

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Spring Creek Elementary
Pre-K - 5th Grade

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

School Spring Creek Elementary

SPS 75.8

Letter Grade B

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

☐ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

☐ UIR - Academic - Urgent Intervention Required for Academics:

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

☐ Economically Disadvantaged

☐ Hispanic/Latino

☐ Black

☐ White

☐ Students with Disabilities

☐ English Learners

☐ Two or more Races

☐ UIR - Discipline - Urgent Intervention Required for Discipline:

The out-of-school suspension rate is two times the national average for the past three years

Frequently Ordered Title I Supplies 2025 - 2026

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	\$3000
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	\$5000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	\$2000

Replacement Student Mice, Headphone, Keyboard, Earbuds,	X	X	X	\$4000
Laminator, Laminating Film	X	X	X	\$5000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$5000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				\$5000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	\$5000
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	X	\$5000

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	\$5000
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X	X	\$5000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	\$5000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	\$5000

ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	\$5000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials	X	X	X	\$5000
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	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: All parents will be invited to attend a school wide planning meeting in July 2026 to review data and help decide effectiveness ratings of last year's SWP, review data to assist in writing the CNA, and provide input in writing the SWP by helping create our goals and activities based on the priorities in the CNA and help plan PFE activities for the year.

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: Parents/stakeholders will be encouraged to attend school wide planning team meetings, PTO meetings and assemblies to provide input.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.: Parents will be notified of the school's upcoming events throughout the year through monthly newsletters, emails, automated calls, school facebook page, and website. Teachers will be required to contact parents during the month of August to build positive relationships with parents or to discuss any parental concerns. Parent conferences will be scheduled in October for students who earned a C or below in the first grading period and throughout the year. Teachers will use their Oncourse webpage and post a weekly newsletter to inform parents of upcoming objectives, homework assignments, pictures, and school events.

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized

Notes home will be sent in 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: Meet and Greet- Parents will be invited to come and meet their child's teacher before the school year begins. Teachers will present information on curriculum and how to access student grades in the student progress center.	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: Colored Paper Ink Communication Folders Planners Toner Paper, Pencils Cardstock	Effectiveness Measure: Agenda Sign-In sheets Parent Exit Ticket Parent 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.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUR_EAU_ARACY_August_2012.pdf			Estimated Cost: \$2000	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: PJ Literacy Night- students will participate in stories and activities led by the faculty and staff. Parents will be engaged in ELA/math activities.	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: poster paper, cardstock, ink, toner, laminating film, poster machine paper and ink, masters, staples copy machine service contracts	Effectiveness Measure: Agenda Sign-In sheets Parent Exit Ticket Parent 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.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

			Estimated Cost: \$4000	
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Parent/Family Engagement Activity: STEM Night: Students and parents will participate in activities that will offer parents the opportunity to engage with the Eureka math and PhD science curriculum.	SWP Goal (s): 1-7	Budget Decision /Coordination: ● Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed:	Effectiveness Measure: Agenda Sign-In sheets Parent Exit Ticket Parent 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.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: LEAP Night- Sessions will be held by 3rd-5th grade teachers to assist parents with strategies to help their child be successful on the LEAP Test.	SWP Goal (s) 1-7	Budget Decision /Coordination : ● Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed:	Effectiveness Measure: Agenda Sign-In sheets Parent Exit Ticket

		☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other		Parent Attendance
https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf			Estimated Cost:	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
LEAP 2025 - 4.5 increase in SPS moving from a C to a B	UIN label for Students with Disabilities
LEAP 2025 overall percentage of students scoring mastery or above increased from 33% to 39%	37% of students scored Mastery or Advanced on LEAP 2025 in ELA
LEAP 2025 science assessment index increased 11.2 points	40% of students scored Mastery or Advanced on LEAP 2025 in math
SCE received Top Gains Award with a progress index of 91.1	27% of students scored Mastery or Advanced on LEAP 2025 in science
98% of students responded favorably that they have a family member or other adult outside of school they can count on no matter what.	32% of students responded favorably to how often they talk about ideas from class.
100% of families responded favorably to how much respect do you think the children at your child's school have for the staff.	33% of teachers responded favorably to when there are major news events related to race, how often do adults at your school talk about them with each other.

