

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Hammond WestsideMontessori PK - 8th Grade

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

School Hammond Westside Montessori School

SPS 66.1

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 All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / instructional use only), Masters, Staples	X	X	X	\$15,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	\$4,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$4,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	x	X	X	\$10,000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	x	X	X	\$1500
Laminator, Laminating Film	X	X	X	\$1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$1500
Accelerated Reader (AR) Licenses				\$0
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	\$1,000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),	x	X	x	\$1,200
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student- blunt tip only), White-Out, Post-	x	X	x	\$8,000

it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	x	X	x	\$1,000
Communication Folders and Planners	X	X	X	\$2,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	x	X	X	\$3,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	x	X	X	\$3,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	x	X	X	\$3,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps	x	X	X	\$6,000
PFE GOAL: Teach Parents and Families how to help their child be successful by providing “training” in Curriculum, Data Analysis or Assessments. Communication is essential Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X	X	

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:

- Families were invited and encouraged to complete a survey (Panorama) in the Spring in order to help inform decisions for the SWP.
- Families of students from various sub-groups (including families of English Learners and SWD) were invited to participate in the data analysis, evaluation of the previous SWP, and development of the current year SWP. This meeting was held in June.
- In the Fall, the plan will be reviewed and revised if needed and families from various sub-groups (including families of English Learners and SWD) will be invited to participate.
- Families will be involved in the implementation of the SWP through a collaborative effort including Parent Family Engagement activities.
- Data will be presented to families and the SWP will be shared with all families at our annual Open House event. The SWP will also be posted to our school website.
- In June 2025, an effectiveness meeting will be held and information regarding the effectiveness of our SWP will be shared.
- SWP information will be shared periodically in our Whirlwind newsletter.

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

- Learning workshops for parents will be held for parents in the following areas: technology resources; curriculum; JCampus; intervention programs.

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

- Stakeholder meeting was held in June to review data, evaluate the previous SWP, and develop the current year SWP.
- Parents are invited to serve on the SWP committee as dictated by ESSA.
- In August, all teachers make introductory phone calls to parents of the students assigned to their class. This allows teachers to receive feedback from parents about their students and to begin developing a working partnership with the families in order to help each student succeed.
- IEP, 504, SAT, and collaboration meetings are held throughout the year as needed/required. Parents/Guardians are invited to participate along with teachers, administrators, and support personnel in order to make educational decisions.
- Meet and Greet is held annually in August. Parents/families meet the student's assigned homeroom teacher and receive information regarding their child's school day, classroom/school expectations, and how parents can support their child's educational success.
- A bi-monthly newsletter(Whirlwind) is sent home informing parents of upcoming events, strategies to use to support their student, school/student successes, parent resources, and extracurricular activities.
- Open House is an annual event in which parents/families have an opportunity to meet faculty/staff, the SWP is shared, and teachers provide needed information to the parents/families.
- Parental training will be held to assist parents in utilizing technology resources available to them and their students. (on-line grading portal, email, Lexia, Zearn, curriculum resources, etc)
- Title I Compact will be sent home to each student.
- Purple folders are used to send home communication (such as the newsletter), graded papers, behavior reports, homework, etc.
- Report cards and progress reports (SWD) are sent home at the completion of each grading period.
- IEP, 504, SAT, and collaboration meetings will be held. Parents, teachers, administrators, and support personnel are invited to attend.
- Teachers will make parental/guardian contact via phone to each student in the assigned homeroom no less than once per grading period.

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

- 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

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

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: Positive Home Contact: Teachers will make positive home contacts for each student throughout the year. Teachers will discuss curriculum and assessments with parents as well as any parental concerns or behavior concerns. In the Fall and Spring, teachers will hold parent conferences for all students assigned to his/her class. Teachers will discuss curriculum and assessments with parents as well as any parental concerns or behavior concerns.	SWP Goal (s): 1-5	Budget Decisions/Coordination:  Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: Colored Paper Pens Sticky notes Copy Paper Highlight (Highlight names on roster.) Printer Ink	Effectiveness Measure: - Teacher call logs/SIS records - Teachers logged each contact into JCampus(SIS) under each individual student's account.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://playbook.panoramaed.com/moves/818 https://www.readingrockets.org/article/building-parent-teacher-relationships https://files.eric.ed.gov/fulltext/EJ1156936.pdf			Copier Toner Copier Estimated Cost: \$1000	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Virtual-learning workshops will be held in order to educate parents about digital resources and curriculum resources available to them and their students. Parents will also learn about the assessment platforms that students use.	SWP Goal (s): 1-5	Budget Decisions/Coordination: ✕ Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: Colored Paper Pens Sticky notes Copy Paper Highlight (Highlight names on roster.) Printer Ink Copier Toner Copier	Effectiveness Measure: • Attendance rate determined by sign in sheets • agendas, flyers, photos
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				Evaluation / Effectiveness Results (guide revision to the SWP):

