation / Effectiveness Results (guide revision to the SWP):

search-report.pdf				

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.

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. • Summer Review of Data to plan for upcoming school year	**ED** **Priority(s):** #2 #3 #4 #5	#1 #2 #3 #4 #5 #6	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Substitutes** **Stipends** **See individual Prior Approval for specific items needed** **Estimated Cost:** **$8,000**	**Effectiveness Measure:** Logs Sign In sheets **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): **https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf**					

<table>
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<td>Professional Learning Communities (PLCs):
● Grade Level PLCs conduct Collaboration Meetings weekly and bi weekly for 60 minutes. The focus in these meetings will be on classroom instruction, pedagogy, Tier 1 curriculum, and interventions.</td>
<td>ED

Priority(s):
#2
#3
#4
#5</td>
<td rowspan="2">#1
#2
#3
#4
#5
#6</td>
<td rowspan="2">Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

Pocket Folders

Estimated Cost:

$250</td>
<td>Effectiveness Measure:

Student Data
Agendas and sign in sheets

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

https://files.eric.ed.gov/fulltext/EJ1194725.pdf</td>
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<tr>
<td>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</td>
<td>ED

Priority(s):
#4</td>
<td>Goal(s):

#1
#2
#3
#4</td>
<td>Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

-Substitutes
-Stipends
-See individual Prior Approvals for specific items needed</td>
<td>Effectiveness Measure:

student data
observations
walk through data
evaluations and feedback</td>
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activities. • TWR PD to support student writing and growth on LEAP2025 • Redelivery agendas				**Estimated Cost:** **$9,000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf**					**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 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 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: ● Non-certified teachers are assigned a "mentor" teacher to assist with school policy and procedures. Mentors, Content Leaders, and Leadership Team Members support the needs of non-certified and new teachers. ● Common collaboration time is provided and monitored at grade levels each week. ● District Level PD ● New Teacher Orientation ● In-District certification for non-certified teachers	**ED** **Priority(s):** **#4**	**Goal(s:** #1 #2 #3 #4	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:**	**Effectiveness Measure:** Student Data Observations Walk Through Data Evaluations and Feedback Teacher Retention
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://files.eric.ed.gov/fulltext/EJ1200706.pdf**				**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): #2 #3 #5	Goal(s): #1 #2 #3 #4	Budget Decisions/ Coordination: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Items Needed: Estimated Cost:	Effectiveness Measure: field trip permission forms photos sign in sheets Evaluation / Effectiveness Results (guide revision to the SWP):
• PreK students from the headstart are invited to tour our campus and meet the Kindergarten teachers at the end of each school year so they will be familiar with our campus. • To assist the 6th grade students in transitioning to the high school they will take a tour of Independence High at the end of each school year. • We hold a Meet and Greet in August for students to meet their new teachers and locate their new classrooms before the first day of school.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/ED486469.pdf					

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	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

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.	21st Century afterschool programs during the school year and during the summer. **Headstart Preschool Programs:** Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

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

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

- The SWP will be monitored throughout the year during the school leadership meetings (monthly). Data from multiple sources will be used to determine if any changes should be made to the plan.

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

- The SWP goals will be discussed by the committee in June 2026 and during leadership team meetings throughout the year. Each activity in the plan will be reviewed for effectiveness and changes will be made accordingly.

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

- Results will be made to the stakeholders during our Meet and Greet Program in August 2025.
- Faculty will be informed about SWP results at the first faculty meeting in August 2025.

2025-2026 Committee Members	
School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** ● **Principal: Marcus Brown** ● **Assistant Principal: Veronica Richardson** ● **Student: Ali Dotey** ● **Teacher: Jamie Greer** ● **Teacher: Amelia Richardson** ● **Teacher: Bailey Morgan** ● **Interventionist: Heidi Ledford** ● **Parent/Family: Tara Dotey** ● **Parent/Family: Latoya Edwards** ● **Community Member: Tina Turner** ● **Title 1 Contact: Veronica Richardson** ● **Curriculum/Magnum Specialist: Jessica Anderson** **You may add more members. Provide title and name of each member.**	**Parent/Family Engagement Committee** **Responsible for the Implementation of the PFE Activities in the SWP** **Members Include:** ● **Principal: Marcus Brown** ● **Assistant Principal: Veronica Richardson** ● **Student: Ali Dotey** ● **Teacher: Jamie Greer** ● **Teacher: Amelia Richardson** ● **Teacher: Bailey Morgan** ● **Interventionist: Heidi Ledford** ● **Parent/Family: Tara Dotey** ● **Parent/Family: Latoya Edwards** ● **Community Member: Tina Turner** ● **Title 1 Contact: Veronica Richardson** ● **Curriculum/Magnum Specialist: Jessica Anderson** **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.

Marcus Brown — Principal Signature

August 4, 2025 — Date

Veronica Richardson — Chairperson, Schoolwide Improvement Team Signature

August 4, 2025 — Date