

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Amite Elementary Magnet School
Pre-K – 4th Grade

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

School Amite Elementary Magnet

SPS 55.8

Letter Grade D

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 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	X	X	X	\$5,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	\$5,500
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$1,000
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		\$1,000
Laminator, Laminating Film		X		\$2,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies		X		\$1,500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		X		\$7,500
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		X		\$0
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)		X		\$1,000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,		X		\$3,500

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		X		\$1,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$4,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$2,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X		\$1,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		X		\$1,300
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			

1.1 Family and Stakeholder Engagement

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

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

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

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

- End of the Year ELA and Math District Checkpoint performance band and sub-group data for all grades disseminated and displayed in a labeled pie chart and the identification of a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator).
- OnCourse Discipline data disseminated and presented in bar graphs, each bar graph explained in detail, and a model of identifying a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator).
- Parent Survey and Teacher/Staff Survey results analyzed and disseminated by ILT (Instructional Leadership Team) members and strengths and opportunities of growth presented to Stakeholders.
- Referred to 24-25 SWP and identified and presented goals reached.
- Instructional Support Coach modeled reviewing data in Comprehensive Needs Assessment (CNA) and rating effectiveness of 24-25 SWP. Stakeholders reviewed data and determined effectiveness into mixed groups assigned specific sections of the SWP. Groups presented their effectiveness ratings and discussed data used to determine effectiveness ratings
- The school website, newsletter, social media sites and daily broadcast serves as a link which provides parents an opportunity to give constructive feedback about the school.

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

- Addition of PFE activities that meet the criteria for PFE, which is to provide materials and training to help parents work with their children to improve academic achievement.
- Addition of student opportunities to participate in various clubs; such as, 4-H, Beta Club, Choir, Yearbook, Broadcast Club.

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

- PTO Meetings
- PFE Committee Meetings
- SWP/Stakeholder Meetings
- Comprehensive Needs Assessment Survey
- PBIS: Monthly meetings are held to discuss school-wide discipline goals, positive reinforcements, and community involvement.

- **SWP Meetings:** Quarterly meetings are held to discuss programs, which will bring the community, school, and families together to help every student achieve their potential. Parents are directly involved in the decision-making process by informing families of community programs for students such as mentoring, tutoring, and business partnerships (Held quarterly; August, October, January, March)
- **Data Analysis Review:** September 2025 presentation to parents and community. All stakeholders review the SWP prior to submission to supervisors.

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

- Home Communication Folders: Used to inform parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information.
- Monthly Newsletters: Information is provided about classroom curriculum and important dates.
- Parent Family Engagement TV around campus: Used to communicate between school and the classroom stakeholders: parents, students, teachers, and community members.
- Agendas: All grade levels use agendas to communicate with parents about classwork, homework, and projected assignments for academic purposes.
- School Website: updated information is provided regarding events. Easy access to student progress center, school board website, teacher web pages are provided.
- School Broadcast: Video used to inform parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information.
- School Messenger: Robo-Call used to inform parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information. Different languages could be utilized to reach Hispanic parents if needed.
- Social Media: The school utilizes Instagram, Twitter, and Facebook as a means of communicating with parents. These social media accounts also allow for two-way communication since parents and students are able to message each account accordingly.
- PTO (Parent) Meetings (Monthly September 2025- April 2026)- general updates of how parents can support learning at home, analyzing school data, and volunteer opportunities
- Volunteers for school-sponsored curriculum-related events (Family Learning Night)
- IEP Meetings
- Teacher/Parent Conferences
- Meet and Greet
- Parent Night
- Stakeholders meetings

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized

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

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$ USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent Family Engagement Activity 1: August Meet and Greet: This is an opportunity for parents and students to meet their child's teacher for the 2025-26 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures. This event will be held Thursday, August 7, 2025 1:00-3:00. Activity 2-3: September Grandparents & Games: This is an opportunity for grandparents and grandkids to come together to play educational games. This event will be held Friday, September 5, 2025. Open House: This is an opportunity for parents and students to meet their child's teacher for the 2025-26 school year. Parents will be instructed on how to access instructional resources, how to access/analyze student data, and strategies for helping students with homework. Teachers will instruct parents how to read and understand the parent report for Amira. Teachers will share online resources parents can use to help monitor students' progress throughout the school year. Teachers will discuss expectations for student performance within the grade-level curriculum,	SWP Goal (s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Computers Smartboard Ink Toner Microphone Paper Decorations Colored Paper Card Stock Die Cut Machine Poster maker Estimated Cost: \$500	Effectiveness Measure: Sign-in sheets Agenda Photos Slide Presentation