			Estimated Cost: \$1000	
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Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Phone calls are made at the beginning of the year to the family of each student who missed 10 or more school days last year. This will be done in order to help prevent truancy issues in an effort to raise student achievement. Students who have good school attendance have more opportunities for access to the tier I curriculum.	1-5:	 Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Colored Paper Pens Sticky notes Copy Paper Highlight (Highlight names on roster.) Printer Ink Copier Toner Copier	● Call logs
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.readingrockets.org/article/building-parent-teacher-relationships https://files.eric.ed.gov/fulltext/EJ1156936.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

			Estimated Cost: \$1000	
Parent/Family Engagement Activity: Meet and Greet - Teachers greet parents and students who are assigned to their classroom to discuss academic curriculum and school year expectations.	SWP Goal (s) 1-5	Budget Decision /Coordination : ✕ Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: Colored Paper Pens Sticky notes Copy Paper Highlight (Highlight names on roster.) Printer Ink Copier Toner Copier Poster Maker (2) Poster Maker Materials (Paper) Folders for parent communication Paperclips	Effectiveness Measure: - Attendance rate determined by sign in sheets - agendas, flyers, photos
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.readingrockets.org/article/building-parent-teacher-relationships				Evaluation / Effectiveness Results (guide revision to the SWP):

			Estimated Cost: \$5000	
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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
According to TSGOLD data, 82.56% of the students scored in the Meeting or Exceeding Range on the language assessment, 94.19 % on the literacy assessment, and 86.05% on the math assessment.	According to JCampus data, 183 (18.55%) of students had 15 or more absences
According to JCampus data, 799 (81%) students had zero referrals	According to JCampus data, 60% 597/986 of discipline referrals were black students; 7.7% 76/986 white students; 3.5% 35/986 Hispanic students; 0% Asian and Hawaiian/Pacific Islander students
According to JCampus data, 3.3% 16/482 of Pk-3rd grade students had at least 1 OSS day	Reading accuracy/fluency is an area that needs improvement according to Spring 2024 DIBELS data: 41% of Kindergarten students were on/above level; 47% of 1st grade students were on/above level; 39% of 2nd grade students were on/above level
According to JCampus data, 11% of 4th-8th grade students had at least 1 OSS day	THIS WILL BE LEXIA OR AMIRA BECAUSE WE DIDN'T USE I READY Reading fluency/comprehension is an area that needs improvement according to iReady Diagnostic assessments: 19% of 3rd grade students were mid or above grade level; 29% early

	on grade level 13% of 4th grade students were mid or above grade level; 24% early on grade level 3% of 5th grade students were mid or above grade level; 16% early on grade level 0% of 6th grade students were mid or above grade level; 10% early on grade level 7% of 7th grade students were mid or above grade level; 5% early on grade level 9% of 8th grade students were mid or above grade level; 12% early on grade level
According to ELPT data, 72.1% of our English Learners met or exceeded their Trajectory.	PBIS usage (disproportionate number of points earned to amount used). .269844 points awarded, 119382 used
According to the Panorama Student Survey, “Supportive Relationships” was a strength. (80% of 305 6th - 8th grade respondents)	According to Spring 2025 LEAP data, 23.8% or less scored mastery or above on any component of the math assessment.
According to the Panorama Student Survey, “Supportive Relationships” was a strength. (85% of 305 3rd-5th grade respondents)	According to Spring 2025 LEAP data, 25% or less scored mastery or above on any component of the science 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: Hammond Westside Montessori School serves students in grades pre-kindergarten through 8th grade. The campus enrollment is 985 (October 29, 2025) students with over 78% of the students coming from economically disadvantaged households. HWM is diverse in race/ethnicity, serving students from the following racial/ethnic groups: American Indian/Alaskan Native; Asian; Black; Hispanic; Native Hawaiian or Pacific Islander; and White students. Based on the data analysis completed by our Leadership Team members the following priorities have been identified: 1. We will increase student achievement in ELA, math, science and social studies. 2. We will increase	

instructional time by increasing time in class by reducing the number of unexcused absences and out of school suspensions. 3. We also endeavor to increase parental/family participation in all areas of school life, including but not limited to: parent conferences, survey participation, and parent/family participation in events aimed to demonstrate ways parents can support their students.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

Priority Need 1 - ELA

1. Increase the percentage of 3-8th grade students who achieve mastery and above on the LEAP 2025 assessment in ELA from 29% to 32%.
2. Increase the percentage of students achieving on/above grade level on Spring DIBELS screening from : 41% to 46% in kindergarten; from 47% to 52% in 1st grade; from 39% to 44% in 2nd grade.
3. The average student growth in ELA in grades Pk-2nd will be 1 full year. Student growth will be measured by district checkpoint assessments.