90% of staff responded favorably that school leaders are friendly towards them.	30% of staff responded favorably to how often do adults at your school have important conversations about race even when they might be uncomfortable.
	46% of Kindergarten students scored average or better on the last Social Studies Benchmark. 50% of 3rd grade students scored average or better on the last Social Studies Benchmark.
	At risk weakness
	27% of absences were unexcused in the 24/25 school year with October having the most total absences for the year.
	10% of the incidents that took place on campus in the 24/25 school year were coded as conducts and habits injurious.

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:

Spring Creek Elementary School is a rural community school with 76% Economically Disadvantaged students. Spring Creek Elementary school has an SPS score of 75.8, a 4.5 increase from 2023 moving our school from a C to a B. SCE was also a recipient of the Top Gains Badge. Urgent Intervention is needed in the Students with Disabilities subgroup. Students in grades pre-kindergarten to 2nd grade are scoring significantly better on benchmark assessments compared to students in grades 3rd to 5th on LEAP 2024 assessments. LEAP 2025 Mastery or Advance scores increased 6% overall from the previous year. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 0-2. 50% of SCE students are proficient in ELA according to Dibels and LEAP scores. 40% of SCE students are proficient in Math according to LEAP data. The correlation between LEAP scores and the Implementation scores are noteworthy. We need to focus on bridging the gaps between proficiency in the lower grades to LEAP grades. Our attendance rate needs to improve, we still have 31% of our students missing 15 or more days. PBIS Data and survey results indicate a positive learning environment at SCE. 95% of students with zero out of school suspensions. 96% of students responded favorably that they have a teacher or adult from school they can count on no matter what. We had a very active PTO this year with an increase in parental involvement.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **Increase achievement in the subgroup of Students with Disabilities.**
- **Increase percentage of students scoring mastery and advanced in ELA, Math, Science, and Social Studies.**
- **Increase effective implementation of core curriculum.**
- **Increase school attendance from 91.1 to 95.0**
- **Decrease the number of conducts and habits injurious referrals.**

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

- TS GOLD
- PK End of Year District Created Assessments
- PK Report Card Data (per 9 weeks)
- CKLA End of Year Student Performance Assessment (see specific Unit per grade level)
- Wit and Wisdom End of Module Assessment (see specific Module per grade level)
- MClass / DIBELS Spring Benchmark Assessment
- Guidebooks Culminating Task (see specific Unit per grade level)
- Lexia Diagnostic 3 results and Student Growth
- Zearn
- LEAP 2025
- LEAP ELA Guidebooks Innovative Assessment
- Affirm Topic Quizzes (KG)

- Affirm End of Module Assessments (KG)
- Math District Checkpoints
- Social Studies – Content Assessments (see specific Unit per grade level)
- Social Studies District Benchmark Assessment (Spring writing compared to Fall writing)
- Science – End of Module Assessments
- Science – District Checkpoints (3)
- Curriculum Implementation Scale
- Panorama Survey Data
- PBIS
- Every Day Labs

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, increase the percentage of kindergarten students who are on or above level on all combined literacy assessments from 53% to 65%.

2. By May 2026, our SPS will increase from 71.3 to 75.0 as evidenced by LEAP scores and SPS calculations through the implementation of Tier 1 and TPSS approved curriculum in all subject areas at all grade levels to support student mastery.

3. By May 2026, the percentage of our at risk populations scoring mastery or above on the LEAP 2025 will increase in ELA from 26% to 33% and in math from 24% to 31%.

4. By May 2026, increase the percentage of students who missed fewer than 15 days from 68% to 80%.

5. By May 2026, increase the percentage of third grade students who achieve mastery on their third-grade LEAP 2025 in ELA from 36% to 40%.