positive discipline, and homework procedures. This event will be held Monday, September 8, 2025 from 5:00 - 6:30				
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/EJ1156936.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity 4: October Falling Into Math & Literacy Night: Math and Literacy Night is held to educate parents and families to better understand ELA and Math curriculum through engaging learning opportunities. Examples of opportunities include writing, phonics, reading, fluency, and math strategies. Parents will engage in learning experiences that connect directly to ELA and Math standards and classroom curriculum. Teachers will provide parents with computer resources that are helpful for ELA and Math. Community leaders and Title 1 Resource Personnel will be invited to attend and assist in educating parents on resources available.	SWP Goal (s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Cardstock Ink Toner staples Laminating film Poster maker, paper, and ink Die cut machine Colored paper Copy machine service contracts Refreshments Plates Napkins Decorations Estimated Cost: \$500	Effectiveness Measure: Invitation Agenda Sign-in sheets Photos 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://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learnig_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf				
Parent/Family Engagement Activity 5: November DIBELS Parent Meeting (3rd Grade): This meeting is held to educate parents on what the DIBELS assessment is, how it is used by teachers, and the skills it measures. Teachers will share ways parents can help improve their child's literacy skills	SWP Goal (s): 1,2,3,4,5,6,7	Budget Decision /Coordination ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: Ink Toner staples Laminating film Poster maker, paper, and ink	Effectiveness Measure: Invitation Agenda Sign-in sheets Photos

through phonics and reading activities.		☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Die cut machine Colored paper Copy machine service contracts Estimated Cost: \$500	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity 6: Spring Math & Science Night: Math & Science night is held to educate parents and families to better understand the Math & Science curriculum through engaging learning opportunities. Parents and students will participate in activities that will offer parents the opportunity to engage with the Eureka Math and PhD Science curriculum.	SWP Goal (s): 1,2,3,4,5,6,7	Budget Decision /Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Cardstock Ink Toner staples Laminating film Poster maker, paper, and ink Die cut machine Colored paper Copy machine service contracts Refreshments Plates Napkins Decorations Estimated Cost: \$500	Effectiveness Measure: Invitation Agenda Sign-in sheets 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.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity 7: Spring LEAP Night: Sessions will be held by 3rd-4 th grade teachers to assist parents with strategies to help their child be successful on the LEAP test. This is an opportunity for parents and students to view and discuss previous state standardized test scores and receive resources for families.	SWP Goal (s) 1,2,3,4,5,6,7	Budget Decision /Coordination ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper Pens Pencils Computer Smartboard Copy machine Ink Toner Colored paper Estimated Cost:	Effectiveness Measure: Invitation Sign-in sheets Agenda 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.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

and schooling Lessons from research BUR EAU ARACY August 2012.pdf			\$100	
---	--	--	-------	--

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
LEAP 2025 - increased from 55.1 to 55.8 on SPS	7% of 3rd-grade students scored proficient in Science and 4% in Social Studies on LEAP 2025.
3rd-grade students showed an 11% increase in ELA and 9% increase in Math on LEAP 2025.	9% of 4th-grade students scored proficient in Science and 11% in Social Studies on LEAP 2025.
4th-grade students showed a 10% increase in ELA and 1% increase in Math on LEAP 2025.	58% of 3rd-grade students scored below proficient on DIBELS.
1st-grade students scored the highest percentage on DIBELS in the Spring with 72% of students scoring at or above level.	2% of 4th-grade students are on a 4th-grade level on Lexia
63% of 3rd-grade students are at or above grade level on Lexia.	2nd-grade students showed a decrease in the number of students who scored proficient or above on the End of Module Eureka math assessments.
Kindergarten showed the highest percentage of students scoring at or above the district average on the end-of-year ELA and Math Benchmark Assessment.	Science and Social Studies were a level 1 for PreK-4th grade on the LADOE Implementation Scale. Incorporation of more extended response tasks and written explanations is needed in the classroom.
After completing the curriculum implementation scale, we found that all teachers were implementing and using Tier 1 activities and materials during instruction.	Consistency among faculty and administration is needed when it comes to the implementation of discipline procedures
All grade levels scored Level 3 in ELA and Math on the LDOE Curriculum Implementation Scale.	There was an 83% increase in referrals in the 2024-2025 school year compared to the 2023-2024 school year. Behavior problems interfere with class instruction.
85% of students feel they have a teacher or other adult from school who they can count on to help them, no matter what.	33% of students in grades PreK-4th grade were chronically absent this school year.
There was a 200-point increase in the number of PBIS points awarded in the 2024-2025 school year compared to the 2023-2024 school year.	PBIS and the reward system need revision to ensure that the committee meets at least once a month to discuss discipline, rewards, fundraisers, and teacher compliance.

