

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH S C H O O L
S Y S T E M
EST. 1896

Greenville Park Leadership Academy Grades 4 - 8

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

School: Greenville Park Leadership Academy

SPS: 51

Letter Grade: D

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

X CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

X UIR - Academic - Urgent Intervention Required for Academics:

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

UIN Economically Disadvantaged

UIN Hispanic/Latino

UIR Black

UIN White

UIR Students with Disabilities

UIN English Learners

UIN 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	\$8000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	\$5000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$4000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	\$5000

Replacement Student Mice, Headphone, Keyboard, Earbuds,		X		\$4000
Laminator, Laminating Film	X	X		\$2000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X		\$2000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		X		\$2000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X		\$2000
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	X		\$3000

Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student-blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)	X	X		\$5000
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X		\$3000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X		\$4000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X		\$4000

ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X		\$4000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials	X	X		\$4000
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential Parent and Family Engagement Supplies to instruct families on strategies to support their children's education: Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X		\$5000

1.1 Family and Stakeholder Engagement

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

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

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

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

- Parents are involved in taking our school wide Panorama survey in April.
- Parents are members of our School Wide Planning team and their input was used in the design of the School Wide Plan when their input was gathered at our meeting in May.
- The School Wide Plan will be communicated to our parents and stakeholders via our school website.
- The School Wide Planning Team, including parents, guardians, and community members will meet in May to review and evaluate the School Wide Plan.
- Parents & guardians make educational decisions for their students by advocating for their needs by maintaining open communication with teachers and administration.
- Parents will be presented with e School Wide Plan during a school event such as Open House or Awards Day, and can provide feedback on the plan.
- Stakeholders meeting held in May will involve all stakeholders. The effectiveness rating of last year's plan and the comprehensive needs assessment for the coming year will be discussed.

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

None at this time.

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

- Surveys are used to gain feedback from the parents and community leaders when needed regarding upcoming school decisions.
- Teacher Parent Conferences take place when either the parent or the teacher have a concern regarding either behavior or academics.

- Open House is held at the beginning of the school year. This offers parents a chance to meet their child's teachers and to get an introduction into the curriculum.
- Parent Teacher Conferences are held at the parent or teacher's request. This helps keep parents informed of their student's progress.
- Parent Panorama Survey data is analyzed and then used as a guidance for making a broad spectrum of school decisions.

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

- J-Call, emails, and text messages are sent out by the principal and assistant principals to keep parents informed of school events.
- The school website and Facebook page provide information pertaining to upcoming events and other happenings at the school.
- Report cards are sent home every nine weeks. Progress reports are sent home at the mid-quarter.
- Oncourse Connect is a way for parents to keep track of their child's grades and progress electronically.
- Open House is held at the beginning of the school year. This offers parents a chance to meet their child's teachers and to get an introduction into the curriculum.
- Parent Teacher Conferences are held at the parent or teacher's request. This helps keep parents informed of their student's progress.
- Class Dojo is utilized to communicate events and track student behavior concerns.
- Phone calls are made by teachers to parents/guardians to discuss student successes and concerns.
- Quarterly Awards Ceremonies are held and parents are invited to attend to celebrate student successes and to communicate progress in the curriculum.
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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

Class Dojo permits parents to translate and communicate with teachers.

