

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

The D.C. Reeves Elementary School **3rd & 4th Grades**

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

School: DC Reeves Elementary

SPS: 64.7

Letter Grade: C

Check all that apply (verify with principal):

 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 Schools must earn a subgroup score equivalent to a D or higher for two consecutive years to exit UIR. Subgroups for which the school earned a D or higher in the current year are identified as "on track to exit" and the UIR label will not appear in School Finder.

 Economically Disadvantaged

 Hispanic/Latino

 Black

 White

 X **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	\$2,500
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	\$6,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$3,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs, Swivl robots and licenses	X	X	X	\$10,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,		X	X	\$10,000

Laminator, Laminating Film		X	X	\$7,500
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$3,000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		X		\$2,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		X	X	\$2,500
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		\$5,000

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	X	\$3,000
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X	X	\$3,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$4,500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$4,500
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X	X	\$4,500

Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		X		\$3,000
PFE GOAL: Teach Parents and Families how to support their child’s educational growth by providing families with “training” in Curriculum, Data Analysis or Assessments. 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		\$7,500

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:

- Invited a diverse group of stakeholders including (parents of ELL students, students' w/disabilities, regular education students, community members, teachers, administration, etc.). This group helped to...
 - The committee met in June of 2025 to provide input on the development and evaluation of the SWP. The Committee included 4 parents, local business owners, and stakeholders from the community.
 - Decide on the effectiveness rating of last year's school wide plan.
 - Analyze data for the Comprehensive Needs Assessment
 - Set priorities for the 2025-26 school year based on the CNA
 - Create a school wide plan based on priorities.
 - In September 2025, a second committee meeting will be held to discuss detailed implementation of Parent/Family engagement activities.
 - A mid-year review meeting will be held in January
 - Parents have access to the SWP on our school's website.

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:

We make parents and community stakeholders' partners with our educators by allowing them a voice in school decisions. Each of these groups has a vested interest in ensuring that our educational system is effective and meets the needs of all learners.

Therefore, we...

- Work collaboratively with Stakeholders.
- Include them in analyzing data and setting goals/priorities for the school year.
- Schedule meetings at times convenient for parents.
- Show respect for their perspectives.
- We maintain an open-door policy to ensure the public has access to all levels of administration.
- Conferences are frequently scheduled with parents, teachers, and administration to discuss any academic or behavioral concerns

Parents are required to attend SAT Team, IEP or 504 meetings annually to ensure special needs are being met

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

We communicate information to parents through...

- Weekly communication folders are sent home with students. The signature of the parent is required upon return.
- 3rd - 4th graders are issued a weekly planner that assignments are kept in. Parents have daily access to this planner for communication purposes.
- All parents must be contacted by the homeroom teacher within the first 6-weeks.
- School wide event flyers are sent home with every student along with Robo calls and posting on our website.
- Assignments are posted in a timely manner in Jcampus, Class Dojo, Report cards are sent home each period and parents have access to view online as well.
- The school's website is utilized to communicate pertinent information for parents.
- Email communication is used with parents, teachers, administrators, and secretaries to ensure important information is provided.
- Phone calls/Taking Time to Call Tuesday logs are required by teachers and must be turned in to the office for assurance.
- Robo calls are provided to ensure essential information is given.
- The school Facebook page includes all important details, information, and events from the school.

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: • Meet and Greet/ (August 4/5) • This is an opportunity to review District JCampus System for Parents and assessments for specific grade-level, grade level expectations, standardized testing ➤ This will be an opportunity for parents and students to meet their child's teacher for the 2023-2024 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.	SWP Goal (s): 1, 2, 3	Budget Decisions/Coordination : ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: M & G Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf • https://files.eric.ed.gov/fulltext/EJ1156936.pdf				Evaluation / Effectiveness Results (guide revision to the SWP): Teachers set up individual meet and greet options for parents to attend. This data is housed

			Estimated Cost: \$500	at the school site. Effective
Parent/Family Engagement Activity: Parent Literacy Night/Mad About Math Eureka Night #1 (October 9) Students and their families will participate in a variety of activities provided by teachers. These activities will be designed to provide a deeper understanding of Tier I curriculum in the classroom. Parents will be immersed into Guidebook and Eureka Math activities to allow them to witness how students learn and ways to assist them. THIS PFE WILL BE SPECIFICALLY DESIGNED TO EDUCATE STUDENTS AND PARENTS ON INTERVENTION SUPPORTS (LEXIA, ZEARN, (Amira if used) to enable that these supports will be utilized at home as well.	SWP Goal (s): 1, 2, 3	Budget Decisions/Coordination : ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Estimated Cost: \$500	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1074&context=reading_horizons				Evaluation / Effectiveness Results (guide revision to the SWP): Teachers set up individual meet and greet options for parents to attend. This data is housed at the school site. Effective