	56% of 3rd grade students scored below Proficient in Math on Fractions as Numbers & Equivalence.
	69% of 4th grade students scored below Proficient in Math on Solving Multi-Step Problems.
	88% of 3rd grade students with disabilities are below proficient in fractions, numbers, and equivalence.
	92% of 4th grade students with disabilities are below proficient in comparing and solving problems with fractions.
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: Amite Elementary Magnet School serves 450 students in grades Pre-kindergarten through fourth grade, with 86% Economically Disadvantaged students. Amite Elementary School has an SPS score of 55.8, an increase from 2024. Urgent Intervention is needed for academics. Students in 3rd and 4th grade showed a significant increase in Mastery or Advanced on Math assessments. Students in 3rd grade showed an 11% increase in ELA and 9% increase in Math on LEAP 2025. Students in 4th grade showed a 10% increase in ELA and 1% increase in Math on LEAP 2025. Students in 1st grade showed the highest percentage on DIBELS, with 72% of students scoring above grade level. Students in 3rd grade showed the lowest percentage on DIBELS, with 42% of students scoring above grade level. In 4th grade, 98% of students scored below grade level on Lexia. There are 21% of 3rd and 4th grade Economically Disadvantaged & Black/African American students who scored basic in Math on the LEAP Assessment. The goal is to increase the percentage of the subgroup students scoring Proficient on the DIBELS EOY and LEAP Assessments. The ELA and Math LDOE Curriculum Implementation Scale scores were 3 in all grades PreK through 4th grade. Additionally, Science and Social Studies were a level 1 on the LDOE Curriculum Implementation scale. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. A critical goal is to increase effective implementation of the core curriculum so that all grade levels show a 2 or higher in Science and Social Studies on the LDOE Curriculum Implementation Scale. Our attendance rate needs to improve, we still have 39% of our students missing 15 or more days. PBIS data and survey results indicate a positive learning environment and climate. There was an 83% increase in discipline referrals compared to 2023-2024 because the data reported in 2024-2025 included areas that were not included in the previous year. The difference in the data reported showed there was a significant increase in referrals. There were 278 discipline referrals and 94% of students with zero out of school suspension. As a result of Panorama survey results, 85% of students feel they have a teacher or other adult from school who they can count on to help them, no matter what. Increasing parent/family involvement, decreasing behavior incidents, increasing effective implementation of core curriculum and increasing the number of students scoring proficient or above on DIBELS and LEAP 2025 are priorities at Amite Elementary Magnet School.	
PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS	
1. Decrease behavior incidents within the classroom.	

a. Review discipline data from last school year to determine what teachers and or students may need support at the start of the school year. Prepare a presentation to discuss school wide rules and procedures, major and minor behaviors and referrals that can be presented to faculty and staff at the beginning of the school year. b. Continue to review discipline data periodically and make changes as needed. Survey faculty and staff later in the school year to determine if they think faculty and staff have become more consistent with the implementation of discipline procedures and if not reconvene with the leadership team to discuss what changes MUST take place to meet this goal. c. Revise our PBIS Team, reward system, how we view data and how often we meet to review data.
2. Meet with the leadership team to discuss dates when Parent and family engagement activities will take place throughout the 2025-2026 school year. Create a plan for how we will keep parents informed about their child's learning and progress. a. Survey parents during Parent and family engagement activities to see if their opinions about keeping them informed of their child's progress and success has changed and if not there will be a parent suggestion box available for parents to leave their concerns and or suggestions for improvement. These responses will be read during faculty meetings and discussed in leadership and collaboration meetings when needed.
3. Increase effective implementation of core curriculum.
4. Increase the percentage of students scoring Mastery and Advanced in ELA, Math, Science, and Social Studies.
5. Increase the number of students missing fewer than 15 days.
6. Increase the percentage of Economically Disadvantaged & Black/African American students scoring Proficient on the DIBELS EOY and LEAP Assessments.
DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): Data collected and analyzed from multiple sources including Grades 3-4 LEAP 2025, LADOE School Report Card, End of Year Performance Assessments, ELA and Math SmartTeach Checkpoint (PreK), Wit & Wisdom Module Assessments, CKLA Unit Assessments, DIBELS (K-3), ELA Progress Monitoring, Guidebooks Culminating Task, Affirm, Social Studies Unit Assessments, Science End of Module Assessments, Panorama Surveys, Amira and Amira Boost (K-2), Lexia Core5 (3-4), Zearn. Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, Panorama Surveys, Attendance and Suspension Reports. The LDOE Curriculum Implementation Scale was used to evaluate the implementation of curriculum per core subject area at each grade level.
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. PBIS committee will meet once a month to discuss discipline, rewards, fundraisers, and teacher compliance. By the end of 2026, AEMS will show 7% decrease in referrals in each grade level.
2. In the area of ELA, the percentage of students in grades K-3 (general education and students with disabilities), who take the ELA end of the year district benchmark assessment will score no more than 10% below the district average through the use of Tier 1 curriculum material.
3. In the area of Math, the percentage of students in grades K-3 (general education and students with disabilities), who take the Math end of the year district benchmark assessment will score no more than 10% below the district average through the use of Tier 1 curriculum material.
4. In the area of ELA, 50% of students (general education and students with disabilities), in 4th grade will meet their expected growth target on the Spring 2025 LEAP Test through the use of Tier 1 curriculum material.