All notes sent 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: Fall Open House will give parents/guardians an opportunity to meet the teachers and staff. During Open House, parents obtain pertinent information about each content area, meet their child's teachers, and meet the administrative team. Parents will receive an introduction into JCampus and Class Dojo and how they can be used to keep parents connected to how students are performing in class. Parents will also receive an introduction to the various course curriculum and Computer Based Intervention programs such as Amira, Lexia Powerup, Lexia Core5, and ZEARN. This will help parents better understand classes and monitor progress throughout the year.	SWP Goal (s): 1-9	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost:	Effectiveness Measure: Evaluate attendance trends on the sign-in sheets.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Open House: When First Impressions Matter</u>				Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: Fall Family Math Night: Students and parents will participate in activities that will offer parents the opportunity to engage with Eureka Squared (Tier I math curriculum) activities. The activities will focus on providing parents practice with using the vocabulary and strategies utilized in the Eureka Squared curriculum so that parents can support student learning at home.	SWP Goal (s): 2	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Game On themed backdrop Math photo booth props Math activities snacks Estimated Cost: \$500	Effectiveness Measure: Evaluate attendance trends on the sign-in sheets. Parental survey will be given to determine effectiveness.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Parental Engagement in learning and schooling: Lessons from research</u>				Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: Fall Family Literacy Night: The purpose of Family Literacy Night is to strengthen the connection between home and school by engaging families in fun, meaningful literacy experiences that promote reading, writing, and communication skills. This event aims to: Encourage a love of reading by exposing students and families to a variety of engaging texts and literacy activities.	SWP Goal (s): 1, 4	Budget Decision /Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: -Color printer ink -Black printer ink -Pencils -Paper - Color cardstock - White cardstock -Color pencils -Anchor charts -Laminator paper roll -Letter tiles -Sentence strips	Effectiveness Measure: Evaluate attendance trends on the sign-in sheets. Parental survey will be given to determine effectiveness.
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• Empower families with strategies to support literacy learning at home in ways that are enjoyable and effective. • Showcase student learning through performances, projects, and interactive stations that reflect classroom literacy practices.			-ELA photo booth props -History photo booth props -Small prizes for stations -Big prize for best character dress/historical figure -Snacks Estimated Cost: \$500	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Raising a reader</u>				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: <i>Spring</i> ELPT Night: EL students and parents will learn about the different components of the ELPT assessment and strategies that will help prepare their students for the assessment.	SWP Goal (s): 1-4	Budget Decision /Coordination : ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Snacks Paper Printer ink Estimated Cost: \$500	Effectiveness Measure: Evaluate attendance trends on the sign-in sheets.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>English Fluency Among Parents: Why it matters for student success</u>				Evaluation / Effectiveness Results (guide revision to the SWP):

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.
and
- Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.

OVERALL STRENGTHS Listed IN CNA		OVERALL WEAKNESSES LISTED in CNA
Academic Data	• School performance score increased. • Students scoring proficient or advanced in ELA as measured by LEAP 2025 ELA increased 4% from previous year. • Students scoring proficient or advanced in Math as measured by LEAP 2025 Math increased 1.75% from previous year. • Students scoring proficient or advanced in Science as measured by LEAP 2025 Science increased 1.99% from previous year. • 8th grade students had the highest proficiency on the social studies LEAP 2025 assessment at 17% proficient. • For the past 3 years, we are increasing the number of students taking Algebra I and/or English 1 courses. 4/7 students scored mastery in Algebra I. 2/2 students scored mastery in English I. • Students are growing in reading across all grade levels according to the Lexia Skills Status Report. • LEAP Connect: 13/15 students met their goals or exceeded their goals in both ELA and Math.	• Greenville Park is UIR for the following subgroups: Black and students with disabilities. • Greenville Park is UIN for the following subgroups: White, Hispanic, Two or more races, Economically Disadvantaged, and English Learner. • LEAP 2025 ELA proficiency (students scoring advanced or mastery) was 15.46%. • LEAP 2025 Math proficiency (students scoring advanced or mastery) was 8.42%. • LEAP 2025 Science proficiency (students scoring advanced or mastery) was 6.19%. • LEAP 2025 Social Studies proficiency (students scoring advanced or mastery) was 8.5%. • Behavior: 29% of students have had one or more suspensions. • Attendance: 38% of students have missed 15 or more days of school. • ELPT 19 students took the ELPT assessment in March 2025. Only 1 student scored in the proficient range. • Sub group data for Black, economically disadvantaged, and students with disabilities scored significantly below the other students on our campus on the LEAP 2025 assessment.
Panorama Data	• 81% of students responded that they have	• 19% of students responded favorably that students follow the

	supportive relationships with friends, family, and adults and school. 82% of students responded that they have supportive relationships with friends, family, and adults and school.	rules of the school. 36% of students responded favorably that they are excited to go to their classes.
Discipline Data	(283/399) 71% of students have zero out of school suspensions.	Willful Disobedience and Treats Authority with Respect are the leading causes of discipline referrals in the building.
Curriculum Implementation Scale	ELA has the highest implementation score and also the most veteran teachers.	Teacher turn over has the greatest negative impact on the Curriculum Implementation Scale.
Attendance Data	Low chronic absenteeism in English Learner Students. The EL subgroup has relatively low chronic absenteeism (11%)	(152 / 399) 38% of students have missed 15 or more days of school.

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:

Greenville Park Leadership Academy is a neighborhood school with 93% Economically Disadvantaged students. The school has an SPS score of 51 with a D letter rating. Greenville Park is UIR for Black students and students with disabilities. Greenville Park is UIN for the following subgroups: White, Hispanic, Two or more races, Economically Disadvantaged, and English Learner.