Parent/Family Engagement Activity: ● LEAP Into Success- (March) This will provide information for parents regarding statewide assessments, online resources, and strategies to assist students with preparation for LEAP testing. LEAP preparation activities and information provided for families.	SWP Goal (s) 1, 2, 3	Budget Decision /Coordination : X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate. Estimated Cost: \$1,000	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.allprodad.com/educators/				Evaluation / Effectiveness Results (guide revision to the SWP): Unable to meet the activity due to time constraints. Ineffective
Parent/Family Engagement Activity: ➤ All Pro Dads Breakfast (Monthly) ● This is an opportunity for students and important male figures (dad, grandfather, uncle, etc.) to share a bonding experience over a breakfast meal. There will be guest speakers in attendance to promote positivity and the importance of the male presence in the student’s life.	SWP Goal (s): 1, 2, 3	Budget Decisions/Coordination: X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: APD Differentiated based on Activity: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Decorations: Students will utilize paper and other items to decorate. Breakfast will be provided for parents and students in attendance. Estimated Cost: \$2,000	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.allprodad.com/educators/				Evaluation / Effectiveness Results (guide revision to the SWP):

				Monthly APD assemblies were held in the cafeteria. An average of 60 parents were in attendance of the events. The data/sign in sheets are housed at the school site. Effective
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1074&context=reading_horizon				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: ➤ Mardi Gras with Moms (February 23/24) ● Students enjoy family bonding with Mom during this fun filled event. There are activities that promote family engagement such as: dinner, dancing, pictures, and family game-like fun.	SWP Goal (s): 1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: <u>MWM</u> Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Light refreshments will be served. <u>Estimated Cost: \$750</u>	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://hechingerreport.org/what-the-research-says-about-the-best-way-to-engage-parents/				Evaluation / Effectiveness Results (guide revision to the SWP): Grade level MGM assemblies were held in the cafeteria on two different nights. An average of 100 parents were in attendance on the two events. The data/sign in sheets are housed at the school site. Effective

Career Day (March 6) This activity is designed to invite and allow members of the community (including parents) to come and showcase different careers for students to explore.	1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Light refreshments will be served. <u>Estimated Cost: \$750</u>	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys Evaluation / Effectiveness Results (guide revision to the SWP): Career day was held in the carpool area and parents/ stakeholders were set up to introduce and provide students and parents information pertinent to job force expectations. The data/sign in sheets are housed at the school site. Effective
DIBELS Parent Meeting (March 31) Parents are given the opportunity to learn about DIBELS testing and how students are promoted/retained based on data and results.	1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Light refreshments will be	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys Evaluation / Effectiveness Results (guide revision to the SWP): DIBELS parent meeting was held in the cafeteria where Ms. Whittington and Third Grade teachers presented important information to parents in

			served. Estimated Cost: \$750	regards to data and retention policies based on results. Question and answer sessions provided parents with insight for their student progress. The data/sign in sheets are housed at the school site. Effective
Awards Day Program (May 19) Students and parents attend an activity to highlight student achievement and progress for the school year.	1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and toner for invitations, sign-in sheets, handouts, feedback form Light refreshments will be served. Estimated Cost: \$750	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys Evaluation / Effectiveness Results (guide revision to the SWP): The awards day program was held in the cafeteria. This activity was used to highlight student achievement and progress for the school year. The data/sign in sheets are housed at the school site. Effective
4th Grade Farewell Picnic- (May 18) Parents are allowed the opportunity to bond with family members with a picnic themed setting. They are also able to gather information from the teachers in regards to finishing the school and data reports for their students.	1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund	Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Handouts Student Supply List Homeroom List Printing materials such as cardstock/color paper and	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys Evaluation / Effectiveness Results (guide revision to the SWP):

		☐ Perkins ☐ Other	toner for invitations, sign-in sheets, handouts, feedback form Light refreshments will be served. <u>Estimated Cost: \$750</u>	The Farewell picnic was held on the playground area. Parents are allowed the opportunity to bond with family members with a picnic themed setting. They are also able to gather information from the teachers in regards to finishing the school and data reports for their students. Effective

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 - six-point gain in overall scores.