5. In the area of Math, 50% of students (general education and students with disabilities), in 4th grade will meet their expected growth target on the Spring 2025 LEAP Test through the use of Tier 1 curriculum material.
6. In the areas of Science and Social Studies, 30% of students (general education and students with disabilities), in grades 3-4 will score basic or above on the Spring 2025 LEAP Test through the use of Tier 1 curriculum material.
7. The implementation of SEL will decrease the number of classroom referrals by 10 from 48 to 38 by the end of the 2025-2026 school year.
8. Increase the overall average daily student attendance rate for the entire school to 93.4%.
9. Increase the number of students missing fewer than 15 days from 67% to 70% by 2025-2026 school year, based on the student's information system.
10. Increase the percentage of Economically Disadvantaged & Black/African American students scoring Proficient on the DIBELS EOY and LEAP Assessments.

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: Tier I Curriculum -district level resources and strategies along with scope and sequence to ensure alignment in all classrooms. Pre K – 4 ELA Curriculum based on Guidebooks, Wit & Wisdom, CKLA series which provides a variety of engaging literature and	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: ●Maintenance for copier \$6000 ●AR (Renaissance Place - \$5000) ●Stipends for Teachers and or paras \$25 an hour ●Tier 1 curriculum, Eureka	Effectiveness Measure: Sign in sheets Agenda Surveys Reports

multiple opportunities for writing & examining art. ELA Frog Street Curriculum (Pre-K), SmartTeach Checkpoint ELA and Math (Pre-K) Teach Your Monster to Read, Starfall, Epic, Amplify, Amira, Amira Boost and Lexia Core 5 are used to allow students the ability to work on their independent level. Eureka Math (Pre-K-4) strategies used to help make math concepts more concrete to support student understanding at a deeper level. Boost, MindPlay, Prodigy, Zearn, and Typing Agent computer-based programs are used to allow students the ability to work on their independent level and earn points for mastery. PhD Science (K-4) will be utilized to plan rigorous and engaging lessons for students. Social Studies Bayou Bridges will be utilized to plan rigorous and engaging lessons for students. Curriculum Facilitator provides professional development for teachers needing guidance and help with the Tier 1 curriculum in Science, Social Studies, Math and ELA. Unique Learning will be utilized for Sped students with learning needs to master state's extended standards.			☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Math, Wit and Wisdom, CKLA, Guide Books, PhD Science, Bayou Bridges for Social Studies. Zearn, Amira, Amira Boost, Lexia Core5, Unique Learning, Interventions, materials if needed such as - o Binders - o Card stock/colored paper - o Paper - o index cards - o Maps and globes - o glue sticks - o Sticky notes/flags - o chart paper - o notebooks - o pencils - o markers - o colored pencils - o crayons - o individual white boards - o headphones - o dry erase markers, erasers - o Highlighters - o sheet protectors - o tape - o Primary Ruled paper - o Journals - o Standard Pocket Chart - o Sharpies - o Copy Paper - o Smartboards - o Laminating Film - o Q-Ball Throwable Microphone for class discussions \$199 - o Chrome books - o IPADS/Cart - o Earphones/ear buds - o PhD Refill kits Estimated Cost: \$30,000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1773/RAND_RR1773.pdf https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf https://mindplay.com/wp-content/uploads/2019/07/MindPlay_Virtual_Reading-Coach-Does-It-Afect.pdf https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

Use of Academic Assessments to Improve Instruction: ● DIBELS Assessments - assessments given three times a year. Results are used to determine student needs to drive instruction. Results are also used to form intervention groups. ● Benchmark Assessments (ELA, Math, Science, Social Studies) ● SmartTeach Checkpoints ● Math Affirm Assessments, topic quizzes, mid-module and end of module assessments. ● Culminating Writing Task ● SRI will be used to check for students' reading level. ● LEAP 2025 ● Accelerated Reader Program	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: DIBELS materials Computers Printers Chromebook carts iPAD Carts Copy Paper headphones or earbuds Pencils Highlighters/Yellow Estimated Cost: \$2,000	Effectiveness Measure: ● LEAP 2025 Results ● Student Grades ● District Benchmarks ● Accelerate and other computer based program reports ● All student data and individual student growth and progress ● Accelerated Reader Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf https://files.eric.ed.gov/fulltext/ED557610.pdf https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf		Evaluation / Effectiveness Results (guide revision to the SWP):			
Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: ● Provide specific instruction to students with an educational program that best fits their needs and who have an IEP. ● The LA Connectors for English Learners will be utilized 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	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins	Items Needed: Computers Printers Chromebook carts iPAD Carts Copy Paper headphones or earbuds Pencils Highlighters/Yellow Estimated Cost: \$2,000	Effectiveness Measure: IEP data LEAP 2025 Results Student Grades Student Data