Students at Greenville Park are showing improvement in their academic performance, but proficiency is growing at a rate of less than 5% in all academic areas. Behavior (42% of our students having a suspension) and Attendance (38% of students missing 15 days or more of school) numbers are in need of significant improvement as we cannot educate students if they are not sitting in the classrooms. The average score for curriculum implementation is 1.4 indicating a need for continued teacher collaboration and intense coaching on the use of Tier 1 curriculum. Structured and intentional interventions designed to address the needs identified through student work is a key component of professional learning to be implemented to address student academic performance across all sub-groups including blacks and students with disabilities. Improved instructional practices will also impact behavior and attendance as engaged, successful students have an increased sense of belonging and internalized sense of success.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease behavior incidents
- Decrease out of school suspensions
- Increase the effective implementation of core curriculum in all core areas
- Increase the percentage of students scoring mastery or higher on the ELA, Math, Science, and Social Studies LEAP test.
- Decrease the number of students scoring unsatisfactory on the ELA, Math, Science, and Social Studies LEAP test.
- Improve attendance
- Decrease the percentage of students with disabilities scoring unsatisfactory on all areas of the LEAP assessment.
- Increase the percentage of economically disadvantage students scoring proficient on all areas of the LEAP assessment.
- Increase the percentage of black students scoring proficient on all areas of the LEAP assessment.

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

- LEAP 2025
- LEAP Connect
- ELPT
- Lexia Core 5 and PowerUp
- Amira (Grades 4 and 5 only)
- ZEARN lessons completed
- TPSS Multiple Measures
 - ELA - Guidebooks Culminating Writing Tasks
 - Math - End of Module Assessments
 - Science - End of Unit Assessments
 - Social Studies - Chapter Assessments
- JCampus
- Tangipahoa Parish School Systems Panorama Needs Assessment Surveys
- LDOE Attendance and Suspension Reports
- PBIS Digital Rewards Data
- JCampus Discipline Data REports
- Student Information System (Demographic Information)
- LDOE Curriculum Implementation Scale

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.	By May 2026, the percentage of students scoring proficient in ELA will increase from 15.97% to 23.89% on the LEAP 2026 assessment.
2.	By May 2026, the percentage of students scoring proficient in Math will increase from 8.35% to 13.76% on the LEAP 2026 assessment.
3.	By May 2026, the percentage of students scoring proficient in Science will increase from 7.13% to 11.79% on the LEAP 2026 assessment.
4.	By May 2026, the percentage of students scoring proficient in Social Studies will increase from 8.11% to 14.00% on the LEAP 2026 assessment.
5.	By May 2026, the percentage of students in the subgroup, "Students with Disabilities" scoring proficient will increase from 2% to 4% on the LEAP 2026 assessment.
6.	By May 2026, the percentage of students of African American ethnicity scoring proficient will increase from 12.8% to 18% on the LEAP 2026 ELA assessment.
7.	By May 2026, the percentage of students in the subgroup "Economically Disadvantaged" scoring proficient will increase from 14.3% to 20% on the LEAP 2026 ELA assessment.
8.	By May 2026, the percentage of students missing fewer than 15 days of school will increase from 80% to 90% during the 2025-2026 school year.
9.	By May 2026, the percentage of students with zero out of school suspension will increase from 71% to 76% during the 2025-2026 school year.

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: • Guidebooks 2.0 for ELA - Teachers have implemented the Louisiana State Department of Education's Guidebook 2.0 units for this year. The Guidebooks support the Louisiana State Standards for ELA. The Guidebook 2.0 units ensure all students can read, understand, and express their understanding of complex, grade-level texts. • The Diverse Learning Guide will be utilized to provide opportunities for all students to meet the challenges of state ELA standards. • Eureka Math ^2 for Math - Teachers have implemented the Eureka curriculum that supports the Louisiana State Standards for math. Tools such as Homework Helper and Remediate Guide will address the various needs of students. • PHD (grades 4 & 5) and OpenSci Ed (grades 6 - 8) for science - Teachers have implemented these two curricula as they are the approved Tangipahoa Parish School System curriculum and they support the Louisiana State Standards for Science. • Bayou Bridges - Teachers have implemented the Bayou Bridges curriculum as it is the approved	ED Priority(s): 1-3	SWP Goal(s): 1 - 7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Printers & copy paper Classroom materials for student include: Binders Page protectors Chart paper Manipulatives Calculators Student White boards Dry erase markers Paper Pencils Index cards Colored pencils Highlighters Markers Poster board Estimated Cost: \$30,000	Effectiveness Measure: LEAP Test Data
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Tangipahoa Parish School System curriculum and it supports the Louisiana State Standards for Social Studies. • Unique curriculum - Teachers of the self-contained classroom will implement the Unique curriculum which provides students with complex learning needs access to the general education curriculum by offering differentiated, standard-aligned core content. • Louisiana Special Education Playbook - teachers are implementing the best practices for students with disabilities as outlined in the Playbook to ensure that students have access to Core instruction and are provided with the tools and strategies to be successful with the core curriculum.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>The Unrealized Promise of High-Quality Instructional Materials</u> <u>Six Shifts to Improve Special Education and Other Interventions: A Common Sense Approach for School Leaders</u>					Evaluation / Effectiveness Results (guide revision to the SWP):