6. By May 2026, increase the percentage of third grade students who achieve mastery on their third-grade LEAP 2025 in math from 56% to 60%.

7. By May 2026, increase the percentage of students with zero out of school suspensions from 98% to 99%.

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: Pre-K - ELA Dig Curriculum Wit & Wisdom; CKLA (K-2) Eureka Math (Pre-K-5th) Phd Science (K-5) Social Studies (Bayou Bridges) SPED- Unique Pre-K Teacher and Pre-K Paraprofessional is needed to provide quality instruction and additional support for early learners	ED Priority(s): 1,2,3,4	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: Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka Document Camera, Louisiana	Effectiveness Measure: Annotated Lesson Plans NIET Observations Walk-throughs District Benchmark Data LEAP 360 Data Oncourse Assessment Data Weekly Test Data LEAP 2025 Test Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2303z2/RAND_RR2303z2.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

				State Standards materials including workbooks, chromebooks, primary resources classroom printers to print resources for students, updated Coach/ABC SS/SC books Estimated Cost: \$10,000	
Use of Academic Assessments to Improve Instruction: District Created Benchmark Assessments for ELA, Math, Science and Social Studies TS Gold Checkpoints PLC meetings will be pulling and analyzing the assessments to make adjustments to instruction. LEAP 360 Assessments Dibels/McClass Assessments Math Affirm Assessments, topic quizzes, mid-module and end of module assessments Culminating Writing Task	ED Priority(s): 1,2,3	SWP Goal(s): 1,2,3,5,6	Budget Decisions/Coordination: ● Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Privacy Shields Estimated Cost:	Effectiveness Measure: Weekly Test Data Leap 360 Data Checkpoint Data

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					Evaluation / Effectiveness Results (guide revision to the SWP):
https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30008					

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: • Provide specific instructions to students with an educational program that best fits their needs and who have an IEP. • A combination of push-in and pull-out interventions will be used according to the needs of the students. • Unique Program • Amira, Amira Boost, and LEXIA Core 5 • LEAP Connect Testing • Once Program	ED Priority(s): 1,2,3,4	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: Headsets, Louisiana State Standards materials, Accommodation Stamps for SPED and Inclusion Teacher	Effectiveness Measure: Lesson Plans NIET Observations Walk-throughs LEAP Data Unique Data Weekly Assessments
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp				Estimated Cost: \$500	Evaluation / Effectiveness Results (guide revision to the SWP):
Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>: - The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on 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, Amira Boost, and LEXIA Core5 - Title I personnel visits students throughout the year to monitor student progress and provide support as needed.	ED Priority(s): 1,2,3,4,5	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:	Effectiveness Measure: Lesson Plans NIET Observations Walk-throughs District Benchmark Data LEAP 360 Data Oncourse Assessment Data Weekly Test Data LEAP 2025 Test Data ELPT data

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp				Evaluation / Effectiveness Results (guide revision to the SWP):
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Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: Students are tested at the beginning of the year using Dibels, Benchmark Data and LEAP 360, and LEXIA Core5. Students are chosen for interventions according to data and teacher input. Also, if a student was promoted with interventions, they are placed in interventions. • Analysis of Data (Benchmark Data, weekly test, LEAP 360 data) during Collaboration Meetings • Parental Input • Report Card Grades • Goals, objectives and accommodations will be addressed.	Goal(s): 1-3 5-6	Budget Decisions/ Coordination: • Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost:	Effectiveness Measure: Testing Data Report Cards Evaluation / Effectiveness Results (guide revision to the SWP):
List the Opportunities and Interventions for Students in Need: • Progress Monitoring w/ Interventionist • Zearn • Prodigy • Amira, Amira Boost and LEXIA Core 5 • Accelerated Reader • Goals, objectives and accommodations will be	Goal(s): 1-3 5-6	Budget Decisions/ Coordination: • Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: Computer supplies needed to keep programs going such as keyboards, headsets, mice, cans of air to remove dust.	Effectiveness Measure: Reports/Data from the programs

addressed.		☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Renaissance Place License Estimated Cost: \$3000	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: School Interventionist will progress monitor and provide intervention data to the pupil appraisal team to determine eligibility for special services. At the time the SAT team may recommend testing for SPED, 504 or to continue progress monitoring students.	Goal(s): 1-3 5-6	Budget Decisions/Coordination: • Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Coast:	Effectiveness Measure: Lesson Plans Observation Walk-throughs Data results from interventions Evaluation / Effectiveness Results (guide revision to the SWP):