student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Unique Learning Program will be used with students who have significant disabilities. • Tutoring • RTI (Right to Intervention) • Assessments (Curriculum Based Assessments) • SLTs, DIBELS, Sensory Board/room, technology assisted tools • Individual Goals and Objectives on IEPs			☐ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.p https://files.eric.ed.gov/fulltext/ED557610.pdf http://www.rtinetwork.org/learn/research/field-studies-rti-programs https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6195&context=dissertations https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review-The-Transformative-Potential-of-Tutoring.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
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	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA	Items Needed: Computers Printers/Ink Chromebook carts iPAD Carts Copy Paper headphones or earbuds Pencils Highlighters/Yellow	Effectiveness Measure: LA Connectors Student Data Imagine Learning reports Sign-In sheet Picture of App in use

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 and Lexia Core5 will be used as an intervention. • Certified teachers work one on one with EL student(s) in small groups and repeats the instruction to ensure that the student(s) have a complete understanding. • Our school will utilize the district translator when needed. • Teachers will utilize a Translator App, picture cards, etc. when necessary. • Mindplay • Amplify			☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Estimated Cost: \$2,000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.p https://mindplay.com/wp-content/uploads/2019/07/MindPlay Virtual Reading-Coach-Does-It-Afect.pdf https://ilcms.imaginelearning.com/media/pdf/foundations/LNL%20How%20Imagine%20Language%20and%20Literacy%20Aligns%20with%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://www.proquest.com/openview/230272bde6d9047958afd5d73fef9b11/1?pq-origsite=gscholar&cbl=18750&diss=v					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: Data is reviewed by administration, lead teachers, counselor, and specialists. DIBELS administered three times a year to measure phonemic awareness and fluency for Pre K through 1st grade, Fluency and comprehension for 2nd and 3rd grade. In addition to progress monitoring for students not meeting benchmark, to guide intervention strategies CKLA Screening Assessments are administered in the fall to identify student's strengths and weaknesses. Interventions for at-risk students are provided based on their needs Teacher determines appropriate interventions and/or screenings to meet individual student needs, progress monitoring which includes students reading aloud and retelling in order to determine the level of fluency and comprehension. Data will be collected on the students to monitor growth and their ability to perform in comparison to their peers. (Data Driven Decisions) Weekly Grades/Report Cards Students will engage in Amira, Amira Boost, Amplify Reading, and Lexia Core5 to build phonemic awareness and fluency. LEAP 2025 Results (students below basic in ELA & Math) Grade-wide ability grouped interventions Students who have been PI'd will be referred to the SAT process	Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: DIBELS materials Computers Printers/Ink Chromebook iPADs Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Estimated Cost: \$2,500	Effectiveness Measure: Spring 2025 Dibels scores EOY District Checkpoint CKLA/Amplify Data LEAP 2025 Scores Evaluation / Effectiveness Results (guide revision to the SWP):
--	---	--	---	--

List the Opportunities and Interventions for Students in Need: Zearn - Computer-based program for students needing basic math assistance 3 times a week delivered by the regular education teacher Mind Play 30 minutes a day 5 days a week. In-Class Small Group interventions Computer based program Amira, Amira Boost and Amplify are used to improve phonemic awareness and reading comprehension (K-2) and Lexia Core 5 (3-4). After School Tutoring Broadcast: Daily Broadcast features special segments which focus on a variety of instructional strategies such as multiplication, testing vocabulary, and curriculum-based resources.	Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Computers Printers/Ink Chromebooks iPADs Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Tables Chairs Estimated Cost: \$2,500	Effectiveness Measure: LEAP 2025 Results Student Grades District Benchmarks Accelerate Students Work Zearn and computer based program reports All student data and individual student growth and progress MindPlay CKLA/Amplify Data 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: • Proper documentation of failed interventions and failure to meet grade level expectations result in a parent conference and referral to the SAT committee. As a result of the SAT Process, students may be referred to 504 or for a SPED evaluation. • Progress of students with disabilities is monitored closely and changes in IEPs are made as necessary. DIBELS Amira, Amplify, Lexia Core5 Data Behavior Charts Report Cards Teacher Observations Teacher/parent collaboration to assist student Students will be referred to Afterschool Tutoring	Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Computers Printers/Ink Chromebooks iPADs Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Red folders Estimated Coast: \$2,500	Effectiveness Measure: Student Grades Students Work All student data and individual student growth and progress SAT Log Sheets Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):