Use of Academic Assessments to Improve Instruction: • LEAP 2025 - Students in grades 4-8 ELA, Math, Science, and Social Studies will participate in the LEAP assessments. • District OnCourse assessments - students in grades 4 - 8 ELA, Math, Science, and Social Studies participate in district assessments aligned to core curriculum which are assigned through OnCourse. These assessments include but are not limited to: Culminating writing tasks, chapter assessments, unit quizzes, module quizzes and assessments. • Diagnostic assessments and Exit Tickets are used in the various curriculum areas to monitor student progress.	ED Priority(s): 1-3	SWP Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copier ink and paper Estimated Cost: \$2000	Effectiveness Measure: LEAP data for 2025-2026 OnCourse Assessment data Diagnostic and Exit Ticket data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>How Assessment Can Lead to Deeper Learning</u>					Evaluation / Effectiveness Results (guide revision to the SWP):

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: • Special Education models include inclusion, self-contained, moderate, and moderate/severe. • Implementation of the Louisiana Special Education Playbook for best practices. • Utilization of the Diverse Learners Guide. • Paras are assigned to special education self-contained classrooms and to individual students when necessary. • Special education student progress is monitored throughout the year through teacher communication logs, progress reports, IEP meetings and the results of all assessments. • 504 student progress is monitored throughout the year through teacher communication logs, tracking data, annual 504 meetings, and the results of all assessments. • Unique is the curriculum used to help grow our special education students who are assessed using LEAP connect. • Special education and 504 students receive specialized instruction through the use of Lexia Core5 or Lexia PowerUP,	ED Priority(s): 1-3	SWP Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$3000	Effectiveness Measure: LEAP 25-26 Data Progress Monitoring Reports LEAP Connect 25-26 data
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- Amira, and ZEARN. - Louisiana Connectors - According to Louisiana Believes, the Louisiana Connectors are intended for students who, due to a significant cognitive impairment, are determined by their Individualized Education Plan (IEP) team to be eligible to participate in the LEAP Connect assessment. The Louisiana Connectors are the academic content and skills students are expected to achieve in each grade. They are aligned to and make up the “big ideas” found in the Louisiana Student Standards in ELA and math. The Connectors are designed to provide pathways for students with significant cognitive disabilities to achieve grade-level expectations.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): The Louisiana Connectors					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	ED Priority(s): 1-2	SWP Goal(s): 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: Headsets with microphones	Effectiveness Measure: ELPT data LEAP data

each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Describe the EL program at your school, including how and what services are provided to the EL students: • Amira			☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Estimated Cost: \$500	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>The Louisiana Connectors</u>					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: The following data will be reviewed by classroom teachers, counselors, parents, and administrators to determine if the student is in need of intervention. • Students who were Placed with Interventions for the 2025-2026 school year. • Students who were retained in the 2024-2025 school year, • Students who are reading below grade level demonstrate a need for Reading Comprehension support • Students with IEPs and IAPs that indicate test read aloud and the use of calculators. • Students who consecutively earn an F in ELA or math in more than one 9 weeks.	Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$500	Effectiveness Measure: LEAP Data Lexia Data ZEARN data Evaluation / Effectiveness Results (guide revision to the SWP):