Comprehensive Intervention Required
Urgent Intervention Required for Academics

LEAP 2025 4TH GRADE MATH scores increased by 7 %
(25-32 Mastery or Advanced)

111/322 (34 %) 3rd grade students scored Mastery or Advanced on LEAP 2025 in ELA
152/345 (44%) 4th grade students scored Mastery or Advanced on LEAP 2025 in ELA

89/324 (27%) 4th grade students scored Mastery or Advanced on LEAP 2025 in math
110/323 (34%) 4th grade students scored Mastery or Advanced on LEAP 2025 in math

Some Students Demonstrated Top Growth

80/317 (25%) 3rd grade of students scored Mastery or Advanced on LEAP 2025 in Social Studies
93/341 (27%) 4th grade of students scored Mastery or Advanced on LEAP 2025 in Social Studies

	Jcampus reports indicate that there were 174 referrals this past year. Many of these students fall into multiple subgroup categories. <u>Suspension Rate by Ethnicity/Subgroups</u> African-American, <u>107 students--61%</u> White <u>63 students -36%</u> Asian <u>0%</u> Hispanic <u>3 students .02%</u> American Indian/Alaskan Native 0% <u>32 students -18%</u> of Students with Disabilities <u>142 students---82%</u>--of Students without Disabilities <u>3 students---.02%</u> of ELL
	Attendance data indicates that approximately 50% of students identified as part of a subgroup (African American, Economically Disadvantaged, EL, and Students with Disabilities, have been habitually absent/tardy more than 10 days.
The School Performance Score has increased each year for the last 3 years	46/317 (15%) of 3rd grade students scored Mastery or Advanced on LEAP 2025 in Science 92/340 (27%) of 4th grade students scored Mastery or Advanced on LEAP 2025 in Science
Outside consultants – continuous Professional Development opportunities	Subgroups (African American, Economically disadvantaged, and EL) students scored below Mastery on the LEAP (ELA, Math, Science, and Social Studies) tests. SEE CHARTS

96% of families responded favorably to how often they have a conversation with their child about learning at school.

ELA	Students with Disabilities	African American 3rd/4th	Eco Disadvantaged 3rd/4th	EL 3rd/4th
Basic	44/64	175/209	344/396	17/26
App Basic	75/70	213/211	347/332	29/34
Unsatisfactory	103/88	238/165	379/267	44/52

Math	Students with Disabilities	African American 3rd/4th	Eco Disadvantaged 3rd/4th	EL 3rd/4th
Basic	64/51	298/187	434/384	26/27
App Basic	75/75	231/212	362/332	21/27
Unsatisfactory	92/103	204/240	289/367	35/55

Soc. St	Students with Disabilities	African American 3rd/4th	Eco Disadvantaged 3rd/4th	EL 3rd/4th
Basic				
Approaching Basic				
Unsatisfactory				

Science	Students with Disabilities	African American 3rd/4th	EcoDisadvantaged 3rd/4th	EL 3rd/4th
Basic	22/42	166/211	361/397	15/19
Approaching Basic	97/95	336/272	568/438	48/43
Unsatisfactory	108/93	260/218	379/332	34/52

91% of students responded favorably to having a teacher or other adult who they can count on to help them, no matter what.	Only 36 % responded favorably to talking about ideas outside of school.
100% of faculty responded favorably to leaders being supportive during challenges at school and personally.	Only 33% of families responded favorably to how well activities offered at school match their child's interests.

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:

D.C. Reeves Elementary School is a 3rd and 4th grade community school with (524) 77% Economically Disadvantaged students. We are committed to creating a learning environment in which students take the initiative to be Respectful, Compassionate, and Great with an opportunity to be lifelong learners and productive citizens. By incorporating diverse learning into our daily curriculum, we will ensure that all students play an integral part of learning. Our PBIS Rewards program plays a key role in the success of our students. By tracking progress and soliciting input from all sources (students, faculty, and staff), we will continue to increase positive behavior on a daily basis. Our SPS score is 64.7 and Urgent Intervention is required. We had 68% of students (443) who had fewer than 15 absences and 84% of students (551) who had zero out of school suspensions. ELA and Math scores are improving, but still require intensive support (interventions Lexia, Zearn, Amira) to provide personalized instruction for further improvement. LEAP 2025 Mastery or Advanced scores in science and social studies are at 27%, and improvement in these areas is essential. Students that are part of the school Subgroups (African American, Economically disadvantaged, EL, and Students with Disabilities) have shown improvement, but have still scored below Mastery on the LEAP (ELA, Math, Science, and Social Studies) tests. This is a significant indicator of a need for interventions with these students.

Additionally, the social studies LADOE Curriculum Implementation Scale score was consistent with an average of 1.5. The correlation between LEAP scores and the Implementation scores are noteworthy. 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. PBIS Data and survey results indicate a positive learning environment. Strengths include 84% of students with zero out of school suspension and 77% feel that they are supported through their relationships with friends, family, and adults at school. Relationship building is a priority at The D.C. Reeves Elementary, as 77% of families' agree that students have a strong connection between them and their teachers beyond the classroom.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease behavior incidents within the classroom.
- Increase effective implementation of core curriculum.