Interventions Specific to <u>Students with Disabilities</u>: ● CKLA ● Mind Play to assist students with dyslexia ● In-Class Small Group Interventions ● Unique Learning System promotes standards-based learning and literacy instruction with classroom teacher and/or resource teacher ● SAT-IEP, Special Services ● Amplify ● Amira ● Lexia	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Computers Printers/Ink Chromebooks iPADs Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Estimated Cost: \$2,500	Effectiveness Measure: Spring 2025 Dibels scores EOY District Checkpoint CKLA/Amplify Data Amira Data Lexia Data LEAP 2025 Scores
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.p https://www.povertyactionlab.org/sites/default/files/publication/Evidence-ReviewThe-Transformative-Potential-of-Tutoring.pdf https://journals.sagepub.com/doi/10.1177/2158244014530411 https://www.naesp.org/sites/default/files/Callender_MA12.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Interventions Specific to <u>English Learners</u>: ● EL students receive the same interventions as students. (Based on needs). ● District provided interventions as needed ● Amira ● Amplify ● BOOST App	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Computers Printers/Ink Chromebooks iPADs Copy Paper Copy Machine headphones or earbuds Pencils Highlighters	Effectiveness Measure: Spring 2025 Dibels scores EOY District Checkpoint CKLA/Amplify Data Amira Data Lexia Data LEAP 2025 Scores
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst-Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://ilcms.imaginelearning.com/media/pdf/foundations/LNL%2					Evaluation / Effectiveness Results (guide revision to the SWP):

0How%20Imagine%20Language%20and%20Literacy%20Aligns%20with%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://www.proquest.com/openview/230272bde6d9047958afd5d73fef9b11/1?pqorigsite=gscholar&cbl=18750&diss=y			Estimated Cost: \$1,500	
--	--	--	--	--

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:
- Positive Behavior Intervention Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support - PBIS Events-grade level teams choose target behaviors for entire grade levels to work toward - Character Trait Lessons (SEL)/Awards-daily lessons and weekly awards which recognize positive student behavior related to the weekly character traits - Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support - Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day - Check in/Check out program-students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement - Parish Behavior Interventionist/ SAT Committee - School Counselor - School Wellness Team - Utilization of restorative practices to build positive relationships in classroom/school community	1,2,3,4,5	1,2,3,4,5,6,7	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	PBIS weekly and annual rewards Estimated Cost: \$1,000	Behavior Data Discipline Data

● Panorama-Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://assetsglobal.websitefiles.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8Evidence%20Base%20PBIS%20043020.pdf https://www.naesp.org/sites/default/files/CallenderMA12.pdf 25					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, etc.): ● 21st Century- students receive exposure to music	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II	Items Needed: Paper Pencils Chromebooks	Effectiveness Measure: 21st Century reflection Report Students reflection on field trip Student work or data
---	--	---	---	--	--

skills/dance, cooking, coding, literacy, and STEM activities after school. ● Field Trips: Each grade level goes on 2 field trips per year. Teachers must justify the educational purpose of the field trip according to the standards (curriculum based). ● After School Tutoring: Classroom Teachers will be expected to recommend potential students who qualify to participate. Also, they will make lesson recommendations based on current classroom curriculum. ● Students have an opportunity to participate in 4-H, Beta Club, Choir, Yearbook, Garden Club, Broadcast After School Programs Summer Learning Camp			☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Estimated Cost: \$1,000	collected on field trip
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://files.eric.ed.gov/fulltext/EJ1031445.pdf https://files.eric.ed.gov/fulltext/EJ1230758.pdf					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): ● Speech ● Enrichment Classes ● Art ● P.E. ● Music ● Library/Literacy ● Computer Lab ● Music ● PBL ● Occupational Therapy ● APE ● Gifted & Talented Art/Music/Theater ● Physical Therapist ● Afterschool Program (tutoring)					

- Panorama- Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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 Achieve: 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: ● Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support ● PBIS Events-grade level teams choose target behaviors for entire grade levels to work toward ● Character Trait Lessons (SEL)/Awards-daily lessons and weekly awards which recognize positive student behavior related to the weekly character trait ● Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support ● Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day Check in/Check Out program-students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement ● Parish Behavior Interventionist/ SAT Committee ● School Counselor ● Utilization of restorative practices to build positive relationships and classroom/school community Panorama-Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show	ED Priority(s): 1,2,3,4,5	SWP Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: PBIS weekly and annual rewards Behavior tracking sheets Paper Pencils Estimated Cost: \$1,000	Effectiveness Measure: Guidance Counselor's schedule PBIS sign-in sheet Check in and Out forms SBLC Log Sheets Discipline Data
---	---	--	---	---	---

empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://assetsglobal.websitefiles.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8Evidence%20Base%20PBIS%20043020.pdf https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7doodcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://www.naesp.org/sites/default/files/Callender_MA12.pdf29					Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