Students who have been referred by teachers based on teacher observation and student work.				
List the Opportunities and Interventions for Students in Need: In order to determine which intervention a student should receive, a variety of data points are analyzed. Then as a content-specific area of need is identified, appropriate interventions are assigned. The following interventions could be assigned to students based on academic deficits: - Lexia Core5 or PowerUp - Amira - ZEARN - Eureka Math Catalyst The purpose and focus of these interventions is to ensure student academic success. Use of interventions looks different for each student based on individual needs. Teachers monitor success on interventions in a variety of ways, including analyzing data that the technology-based intervention compiles. Administration monitors teachers to ensure fidelity of intervention use.	Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$5000	Effectiveness Measure: Lead Data Lexia Data Zearn 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: The SAT team strategizes ways to help the student to become more academically and/or behaviorally successful. The SAT team reviews appropriate student performance (student grades, attendance, behavior referrals, classroom assessments, ZEARN, LEXIA, Amira, etc.) data to identify both areas of strength and weaknesses and adjusts and refines interventions based on the student's individual needs. - An IEP meeting may be held to address the additional needs through accommodations and modifications. - A 504 meeting may be held to address the additional needs through accommodations.	Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$500	Effectiveness Measure: LEAP data LEAP Connect data IEP/IAP Progress Reports Classroom tracking data Evaluation / Effectiveness Results (guide revision to the SWP):

The SAT team may determine that a student is eligible for either 504 or special education services.					
Interventions Specific to <u>Students with Disabilities</u>: Current interventions used for students with disabilities are also used for students at-risk. - Students receive small group instruction daily to address learning deficits - Students receive instruction at their instructional level with accommodations and modifications - Interventions with computer based programs such as Lexia and Zearn will give them practice with on-grade level skills - Additional services are available to those students that qualify for Speech, Adapted PE, Occupational and Physical Therapy - LA Connectors 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 allows the student to focus on meaning and then engage in the content specific practices in ELA, Math, Science, and Social Studies - Follow individual goals and objectives on IEP - Follow individual accommodations and modifications on 504 plans. For LEAP Connect students, interventions include the following: - Unique (provides students with	ED Priority(s): 1-3	SWP Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$500	Effectiveness Measure: LEAP data LEAP Connect data IEP/IAP Progress Reports Classroom tracking data

complex learning needs access to the general education curriculum by offering differentiated , standards-aligned core content. • IEP goals and objectives will help our students grow and will be used to monitor progress.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Interventions in general education for students with disabilities</u>					Evaluation / Effectiveness Results (guide revision to the SWP):
Interventions Specific to <u>English Learners</u>: Current interventions used for students with disabilities are also used for students at-risk. Teachers will use the Translation App to communicate with parents about student progress. For ELPT students, interventions include the following: • District advocates will meet with the students and monitor progress. • EL students will use the Amira program.	ED Priority(s): 1-3	SWP Goal(s): 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$500	Effectiveness Measure: LEAP data ELPT data Student grades and progress reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Supporting English Language Learners in Schools: Strategies for Success</u>					Evaluation / Effectiveness Results (guide revision to the SWP):

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being: • Social Emotional Lessons through Character Strong. • Students can alert staff to emotional alerts through the PBIS program and receive quick responses from staff. • Site-based School Counselor provides strategies to improve academic achievement, emotional management, interpersonal skills, social relationships, management of peer and family conflicts and trauma. • RKM Counseling provides qualified and licensed social workers and counselors through the school setting to decrease disciplinary actions and improve educational outcomes.	ED Priority(s): 1-2	SWP Goal(s): 1-9	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Estimated Cost: \$2000	Effectiveness Measure: Panorama student surveys Panorama parent surveys Panorama teacher/staff surveys PBIS SEL check
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>What does the Research Say?</u> <u>America's Students Need Social Emotional Learning, Now More Than Ever</u>			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

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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, 21 st Century, before or after school tutoring, etc.):	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Mastery and Advanced students in ELA and Math can take Eng I and Alg I as 8th grade students. • All students have an opportunity to attend off-campus field trip • After-School Program at Community Center is offered • 21st Century and After-School tutoring on campus • Summer Learning Camp • Various Clubs: ○ Robotics ○ Beta ○ Student Council ○ Better Boys/ Lovely Ladies ○ Cooking ○ Cheerleaders ○ Sports Teams ○ Ag in the Classroom ○ Yearbook ○ Chess ○ STEM ○ Ambassadors Club to support students who do not have a sense of belonging ○ Girls on the Run ○ Peer Collaboration ○ 8th Grade Mentors to 4th Graders	1-2	1-9	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Estimated Cost: \$5000	Student participation Student enrollment

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>Provide Expanded Learning: Restarting and Reinventing School</u>				Evaluation / Effectiveness Results (guide revision to the SWP):
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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):

- Quest for Success
- Computer Technology Literacy
- PE
- Health
- Algebra I
- English I
- Related Services such as Speech, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology, RKM counseling services
- Talented Theater