Priority Need 2 - Math

1. Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in math from 34% to 36%.
2. Increase the percentage of 4th grade students who achieve mastery and above on the 4th grade LEAP 2025 assessment in math from 27% to 29%
3. Increase the percentage of 8th grade students who achieve mastery and above on the 8th grade LEAP 2025 assessment in math from 21 to 23%.

Priority Need 3 - Increase Instructional Time

- Decrease the percentage of students who are chronically absent (15 or more days per year) from 18.5% to 15%.

- Decrease the percent of students in pk-3rd grades who receive 1 or more OSS days from 3.3% to 2%.
- Decrease the percent of students in 4th - 8th grades who receive 1 or more OSS days from 11% to 9%.

Priority Need 4 - science

- Increase the percentage of 3rd grade students who achieve mastery and above on the 3rd grade LEAP 2025 assessment in science from 14% to 18%.
- Increase the percentage of 8th grade students who achieve mastery and above on the 8th grade LEAP 2025 assessment in science from 17% to 19%.
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DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Positive Behavior Intervention Support (PBIS) Program, Classroom DOJO, JCampus Discipline Data Reports.

Data from 2024-2025 JCampus

Students With Zero Referrals	799
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Data from 2024-2025 District JCampus (Electronic Data)

Discipline by Ethnicity	Suspension Occurrence
0% - Hawaiian/ Pacific Islander 0% - Asian 0% Native American/Alaskan 3.5% - Hispanic 7.7% - White 60% - Black	3.3% of Pk - 3rd grade students had at least 1 OSS day 11% of 4th - 8th grade students had at least 1 OSS day

Data from 2020-2021 and 2021-2022 OnCourse Dispositions and 2022-2023,2023-2024, & 2024-2025 JCampus Discipline Frequency (Electronic Data)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2026
DISPOSITION CODE NAME						
004 - Suspension – In-School	91	285	44	110	195	
002 - Suspension – Out-of-School	277	769	35	48	77	
170 - Call to Parents or Guardian	205	497	80	54	115	
173 - Conference with Parent/Guardian	43	66	8	6	115	
160 - Loss of Privileges	37	24	4	13		
070 - Removed from bus (inc. bus suspensions)	41	107		32		
025 - Intervention Room						
120 - Student Conference	56	171	199	205		
040 - In School Detention	6	16	3		321	
020 - TOR (Time Out Room)-no services provided	2	9				
140 - Student Reprimand		1		5	4	
999 - Other Action(s)	31	30	3			
001 - Expulsion Recommendation	12	33	2	1		
160 - Loss of Privileges/Bus Suspension	40	199	4			
Intervention						
000 - No Action – should only be used if no reportable actions were taken	1	1	630	821		
175 - Conference with Principal	17	28		4		
012 - Referred to Counselor	60	66		5	105	
030 - Restorative Approach Implemented	3	27		4		
000 - Return to Classroom		1				
006 - Suspension – Alternate Site						
015 - Referred to IEP Teacher	4					
007 - Expulsion – Alternate Site			3			
021 - TOR (Time Out Room)-services provided (with highly qualified teacher)	1		1	3		
999 - Conference with Student Services	25	63				
999 - Community Service						
999 - Referred to Social Skills Coach	2	1				

999 - FINS Referral	7	15				
999 - Reteaching Expectations		26	1			
011 - Referred to Office	9	2				
999 - Mediation / Conflict Resolution		8				
999 - Assigned Seating Change	9	1				
014 - Referred to SBLC	10	4				
999 - Referral to RKM, Southeast	3	2				
999 - Schedule Modification	1	2				
999 - Establish Check In / Check Out	4	1				
Stay Away Agreement	3	4				
999 - Alternate Area Assignment	35	152			16	
999 - Confiscation	2	6	1			
999 - Small Group Intervention / Counseling		6				
999 - Parent Shadow - Reverse Suspension		3				
013 - Referred to Social Worker				1		
999 - Reflection Activity / Sheet		9				
999 - Referred for Mentoring	4	2				
017 - Law Enforcement Referral	1	18		2		
999 - Outside Agency Referral						
005 - Expulsion In School		5				
181 - Reverse Suspension			1	1		
999 - Behavior Contract			1			
999 - Expulsion Hearing Results			2	1		
160 - Loss of Privileges				13	29	
999 - School Based Alternative Program				5		
999 - Threat Assessment				1		
999 - Other				4		

ta from PBIS Rewards App 2023-2024

points awarded 269,844

points used 119482

Part 4 - Curriculum Implementation Scale

Data Source:

LADOE Curriculum Implementation Scale

Score From Curriculum Implementation Scale				
Grade	ELA	Math	Science	Social Studies
Pre-K	2	2	2	0
Kindergarten	2	2	2	0
1st	2	2	2	0
2nd	2	2	2	0
3rd	2	3	3	0
4th	2	2	2	1
5th	2	3	2	1
6th	2	2	2	1
7th	2	2	2	1

8th	2	2	2	1
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Supplemental Information Regarding Student Attendance:

Data source: JCampus 2023-2024 Attendance Data

Students who were absent 15 or more days	92
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Part 5 - Overall Schoolwide Analysis (u

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. All students will increase proficiency by 5% in all grades of ELA, Math, SC, SS EOY Assessments.
2. Decrease the percentage of students who are chronically absent by 5%.
3. The percentage of students in grades PK-8th who receive 1 Day OSS will be less than 1.5%.
4. Subgroups (ELL, Students with Disabilities, Economically Disadvantaged will increase proficiency by 5 % points on ELA, Math, SC, SS EOY Assessments.
5. Panorama data results will increase in climate (teacher culture, student relationships)
6. Increase literacy proficiency in Dibels K-3 by 5% points.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of schoolwide strategies that the school is implementing to:

1. Use methods and instructional strategies that strengthen the academic program in the school
2. Increase the amount and quality of learning time
3. Help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education
4. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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Rigorous, Standards-Based Curriculum: ● Tier I curriculums: ○ Eureka math squared - math program used by students in grades Pk-8 ○ Frog Street ○ Wit and Wisdom - ELA curriculum used by K-2nd grades ○ CKLA - ELA Foundations (phonemic awareness and phonics) curriculum used by K-2nd grades ○ Guidebooks 2.0 - ELA curriculum used in grades 3rd-8th ○ Montessori works used in all grades ● PhD Science used grades K-5th ● OpenSciEd used grades 6th-8th ● Bayou Bridges - Social Studies k-8 ● Some SWD will utilize the Unique curriculum	ED Priority(s): #3 Provide the highest quality teaching and learning environment	SWP Goal(s): 1-6	Budget Decisions/Coordination: ✕ Title I - Title II - Title III - Title IV - LA4 - IDEA - Homeless - General Fund - Perkins - Other	Items Needed: Colored Paper Pens Sticky notes Copy Paper Highlight (Highlight names on roster.) Printer Ink Scotch tape to hang sentence strips and for interactive notebooks. Copier Toner Copier	Effectiveness Measure: ● TS GOLD ● DIBELS ● CKLA assessments ● Wit and Wisdom assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/ela-guidebooks-overview-guide.pdf?sfvrsn=21e9a1f_6 https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1773/RAND_RR1773.pdf https://www.louisianabelieves.com/docs/default-source/curricular-resources/great-minds-llc---phd-science-grades-3-5.pdf?sfvrsn=c636931f_12				Chart Paper Markers Expo Markers Laminator (20 Poster Machine Materials (2) Poster Machine (2) Card Stock Wet erase markers Student response paddle systems for student engagement. Sentence Strips Colored Sentence Strips Colored Pencils	Evaluation / Effectiveness Results (guide revision to the SWP):

Clearinghouse):				Evaluation / Effectiveness Results (guide revision to the SWP):
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Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: • Unique • Lexia • Zearn • LA Connectors	ED Priority(s): #2 Remove barriers and create equitable, inclusive learning experiences for all children. #3 Provide the highest quality teaching and learning environment.	SWP Goal(s): 1-6	Budget Decisions/ Coordination: XTitle I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Ordered Title I Supplies List Estimated Cost: \$1000	Effectiveness Measure: • Lexia • Zearn • District Assessments
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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/academic-standards/kindergarten-connectors-for-els.pdf?sfvrsn=140b941f_5 https://il-cms.imaginelearning.com/media/pdf/efficacy/Cassady-et-al-2017-Journal-Research-Reading.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):
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Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: District Data Protocol for Intervention Program District Protocol for Student Assistance Team School/Teacher Determination for Interventions	Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Ordered Title I Supplies List Folders Estimated Cost:	Effectiveness Measure: Lexia Zearn SAT Logs Evaluation / Effectiveness Results (guide revision to the SWP):
List the Opportunities and Interventions for Students in Need: Zearn, Amira, Boost, Lexia, Teacher intervention from Tier I curriculum	Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: Reports from: Zearn Amira Lexia