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. • Eureka Math, CKLA, Wit & Wisdom, and PhD Science Learning walks in peer teacher classrooms • Administration and Teacher Leader Cadre members attend the Teacher Leader Summit in order to receive tools and training which will enable all faculty members at Amite Elementary to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect • Support from Curriculum Specialists with the introduction of new ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum. • Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka), Guidebooks, and standards-based math curriculum. • Ongoing PD to reinforce and build PBIS	ED Priority(s): 1,2,3,4,5	Goal(s): 1,2,3,4,5,6,7	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: \$1,500	Effectiveness Measure: Lesson Planning Assessments Informal/Formal evaluations Walk-thru and follow-up Data Sign-In sheet Collaboration Agendas Teacher survey Data
--	---	--	---	--	--

program. Ongoing PD to address needs based on data					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderresources.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraftblazarhogan2018teachercoaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Learning Communities (PLCs): - Grade Level meetings which follow the PLC protocol discuss Tier 1 Curriculums (Eureka Math, Wit & Wisdom, CKLA, PhD Science, Bayou Bridges, etc.). Agendas for grade level meetings include standards, student data, student work, assessments, intervention, and enrichment opportunities. - Teams will be created in Pre-K–4th grade to review/analyze curriculum-based assessments that target curriculum goals and student growth. Some of these tests will be used to track student data and growth. Teams will also create and gather activities that reinforce and support implementation of tier I curriculum. - Title I contact person assists in making information available to teachers and faculty members.	ED Priority(s): 1,2,3,4,5	Goals: 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: paper ink printer smartboard Stipends Substitutes Estimated Cost: \$1,500	Effectiveness Measure: Lesson Planning Assessments Informal/Formal evaluations Walk-thru and follow-up Data Sign-In sheet Collaboration Agendas Teacher survey Data

• Grade Level PLCs meet to discuss ELA (CKLA, Wit & Wisdom). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. • Teachers leadership roles are shared throughout the grade level • Teachers will collaborate during weekly PLCS (Professional Learning Communities) to analyze student data, classroom data, and school wide data in comparison to district data for the purpose of determining individual growth plans and student learning targets. • Teams of teachers will meet to plan and organize lessons and lesson materials needed to effectively implement science scope and sequence. • Teacher leaders support and lead PLC meetings					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazarhogan_2018_teachercoaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf https://files.eric.ed.gov/fulltext/EI1207956.pdf https://books.google.com/books?id=uvk3AWAAQBAJ&lpg=PR11&ots=Gzw690g981&dq=instructional%20leadership%20team%20meetings%20effectiveness&lr&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false					Evaluation / Effectiveness Results (guide revision to the SWP):

Professional Development: Other Professional Training – • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. • Support from Curriculum Specialists Tier 1 ELA Curriculum (CKLA and Wit and Wisdom), and standards-based curriculum • Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka) • Ongoing PD to reinforce and build PBIS program. • Ongoing PD to address needs based on data • Administration and Teacher Leader Cadre members attend the Teacher Leader Summit in order to receive tools and training which will enable all faculty members at Amite Elementary to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect • Eureka Math, CKLA, Wit & Wisdom, and PhD Science Learning walks in peer teacher classrooms	ED Priority(s): 1,2,3,4,5	Goal(s): 1,2,3,4,5,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Substitutes Stipends See individual Prior Approvals for specific items needed Estimated Cost: \$4,000	Effectiveness Measure: Lesson Planning Assessments Informal/Formal Evaluations
--	---	--	--	--	---

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazarhogan_203418_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf https://files.eric.ed.gov/fulltext/EJ1207956.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 Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school. • The district website advertises teacher openings. • District leaders attend recruitment fairs at local college and universities in the fall and spring. • Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships. • The TPSS provides an alternate certification program. • Praxis workshops are available for TPSS faculty. • Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district. • Placement of student teachers through local universities. • A district created applicant list is available for principal review, interview and recommend for hire.					
Strategies for Workforce Talent: • ILT weekly meetings • Mentor Teacher Buddy Program • PLCs once weekly • Stipends for PD • District Level PD • In-district certification for non-certified teachers • Effectiveness stipends	ED Priority(s): 1,2,3,4,5	Goal(s) 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA	Items Needed: Stipends for PD (\$25/hr) binders paper recruitment stipends effectiveness stipends Copy Machine	Effectiveness Measure: Agenda copy of stipends sign in sheets Copy of Certificates 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://www.edutopia.org/teacher-development-research-keys-success https://learningforward.org/wp-content/uploads/2018/03/wiebke301.pdf https://files.eric.ed.gov/fulltext/EJ795876.pdf https://www.researchgate.net/publication/49610114TheEffectivenessofT eachforAmericaandOtherUnder-certifiedTeacher https://books.google.com/books?id=uvk3AWAAQBAJ&lpg=PR11&ots=Gzw6909581&dq=instructional%20leadership%20team%20meetings%20effectiveness&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false36		☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Estimated Cost: \$3,500	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	Goal(s): 1-7	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
- In August/September of each year we have a Meet and Greet and Open House to introduce students to the school and teachers. - Teachers from the pre-school programs from outside agencies attend the IEP meetings at the end of the previous school year for pre-k students to ensure a successful transition. - Pre-K teachers meet with parents/families in small groups in the beginning of the year to introduce students to the new setting. - Pre-K teachers hold a parent/family meeting at the beginning of the year for all new parents/families to explain curriculum and provide general information. - Kindergarten teachers meet with parents/families in small groups in the	Priority(s): 1,2,3,4,5		☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Bus drivers Door prizes decorations	Attendance Sign-in sheets Title 1 Parent Survey

