2025-2026
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Lucille Nesom Memorial School
PK - 8th Grade School

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

SPS 61.7 (C)

Letter Grade C

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

- **X CIR - Comprehensive Intervention Required**

Comprehensive Intervention Required (CIR): School earned an overall letter grade of D or F for three consecutive years and/or a cohort graduation rate below 67% in the most recent year.
All Students Required

- **X UIR - Academic - Urgent Intervention Required for Academics:**

Urgent Intervention Required (UIR): School earned a subgroup score equivalent to an F for two consecutive years; school had an out-of-school suspension rate greater than twice the national average for three consecutive years.
Black or African American
Students with Disabilities

- **X UIN - Academic - Urgent Intervention Needed for Academics:**

Urgent Intervention Needed (UIN): School earned a subgroup score equivalent to a D or F in the most recent yea
Economically Disadvantaged
English Learners
Hispanic/Latino
Two or More Races

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	$2,000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	x	x	x	$2,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)		x		$1,500
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs		x	x	$2,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,		x		$2,000
Laminator, Laminating Film		x	x	$1,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x		$1,500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		x		$15,000
IXL (Science and Social Studies)		x		$4,680
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	x	x		$1,000
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,		x		$5,000

Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards, bulletin board paper Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		x		$1,500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x		$1,500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x		$1,500
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		x		$1,500
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		x		$1,500
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, Bulletin Board Paper, 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		$5,000

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

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

- Invited a diverse group of stakeholders including (parents of ELL students, students' w/disabilities, regular education students, community members, teachers, administration, etc.).
- Parents are able to give input, express concerns and thoughts regarding the SWP at meetings, activities, and events.
- All parents will be invited and encouraged to participate in the annual Surveys. (Dec.)
- Results from the Needs Assessment Surveys will be utilized to address the strengths and weaknesses of the school. (May)
- Parents and/or community members will be involved in the design of the SWP. (Dec./March/May)

Provide examples of changes made to the schoolwide plan based on input from families/parents:
Based on input from families/parents, the following items were recommended:

- 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 parents and 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.
- Parents complete the ***Needs Assessment Survey***. A parent letter will be sent home at the end of the year regarding parent feedback of programs including in the SWP.
- Ticket out the Door and surveys will provide feedback from stakeholders.
- The results of the SWP will be presented at the 2026 Title I Open House for parents and students.
- Parents will be presented with the evaluation results as well as the school data information in May as it relates to our school's academic performance.

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

- Parents assist in the implementation of the plan through attendance during PFE's and helping with planning events, and working at the events.
- Frequent Newsletters are sent home to educate parents on how to help their students reach target school-wide goals.
- School websites, Class Dojo and broadcasts are also used to educate parents of school-wide meetings, events, and activities. Class dojo announcements are available for translation into a language of choice.
- Weekly communication folders are sent home with students. (English and Spanish)
- Weekly reminders will be sent home to parents advising them of curriculum skills being taught to their child. Monthly newsletters are sent from our staff and PTA to help inform parents of curriculum and school activities. Events are planned throughout the year where the staff share curriculum updates with parents. (Calls on messenger, Dojo, Parent Handbook, & Monthly Calendar).

Translation Services:

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

(*Title VI of the Civil Rights Act of 1964)*

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged. Translator APP will be utilized. Notes home will be in the primary language of the family. Any messages through Class Dojo can be translated into the desired language.

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)	**SWP Goals 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: **<u>Meet and Greet:</u>** ● Meet and Greet is normally held before the official first day of school. At Meet and Greet, students and parents will meet the faculty and staff and tour the campus. It is an opportunity for students to familiarize themselves with the campus, so that students have a smooth first day of school. This is an opportunity for teachers to engage with parents via Google	**SWP Goal (s)** **1, 2, 4, 5, 6, 7, 8, 9, 11**	✓ **Title I** ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** *Paper *Folders *Card Stock *Ink *toner *labels *Pens *Markers *tape	**Effectiveness Measure:** Sign-In Sheets Agendas Exit Tickets Survey Results