● Increase the percentage of students scoring Mastery in Science.
● Increase the percentage of students scoring Basic in ELA, Math, Social Studies and Science.
● Increase the number of students missing less than 10 days per school year.
● Increase the percentage of students in subgroups (African American, EL, Economically Disadvantaged, Students with Disabilities) scoring Mastery in ELA, Math, Science, and Social Studies.
DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): ● DIBELS Spring Benchmark Assessment ● Lexia results and Student Growth ● LEAP 2025 ● Panorama Surveys ● Curriculum Implementation Scale ● LADOE ● Jcampus Discipline Data
SCHOOLWIDE PLAN GOALS ● <i>Goals - Specific, Measurable, Achievable, Results-focused, and <u>Time-bound</u></i> ● <i>Academic Goals Aligned to the Most Current School Data Analysis</i> ● <i>Must Include Subgroup (s) Goal (s)</i> ● <i>Aligned to District Goals</i>
1. From spring 2025 to spring 2026 to Increase our Assessment index from <u>64.7</u> to <u>70</u> .(+5.3)
2. BY APRIL 20, 2026 THE DCR (Every 3rd Grade Student) WILL IMPROVE their OVERALL COMPOSITE SCORE from BOY to EOY AS MEASURED BY THE DIBELS ASSESSMENT.
3. BY MAY 24, 2026, EVERY STUDENT (4th Grade) WILL SHOW AN INCREASE OF 2% IN THEIR ACHIEVEMENT LEVEL AS MEASURED BY THE LEAP 2025 ASSESSMENT.
4. BY MAY 24, 2026 STUDENTS INCLUDED IN THE SUBGROUPS (Students with Disabilities, Economically Disadvantaged, EL, African American) WILL INCREASE 2% IN THEIR ACHIEVEMENT LEVEL AS MEASURED BY THE LEAP 2025 ASSESSMENT.
5. BY MAY 24, 2026 THE PERCENT OF STUDENTS WHO ARE CHRONOLOGICALLY ABSENT (15 or more days) WILL DECREASE from 17.1% to 12.1%.
6. BY MAY 24, 2026 THE % OF STUDENTS IN 3RD & 4TH GRADES WHO ARE SUSPENDED OUT OF SCHOOL WILL REMAIN AT 1%.

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: These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum (Tier I-Eureka Math², Guidebooks, PhD, Science and Bayou Bridges allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. . ● Enrichment/Intervention classes based on grade level needs ● Using paras, resource teachers, and an instructional coach for support. The Instructional coach supports instruction. Paras utilized for inclusion model. Resource teachers scaffold learning for SPED students. Guidance enrichment classes to focus on growth mindset. ● SWD receive instruction in an inclusion setting, except for interventions that are need based (System 44, Read 180,) ● School-wide daily interventions provide instruction for all students based on student needs (Reteaching and Enrichment)	ED Priority(s): 1	SWP Goal(s): 1,2,3	Budget Decisions/Coordination: <u>X</u> Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: All Curriculum Components Technology/Computer Access Staff Document cameras Chromebooks Smartboards File Carts Folders Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, colored pens/pencils for labeling, highlighters, poster maker supplies (paper, ink, etc.)	Effectiveness Measure: SLTs Test Scores Exit Tickets Weekly IGPs
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): ● https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/ ● https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf				Estimated Cost: \$10,000	Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for

• https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/p10-handout.pdf?sfvrsn=4 • https://gm.greatminds.org/witwisdom/the-science-of-reading-and-wit-wisdom					accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGP, and sign in sheets are housed at the school site. EFFECTIVE
Use of Academic Assessments to Improve Instruction: SLTs (Student Learning Target) Student Learning Targets are detailed, measurable ELA and Math goals for students in grades 3-4, which guide instruction and progress monitoring. Weekly IGPs (Individual Growth Plans) Individual Growth Plans are detailed, measurable guides that utilize weekly data for students in grades 3-4. These plans analyze weekly data to provide information for daily instruction and progress	ED Priority(s): #1	SWP Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: All Curriculum Components Technology/Computer Access Staff Document cameras Chromebooks Smartboards File Carts Folders Copy paper, pens,	Effectiveness Measure: SLTs Test Scores Exit Tickets Weekly IGPs

monitoring. Pre and Post Unit Tests: Grades 3-4 are given a pre-test in both ELA and Math prior to unit instruction to determine prior knowledge of students. A post-test in both ELA and Math is given after completion of a unit of study to determine academic growth of students. Common Weekly Assessments: Grades 3-4 use various means of formal and informal ELA and Math assessments to measure student performance meeting criteria for content curriculum within a given time-frame.				pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, colored pens/pencils for labeling, highlighters, poster maker supplies (paper, ink, etc.) Estimated Cost: \$2,500	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://hechingerreport.org/inside-eureka-math-does-a-popular-common-core-math-curriculum-move-too-fast-for-young-students/ • https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf • https://www.louisianabelieves.com/docs/default-source/louisiana-teacher-leaders/p10-handout.pdf?sfvrsn=4 • https://gm.greatminds.org/witwisdom/the-science-of-reading-and-wit-wisdom					Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGP's were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI

				instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. EFFECTIVE
--	--	--	--	---