1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieesssve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Explicit teaching and practice of expected behaviors and procedures • PBIS Program - students are recognized and awarded PBIS tickets/points for meeting building and classroom expectations. Points can be redeemed by students for prizes, activities, and opportunities.	Priority(s): 1-3,5	1-9	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund		Discipline referral data PBIS reports Panorama Survey data

• Class Dojo - student behaviors are tracked and managed through the Dojo platform. Students who maintain a point minimum for the week can participate in certain activities as an incentive. Teachers can communicate through the Dojo app with parents. • RKM Counseling - provides qualified and licensed social worker and counselor through the school setting to decrease disciplinary actions and improve educational outcomes. • Behavior Incentive plans are developed by staff with individual students to provide instruction, support, tracking, and incentive for positive behaviors when a student is identified. • Site-based School Counselor provides strategies to improve academic achievement, emotional management, interpersonal skills, social relationships, management of peer and family conflicts and trauma. • PAC - This program is designed as a consequence for students who have made poor behavior choices.			☐ Perkins ☒ Other	Estimated Cost: \$4000	
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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): <u>Effects of School-wide Positive Behavioral Interventions and Supports on Child Behavior Problems</u>				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): 1-4	SWP Goal(s): 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☒ Other	Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed Estimated Cost: \$3000	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments 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): <u>The Importance of Instructionally Focused Professional Learning</u>					
Professional Learning Communities (PLCs): - PLC meetings will occur once a week - PLC meetings will focus on data analysis to assess student needs and drive instruction. These meetings will be led by administration, teacher leaders, and/ or our master teachers. - PLC meetings will also use backwards design methods to plan units of instruction for ELA, Math, Social Studies, and Science	ED Priority(s): 1-4	SWP Goal(s): 1-9	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins	Items Needed: Estimated Cost: \$500	Effectiveness Measure: PLC Agendas PLC Sign in sheets Student work data

Leaders will meet with individual teachers for planning purposes. Leaders will analyze teachers' lesson plans and annotations and review next steps with the teachers.			☒ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>The Power of Professional Learning Communities in Our Schools</u>					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. - New teacher orientation to be held at the start of the school year to aid those new to our school or new to teaching with how to navigate different components of education. Create a “new” teacher binder/folder for staff reference and consistency. - Core and Ancillary teachers will attend district training with building	ED Priority(s): 1-4	Goal(s): 1-9	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: PD sign-in sheets Teacher Panorama surveys Instructional coaches' tracking sheets

support followup on curriculum, instruction, and assessment tools and strategies. • All Core teachers will be provided an instructional coach to improve the quality of teaching and learning by providing targeted, data-driven support. Instructional coaches collaborate with teachers to strengthen instructional practices, align instruction with state standards, and implement effective, research-based strategies that address the diverse academic needs of all students. Through modeling lessons, facilitating professional learning, and guiding data analysis, instructional coaches build teacher capacity, promote equitable access to high-quality instruction, and ultimately increase student achievement and growth across all content areas.				Estimated Cost: \$3000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>The importance of instructional coaching, now and in the future</u>					Evaluation / Effectiveness Results (guide revision to the SWP):

<u>Transition Resources for Parents, Teachers, and Administrators</u>			Evaluation / Effectiveness Results (guide revision to the SWP):
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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:

- Student Assessment data will be monitored during weekly cluster meetings to drive instruction and determine intervention and acceleration needs for individual students.
- Throughout the school year, Leadership Meetings will be held weekly to monitor the SWP and make any adjustments needed
- Throughout the school year, the teachers and Instructional Leadership team will evaluate the district benchmark checkpoints, LEAP 360 diagnostic assessments, multiple measures data for ELA and Math
- SWP committee will meet once LEAP scores are reported to determine whether or not the goals have been met and assist in the design of new goals

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

- The Stakeholder committee meeting will meet once LEAP scores are released to determine the effectiveness of the School Wide Plan goals.

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

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

2025-2026 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal:** Christopher Smith
- **Assistant Principals:** Carol Guenther & Ann Parmentier
- **Student:** Carrah Murrey
- **Teachers:** Bhrooke Herring & Erica Pekins
- **Counselor:** Crystal Stanley
- **Parent/Family:** Pinkie Miller
- **Community Member:** Sergeant Jeep (SRo)

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:** Christopher Smith
- **Assistant Principals:** Carol Guenther & Ann Parmentier
- **Student:** Carrah Murrey
- **Teachers:** Bhrooke Herring & Erica Pekins

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