beginning of the year to introduce students to the new setting and introduce the curriculum and expectations • Administrators offer tours of the school for new parents/families and students as needed. • In May, our 4th grade students visit Amite Westside Middle Magnet School to be oriented for the following year. • We include an administrator from AWMMS in all 4th grade LEAP, benchmark, and IEP meetings to plan for transitions. • Feedback is obtained through conversations with parents and through the Title 1 survey results.				Estimated Cost: \$2,000	
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/EJ1156936.pdf https://journals.sagepub.com/doi/10.1177/2158244014530411					Evaluation / Effectiveness Results (guide revision to the SWP):

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

- Title I Contact Person along with the curriculum coach, and leadership team members will identify curriculum content to be assessed. They will create assessments that will allow teachers to evaluate student strengths, weaknesses, and growth. The assessments will be administered in the fall, winter and spring to determine growth and success of the plan being implemented. The SWP committee makes adjustments on use of Title I budget according to analyzed data
- CKLA data will be collected in August and DIBELS data will be collected in September and two other times to determine students' reading strengths and weaknesses. Using the information collected, students will receive interventions that are targeted to meet their individual needs. Computer programs and reading interventionists will be utilized to assist teachers in supporting student growth. Student data, common formative assessments, and test scores will be used to identify students who are not showing adequate growth are performing below grade level expectations. Those students will receive additional support and be referred to SAT to be tracked and evaluated. Student progress will be collected, sorted by subgroups and analyzed to identify subgroups that may be at risk. Modification to the plan will be made to support those subgroups. PLC topics are adjusted based on the needs determined by analyzing the data.
- Our PBIS planning team will analyze and report data by subgroups to the leadership team. This information will be discussed and then shared with collaboration pods. The PBIS team will also create bi-weekly incentives to motivate students to show dependable behavior. The PBIS plan will be used to monitor student performance. Morning announcements will be incorporated to reinforce the weekly character skill.
- AP and Magnet Specialist are invited to provide professional development in the areas of academic needs based on the data.
- The PFE committee makes adjustments to activities as needed.

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 May/June, the SWP Committee meets to complete a Data Analysis to help determine strengths and weaknesses of our school.
- In June/July, the SWP Committee meets to discuss new plans for the upcoming school year (tutoring plan, interventions, para schedules, etc.)
- In November, the SWP Committee meets to discuss revision of the Title I budget if needed.
- In January/February, the SWP Committee meets to review the SWP and revise if needed.
- In January, the SWP Committee meets (if needed) to make revisions to the budget.
- In May/June, the committee meets to gather all of the data for the evaluation of Title I programs and to write the Evaluation

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

- SWP will be rated for effectiveness in the Early June 2026 Stakeholder meeting. Results will be shared with teachers during leadership meetings and PLCs in August 2026. Results will be shared during faculty meetings and strengths and weaknesses will be discussed. Results will be shared with parents and community members during Open House an. Assessment results are reported to stakeholders during PTO meetings, Open House in September, monthly PLCs, monthly parent newsletters, school website, and teacher websites. Parents will receive individual student reports, through daily work, weekly tests and report cards.

2025-2026 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Dana Topps
- Assistant Principal: Tina Cooper
- Magnet Specialist: Pamela Brown
- Curriculum Facilitator: Erica Williams
- Student: Jaiden Alexander
- Teachers: Sheila Binder, Rachel Mixon, Jordan Harper, Sandra Sibley, Mattie Robertson, Ashley Green, Casey Lambert, Karen Lowery
- Parent/Family: Shanice Page
- Community Member: Mark Batiste

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: Dana Topps
- Assistant Principal: Tina Cooper
- Magnet Specialist: Pamela Brown
- Curriculum Facilitator: Erica Williams
- Student: Jaiden Alexander
- Teachers: Sheila Binder, Rachel Mixon, Jordan Harper, Sandra Sibley, Mattie Robertson, Ashley Green, Casey Lambert, Karen Lowery
- Parent/Family: Shanice Page
- Community Member: Mark Batiste

You may add more members. Provide title and name of each member.

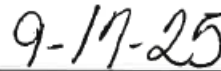
SCHOOL ASSURANCES

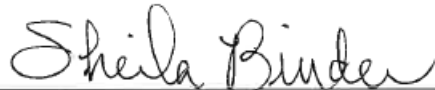
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

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

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


Principal Signature


Date


Chairperson, Schoolwide Improvement Team Signature


Date