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: <u>3-4: Inclusion:</u> Special Education teachers support students in the classroom, collaborate with general education teachers on specific student needs. Individual Goals and objectives on IEPs Following accommodation plans <u>3-4 Resource Classrooms</u>	ED Priority(s): 1,4	SWP Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.)	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
--	---------------------------------------	--------------------------------------	--	---	--

Special Education teachers support students in the classroom, collaborate with general education teachers on specific student needs. Unique curriculum is a specific reading program used to assist SWD from preschool to transition with: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Lexia, Zearn, and Amira are utilized as specific interventions for struggling readers and SWD. SPED paras provide support in the regular education setting and special education setting Individual Goals and objectives on IEPs Following accommodation plans.				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://www.hmhco.com/products/read-180/pdfs/3256_READ180-System44_ResearchFoundation_EnglishLearner_2009.pdf • https://gm.greatminds.org/math/blog/eureka/eureka-math-is-your-first-stop-for-rti					Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. EFFECTIVE
Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>: • The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then	ED Priority(s): 1,4	SWP Goal(s): 3	Budget Decisions/ Coordination: X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys, ELPT testing

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: • <u>Amira Program</u> The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. There are several services that are utilized to ensure success for ELL students. Services include: District translators, District advocate, Spanish ancillary teacher on-site, Amira program, Translator application. Teachers will receive an accommodation plan for LEP students at the beginning of the year to ensure that teachers are aware and implement these accommodations. Teachers will utilize a translator (Microsoft, Google, etc.) for communication as needed. Parent communication (newsletters, phone calls, etc.) will be provided in the student's primary language. Amira will be utilized in addition to any assistance provided by the ELL teacher.			☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	paper, poster maker supplies (paper, ink, etc.) Estimated Cost: \$1,500	
--	--	--	---	---	--

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf • https://www.louisianabelieves.com/docs/default-source/academics/louisiana-connectors-parent-guide.pdf?sfvrsn=4				Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. EFFECTIVE
--	--	--	--	---

Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions: • LEAP 2025, Dibels, and Lexia data is used to determine students who need interventions. • Administration reviews possible failure reports. • Teachers and administrators analyze assessments. • School-wide chosen based on LEAP 2025. • Classroom chosen based on exit tickets and daily and weekly assessments. • Review records/IEPs, IAPs, and SBLC documents of new students to determine interventions needed. • Any students who have been promoted with interventions.	Goal(s): 1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper ,poster maker supplies (paper, ink, etc.) Estimated Cost: \$1,500	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys, Weekly IGPs Evaluation / Effectiveness Results (guide revision to the SWP): Total Students Tested–329 Well-Below Benchmark-69 students (21%) Below Benchmark-42 students (13%) On Level-82 students (25%) Above Benchmark-133 students (41%) <table><caption>2024-2025 DIBELS Summary</caption><thead><tr><th></th><th>Well Below</th><th>Below</th><th>On Level</th><th>Above Level</th><th>n tested</th></tr></thead><tbody><tr><td>Beginning</td><td>121</td><td>19</td><td>102</td><td>44</td><td>326</td></tr><tr><td>Middle</td><td>123</td><td>40</td><td>100</td><td>58</td><td>327</td></tr><tr><td>End</td><td>69</td><td>42</td><td>82</td><td>133</td><td>329</td></tr></tbody></table> EFFECTIVE		Well Below	Below	On Level	Above Level	n tested	Beginning	121	19	102	44	326	Middle	123	40	100	58	327	End	69	42	82	133	329
	Well Below	Below	On Level	Above Level	n tested																							
Beginning	121	19	102	44	326																							
Middle	123	40	100	58	327																							
End	69	42	82	133	329																							
List the Opportunities and Interventions for Students in Need: • Look at data to decide which interventions are needed. Students who scored Basic, Approaching Basic or Unsatisfactory on the State assessment will utilize intervention programs to assist with daily instruction. (Zearn, Lexia, common assessments, Culminating Writing Tasks, etc.)	Goal(s): 1, 2, 3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys, weekly IGP																								