		LA4 IDEA Homeless General Fund Perkins Other	Estimated Cost: \$500	Evaluation / Effectiveness Results (guide revision to the SWP):
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: District Student Assistance Team	Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List Estimated Coast: \$500	Effectiveness Measure:
				Evaluation / Effectiveness Results (guide revision to the SWP):

Interventions Specific to <u>Students with Disabilities</u>: Lexia,, Zearn, Teacher Intervention with Tier I curriculum	ED Priority(s):	SWP Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: Reports from: Lexia, Zearn,
					Evaluation / Effectiveness Results (guide revision to the SWP):

				Estimated Cost: \$500	
Interventions Specific to <u>English Learners</u> : Amira ELPT Tutors Bailey Group	ED Priority(s):	SWP Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: ELPT Scores
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					Estimated Cost: \$1000

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: Character Strong Counselor	ED Priority(s):	SWP Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: Character Strong Usage
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://characterstrong.com/research/				Estimated Cost:	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 <u>Believe to Achieve: Educational Priorities</u> .					
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.): After School Programs (ESSER Funds) Summer Learning Camp (ESSER Funds)	ED Priority(s):	SWP Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: Attendance Reports from After School and Summer Learning Camp

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/ED499113.pdf		General Fund Perkins Other	Estimated Cost: \$5000	Evaluation / Effectiveness Results (guide revision to the SWP):	
Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):					
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 <u>Believe to Achieesssve: Educational Priorities</u>, including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.					
Strategies Used to Prevent and Address Problem Behavior: Character Strong Purposeful People	ED Priority(s):	SWP Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless	Items Needed: See Frequently Requested Title I Items List Estimated Cost:	Effectiveness Measure: Character Strong and Purposeful People Logins/Usage

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://characterstrong.com/research/		General Fund Perkins Other	\$1000	Evaluation / Effectiveness Results (guide revision to the SWP):
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1.7 PROFESSIONAL DEVELOPMENT

Describe the professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

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.	ED Priority(s): #3 Provide the highest quality teaching and learning environment		Budget Decisions/Coordination: ✕ Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed Estimated Cost: \$5000	Effectiveness Measure: EOY Assessment Data
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/northeast/AskAREL/Response/9					Evaluation / Effectiveness Results (guide revision to the SWP):

Professional Learning Communities (PLCs): Teacher Collaboration	ED Priority(s):		Budget Decisions/Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List Estimated Cost: \$1000	Effectiveness Measure: 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/northeast/AskAREL/Response/9					
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	ED Priority(s):	Goal(s): 1-6	Budget Decisions/Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed	Effectiveness Measure: Sign-In sheets Redelivery

specific activities.					
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/northeast/AskAREL/Response/9				Estimated Cost: \$1000	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 recommendation for hire.

Transition Activities for Incoming and Outgoing students: PK & K Orientation High school counselors come to visit campus with 8th graders for scheduling and high school overview.	ED Priority(s):	Goal(s): 1-6	Budget Decisions/ Coordination: Title I Title II Title III Title IV LA4 IDEA Homeless General Fund Perkins Other	Items Needed: See Frequently Requested Title I Items List	Effectiveness Measure: Photos from campus visit Sign In sheets from orientations
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					Evaluation / Effectiveness Results (guide revision to the SWP):
				Estimated Cost: \$1000	

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

- At the beginning of the school year, SWP was reviewed by faculty and staff. Throughout the year, it was discussed in Leadership Team Meetings as well as PLC meetings where focus areas are addressed, student work, state assessments, district assessments, universal screening data, and discipline data are reviewed and analyzed. Next steps are discussed and implemented to ensure that the goals are being addressed.

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

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

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

- Information from the effectiveness meeting in May/June will be shared on the school's website, discussed with faculty and staff at our end of school year faculty meeting, and included in our weekly parent newsletter.

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Hugh Wallace & Jason Oller
- Student: Reygan Stuart
- Teacher: Denise Hart
- Parent/Family: Brittani Stuart
- Community Member: Guy Recotta

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: Hugh Wallace & Jason Oller
- Student: Marcus Connolly
- Teacher: Kimberly Faunce
- Parent/Family: Avery Connolly

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.

Hugh Wallace

Jason Oller

Principal Signature

8/14/25

Date

Jason Oller Paula Wells

Chairperson, Schoolwide Improvement Team Signature

8/14/25

Date