Interventions Specific to <u>Students with Disabilities</u>: • Small Group Instruction to target identified weaknesses • Small Group / Individual Testing • Unique Program	ED Priority(s): 1,2,3	SWP Goal(s): 1-7	Budget Decisions/Coordination: • Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA	Items Needed:	Effectiveness Measure: Lesson Plans NIET Observations Walk-throughs
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://digitalcommons.acu.edu/cgi/viewcontent.cgi?article=1013&context=etd			☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
Interventions Specific to <u>English Learners</u>: • Support from the District Level • Amira	ED Priority(s): 1, 2, 3	SWP Goal(s): 1-3 5-6	Budget Decisions/ Coordination: • Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost:	Effectiveness Measure: ELPT LEAP 360 Data Oncourse Assessment Data Weekly Test Data LEAP 2025 Test Data ELPT Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC846					

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: • Our school counselor will provide lessons based on students' needs such as character building, testing, bullying, making friends, etc. • Character Strong topic of the week will be a part of morning announcements. Teachers and students will have time to reflect, discuss, or complete short task.	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:	Effectiveness Measure: Observation Reflections
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

1.5 STUDENT OPPORTUNITIES

Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable 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.):	ED Priority(s):	SWP Goal(s): 1-7	Budget Decisions/ Coordination: • Title I ☐ Title II	Items Needed:	Effectiveness Measure: NIET Observations Walk-throughs Lesson Plans
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All grade levels attend 1 educational field trip this year. SCE students also have an opportunity to participate in 4-H, Beta Club, and Student Council, Choir	2,3		☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): • P.E. classes are offered to students 5 days a week for 30 minutes a day • Music and Art classes are offered to students for 30 minutes 2 times per week • Honor's Choir is offered to students who meet the requirements • Talented Art, Music, Theater and Gifted Programs are offered to students who qualify. • Speech is offered to students who qualify. • Summer Learning Camp					
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 Program Schoolwide Procedures	ED Priority(s): 2,3	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:	Effectiveness Measure: Behavior Data Report
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning: • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.	ED Priority(s): 1,2,3,5	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: \$500	Effectiveness Measure: Agenda Sign-In Sheet Log Sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

Professional Learning Communities (PLCs): Teachers will participate in weekly collaboration meetings and use data to drive/adjust their instruction and interventions	ED Priority(s): 1,2,3		Budget Decisions/Coordination: - Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost:	Effectiveness Measure: Agenda Sign-In Sheets Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1194725.pdf					
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	ED Priority(s): 1,2,3,5	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 Approvals for specific items needed	Effectiveness Measure: Agendas Sign-In Sheet Oral Feedback Exit Tickets

activities.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf				Estimated Cost: \$500	Evaluation / Effectiveness Results (guide revision to the SWP):

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

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

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:

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

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

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

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

- Results will be made to the stakeholders during our Meet and Greet Program in August 2026.
- Faculty will be informed about SWP results at the first faculty meeting in August 2026.

2024-2025 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Rosa Eleser
- Assistant Principal: Jamie Varnado
- Lead Teacher: Dawn Moss
- Student: Hadley Plainsance, Gabrielle Burton
- Teacher: Wendy Fowler
- Parent/Family: Raye Ann McMillan
- Community Member: Candace Hardy

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: Rosa Eleser
- Assistant Principal: Jamie Varnado
- Lead Teacher: Dawn Moss
- Student: Hadley Plainsance, Gabrielle Burton
- Teacher: Wendy Fowler
- Parent/Family: Raye Ann McMillan

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