- Teachers will provide daily interventions for all students. (Daily School-wide interventions in ELA and Math 8:25-8:45) - RDW/RACES - Word Study - Data Plans - A step by step response strategy will be used as an intervention for students who struggle with written response. - Lexia Students are identified as at risk, teacher recommendations, and test scores. Students are expected to use the program weekly. Progress will be monitored by student performance reports. Interventions for reading comprehension and writing will be done by the teacher. 12 Powerful words program implementation - Lexia–Schoolwide intervention program		☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	board cleaner, paper clips, tape, staples, post it notes, chart paper, Chromebook Word Study materials poster maker supplies (paper, ink, etc.) rolling file cart, folders, LEAP practice/prep books Estimated Cost: \$7,500	Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. EFFECTIVE
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Students still experiencing difficulty move to Tier II interventions. Teacher refers student to committee chair, Teacher and chair generate a 3-week intervention. The teacher monitors student progress.	Goal(s): 1,2,3	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys, weekly IGPs

- Students still experiencing difficulty move to Tier III interventions. At this point, more data is gathered to see if an evaluation needs to be done. SAT Process If warranted, the team will perform a complete 1508 or 504 evaluation of students to determine specific student needs,		☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	board cleaner, paper clips, tape, staples, post it notes, chart paper poster maker supplies (paper, ink, etc.) Chromebooks Estimated Coast: \$2,500	Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. Periodic review of student goals and reports were utilized to determine effectiveness of IEP goals/accommodations.
--	--	---	---	--

EFFECTIVE

Interventions Specific to <u>Students with Disabilities</u>: • Graphic Organizers Utilizing pictorial or visual representations that help organize academic information. • Computer assisted instruction (Lexia, Zearn, Mindplay/System 44) Drill and Practice, tutorial, or simulation activities on the computer to enhance learning, reinforce skills, and supplement traditional, teacher directed instruction. • Unique Instruction This program is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. • Modification of Text or Curriculum Adapting the text or curriculum to ensure comprehension. Reduction of non-essential text outlining, paraphrasing, and emphasis on main points, vocabulary review/review strategies, and use of audio text will be used to facilitate learning. • Tutor/Peer Buddy Students help one or two other students with reading and math activities to assist in achieving learning objectives. • IEP Goals/Objectives Allows students to achieve academic success based on the needs and individualized instructional methods. These Goals/Objectives	ED Priority(s): 1,4	SWP Goal(s): 1,2,3	Budget Decisions/Coordination: X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.) Chromebooks Estimated Cost: \$2000	Effectiveness Measure: Reports, exit tickets, surveys, weekly IGP data
--	---------------------------------------	--------------------------------------	---	---	---

are set to ensure specific prerequisite skills are achieved. • Use of Visuals Making information comprehensible with concrete or pictorial representations, pictures, and drawings.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://www.mainspringacademy.org/prospective-students/curriculum/ • https://www.hmhco.com/products/read-180/pdfs/3256_READ180-System44_ResearchFoundation_EnglishLearner_2009.pdf					Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional strategies. Intervention program data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. EFFECTIVE

Interventions Specific to <u>English Learners</u>: • ELL Interventionist implements interventions determined by each student’s plan. • Ancillary teachers will also provide additional intervention support for ELL students. • ELL students will participate in the Amira computer program weekly to enhance acquisition of the English Language. • ELL teachers will meet to monitor and assist with student progress. • Teachers receive accommodation plans for LEP students to understand and provide instruction based on these needs. The Amira program will be provided in addition to ELL interventions.	ED Priority(s): 1,4	SWP Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper poster maker supplies (paper, ink, etc.) Chromebooks Estimated Cost: \$2,000	Effectiveness Measure: Reports, exit tickets, surveys, IGP data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://cdnwebsites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf • https://www.louisianabelieves.com/docs/defaultsource/academics/louisiana-connectors-parent-guide.pdf?sfvrsn=4					Evaluation / Effectiveness Results (guide revision to the SWP): Weekly data review of SLTs, test scores, exit tickets and IGPs were completed and examined by administrators for accuracy. Weekly collaboration meetings were utilized to produce DI instructional

				strategies. Intervention program (Amira) data reports are housed and presented as needed. Weekly IGPs, and sign in sheets are housed at the school site. PROGRESSING
--	--	--	--	---

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:
Character counts/traits are implemented daily into regular curriculum instruction. Targeted group meetings (with school counselor) in regards to additional social and emotional learning to meet individual student needs.	1,2,3,4	1,2,3	X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund	Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart	Reports, exit tickets, surveys, Counselor meeting logs

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://thecounselingteacher.com/2020/02/5-major-benefits-of-social-emotional-learning.html • https://casel.org/fundamentals-of-sel/what-does-the-research-say/ • https://www.panoramaed.com/blog/measure-social-emotional-learning		☐ Perkins ☐ Other	paper, poster maker supplies (paper, ink, etc.) Estimated Cost: \$1,500	Evaluation / Effectiveness Results (guide revision to the SWP): Character trait classroom implementation and weekly support from SEL curriculum teachers helped to develop intrinsic motivation. Character trait rewards were presented to students who were going above and beyond utilizing the character traits. School counselor provided support to students who needs additional SEL coping strategies. EFFECTIVE
---	--	--	--	--

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.): After School Programs Summer Learning Camp	ED Priority(s): 1, 4	SWP Goal(s): 1,2,3	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper, poster maker supplies (paper, ink, etc.) Estimated Cost: \$3,500	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys Daily attendance
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): • https://www.nacep.org/resource-center/research-on-dual-and-concurrent-enrollment-student-outcomes/ • https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1225&context=diss		Evaluation / Effectiveness Results (guide revision to the SWP): Due to time constraints, the after-school program was not implemented. SLC will be provided to students who are demonstrating a need based on DIBELS and grades.			

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): • Talented Art & Talented Theater- Talented teacher will provide weekly instruction for students as outlined in the IEP. • Students have special ancillary classes included with daily/weekly schedules including Art, Spanish, Computer Technology, Guidance Enrichment, and Library. • PE- All students participated in physical activity to review and master skills that are aligned with particular standards to promote physical development and coordination. • Clubs- Clubs are implemented for the entire school year. All students choose a club that will be supervised monthly by teachers. • Occupational Services such as APE, OT, and Speech provided based on IEP goals. • Community Education may include Career Day and Public Servant visits • FINS is provided for families based on their needs. School counselors and behavior interventionists are available to provide services for distressed students and students with specific needs.					
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 <u>Believe to Achieesssve: Educational Priorities</u>, including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.					
Strategies Used to Prevent and Address Problem Behavior: • PBIS: Points are given to students when positive, safe, responsible, and respectful behaviors are demonstrated. Students may spend their PBIS points per six weeks at the PBIS Store. • Superstar Spotlight Monthly Goals for Character Traits and Core Values • Positive Behavior celebrations are held to encourage school spirit and respectful culture. • Party with the Principal will spotlight students exhibiting core values. • Don't be Tardy for the Party will spotlight students that have not received any tardies for each nine weeks grading period. • We're All In will spotlight students that have not missed any days of school. • ISS/PAC is used to support, address, and reteach behaviors.	ED Priority(s): 1,2,3,4	SWP Goal(s): 1,2,3	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Chromebooks	Effectiveness Measure: Reports, exit tickets, surveys Daily attendance check

				Estimated Cost: \$1,500	
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/EJ1175692.pdf https://k12engagement.unl.edu/strategy-briefs/Check-in%20Check-out%203-14-16.pdf%20_0.pdf					Evaluation / Effectiveness Results (guide revision to the SWP): PBIS activities were provided for students exhibiting behaviors that were related to the core values of the school and district. PAC was utilized to reiterate the core values and reteach inappropriate behaviors to promote positive behaviors. Sign in sheets/data is available at the school site.

				EFFECTIVE
--	--	--	--	------------------

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): 1,2,3,4	School Goals: 1,2,3	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: \$3,000	Effectiveness Measure: Agenda, Sign In Sheets, Presentations Documentation, Surveys
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/stakeholder/ores.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Learning Communities (PLCs): - Weekly Collaboration/Planning Meetings, where teachers meet during common planning periods based on the needs of the grade level and the needs of students. - Content Leaders and Administrators attend weekly grade-level meetings to assist with data review, guidance, modeling, and planning utilizing the Tier I curriculum. - Teachers meet bi-weekly to discuss any information provided during Leadership Team meetings. Grade-level representatives re-deliver the information to the team members.	ED Priority(s): 1,2,3,4	School Goals: 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Substitutes provided Estimated Cost: \$3,500	Effectiveness Measure: Agenda, Sign In Sheets, Documentation, Surveys, Data sheets, IGPs, SLT, lesson plans

- Semester vertical planning where grade-level representatives meet and plan based on standards and skills across the third and fourth grade curriculum - Learning walks/visits to classrooms to provide teachers a chance to reflect on a variety of practices					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/northeast/AskAREL/Response/9					Evaluation / Effectiveness Results (guide revision to the SWP): ILT meetings were used to discuss the implementation of the SWP and progression of the activities involved. PD and weekly planning meetings were used to promote and instruct activities/data in relation to the SWP Sign in sheets and agendas are available at the school site. EFFECTIVE
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.	ED Priority(s): 1,2,3,4	Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed	Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys

● Content Leaders provide PD as needed. ● Administrators encourage attendance at Summer Development sessions. ● ELA, Math, Science, and Social Studies teachers, content leaders, and administrators will attend training throughout the year in/out of the district as needed. ● Swivl robots will be utilized to provide virtual PD that focuses on NIET Reinforcement and Refinement data. ● New Teacher Orientation will be provided to assist new teachers with curriculum, procedures, and data tracking for students.			☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	-Swivl license Estimated Cost:	
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/ED494706.pdf					Evaluation / Effectiveness Results (guide revision to the SWP): ILT meetings were used to discuss the implementation of the SWP and progression of the activities involved. Swivl robots were utilized as PD and reflection tools for classroom instruction. PD and weekly planning meetings were used to promote and instruct activities/data in relation to the SWP Sign in sheets and agendas are available at the school site.

				PROGRESSING
--	--	--	--	-------------

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: • Mentor Teacher Buddy Program • Weekly Collaboration Meetings • School Building Level Committees • Stipends for PD • District Level PD • New Teacher Orientation • In-district certification for non-certified teachers • Effectiveness stipends • Recruitment stipends	ED Priority(s): 1,4	Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Estimated Cost: \$3,000	Effectiveness Measure: End of the year survey, Meeting of the Minds, Weekly 2 minute check-ins
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.forbes.com/sites/forbescoachescouncil/2018/03/28/smart-businesses-invest-in-future-workforce-talent-through-k-12-education/?sh=5cd07bec6e68					Evaluation / Effectiveness Results (guide revision to the SWP): Weekly meetings were provided to new teachers to provide additional support for instructional and curricular improvements . PROGRESSING

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: • The May before the next school-year, incoming second grade students will attend a tour of the school and visit the classrooms. • The May before the next school-year, out-going fourth grade students will attend an Ice-Cream Social to transition to fifth grade at the feeder school (Martha Vineyard)	ED Priority(s): 2,3	Goal(s): 1,2,3	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy paper, pens, pencils, copy ink, toner, colored paper, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, post it notes, chart paper Estimated Cost: \$750		Effectiveness Measure: Agenda, Sign In Sheets, reports, exit tickets, surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://nces.ed.gov/pubs95/web/95741.asp https://www.edutopia.org/article/welcoming-students-smile						Evaluation / Effectiveness Results (guide revision to the SWP): Unable to meet the activity due to time constraints. Ineffective

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program. Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.	English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. 21st Century Programs: Students in participating schools are entitled to attend the 21 st Century afterschool programs during the school year and during the summer. Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

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

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

- SWP goals are monitored on a continuing basis during Leadership meetings, Collaboration meetings, grade level meetings, and PDs
- Learning walks and snapshots
- Formal and informal evaluations
- Title I visits
- SLTs provide diagnostic, pre and post test results
- LEAP 2025
- Lexia
- Guidebook Cumulative Writing Tasks
- Data; weekly, monthly, semester, and yearly
- Progress Monitoring data collected and charted in weekly IGPs
- Weekly common assessments are used to provide data for weekly IGPs
- Discipline, PBIS and attendance reports
- Jcampus Reports-behavior and academics are monitored
- Posted to school website

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:

- Stakeholder meetings will be held to identify and discuss the effectiveness of the SWP. They will also discuss strengths and weaknesses as identified in the surveys from parents, students, and faculty. (June)
- The SIP Committee and stakeholders will meet when all assessment results (including LEAP 2025) are completed to determine Effectiveness and assisting in planning for the upcoming school year.

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

- Administration will meet with teachers on the first day to discuss/review the school-wide plan to ensure implementation.
- The annual Title I meeting will be held to notify and discuss the school-wide plan with parents.
- Stakeholder meetings will be held (December/January, June/August) to set and revise plans as needed.

- Posted to the website for public use.

2025--2026 Committee

Members

School Improvement Planning Committee

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

Members Include:

Principal: Tamara Whittington

Assistant Principals: Margaret Milazzo, Amber Perrin

Student: Jade Horton

Student: Ezekiel Luviano-Morales

Student: Ryleigh Whittington

Student: Tinley Vititow

Teacher: Susie Miller

Teacher: James Cox

Teacher: Pamela Newman

Parent/Family: Kai Batiste

Parent/Family: Danielle Sanders-Horton

Community Members: Dr. David Cranford, Jeremy Peltier, Dennis

Hebert, Bre Layrisson

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

Principal: Tamara Whittington

Assistant Principals: Margaret Milazzo, Amber Perrin

Teacher: Susie Miller

Teacher: James Cox

Teacher: Pamela Newman

Parent/Family: Kai Batiste

Parent/Family: Danielle Sanders-Horton

Community Members: Dr. David Cranford, Jeremy Peltier, Dennis

Hebert, Bre Layrisson

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

SCHOOL ASSURANCES

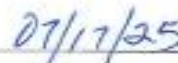
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ 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