Documents. Teachers will inform parents on how to access resources that will help parents to help support students to be proficient in each subject. Teachers will provide a series of access to Family Tip Sheets at the topic level that include suggested strategies and models, key vocabulary, and tips to support learning at home. Available in English and Spanish for grades K-8. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** Supporting Student Learning at Home Supporting Student Learning at Home | U.S. Department of Education			*post it notes *dry erase boards *dry erase markers *envelopes *Manila Folders *Laminator **Estimated Cost:** **$2000**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	**SWP Goal (s):**	**Budget Decisions/Coordination**:		**Effectiveness Measure:**
Title I Open House:		✓ Title I	*Paper *Folders/Planners	Sign-In Sheets Agendas

• Open House is normally held after the first month of school. Teachers provide parents with information such as school-wide and classroom rules, routines, and procedures. Parents get an opportunity to tour the school again, and parents have an opportunity to schedule conferences related to behavior and academics via Google Document. Parents will receive and review LEAP and Dibles Test Scores from the previous school year from their child's teacher to understand their child's current ability level. Teachers will train parents on how to access resources that will help parents to help support students to be proficient in each subject. Teachers will provide training on how to use the Family Tip Sheets at the topic level that include suggested strategies and models, key vocabulary, and tips to support learning at home. Available in English and Spanish for grades K-8. Teachers will also train parents on how to access grades through jcampus and determine whether their child is on track for promotion.	**1, 2, 4, 5, 6, 7, 8, 9, 11**	❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Card Stock *Ink *Pens *Markers Laminator *Laminator F **Estimated Cost:** **$200**	Exit Tickets Survey Results Parent volunteers
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Research LINK **https://www.edutopia.org/article/evidence-backed-ways-to-connect-with-students-first-week/**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s)		Items Needed:	Effectiveness Measure:
DIBELS Parent Meeting: ● The DIBELS Parent Meeting is a meeting to provide parents information regarding the DIBELS Assessment and strategies and tools the school is providing to the students (Studyville, classroom interventions, and small group intervention). It is held three times per school year (BOY, MOY, and EOY). Each time, parents will review the screener criteria and receive a copy of their child's scores for BOY, MOY, EOY). All parents will receive supplemental work packets that they can work with students at home. Nesom will also use this opportunity to explain the requirement for third grade students who score less than "far below" on the screener. They will be retained for the following school year. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):	**1, 2, 4, 5, 6, 7, 8, 9, 11**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Chromebooks *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Markers *Teacher requested materials for activities Laminator *Laminator Film **Estimated Cost:** **$400**	Sign-In Sheets Agendas Exit Tickets Survey Results Parent Volunteers

https://scholarworks.calstate.edu/downloads/5d86p0801				
				Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: **ELPT Night:** ● ELPT Night is a night dedicated to providing ELL students and their parents with information on the ELPT test and how to best prepare for ELPT. Students and parents will receive scores from the previous school sessions and an interrupter will be present to bridge the language barrier. Nesom will also use this opportunity to	**SWP Goal (s)** **1, 2, 4, 5, 6, 7, 8, 9, 11**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** *Paper *Folders/Planners *Card Stock *Ink *Pens *Markers Laminator *Laminator F **Estimated Cost:**	**Effectiveness Measure:** Sign-In Sheets Agendas Exit Tickets Survey Results Parent Volunteers

explain how students can test out of EL and which of the four categories they need to focus on to best achieve that goal. The Bailey Group and our ELL teacher will provide insight on test strategies and activities they have completed with students to increase success. ● Bi-lingual parents will be invited to assist in communicating student goals to non-English speaking parents. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** **https://www.nea.org/professional-excellence/student-engagement/tools-tips/english-language-learners-what-you-need-know**			**$200**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
Leap Night: ● LEAP Night is a night dedicated to providing information and important learning opportunities for parents and students with the expectations of LEAP week for grades 3rd-8th grade in all subjects. It is normally conducted during the beginning of the 2nd semester of school. Parents receive practice materials and are shown where to go online to find other practice material. Parents will be invited to help organize and plan for the event. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** **https://files.eric.ed.gov/fulltext/ED538641.pdf**	**1, 2, 4, 5, 6, 7, 9, 11**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Chromebooks *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Markers *Teacher requested materials for activities Laminator *Laminator Film **Estimated Cost:** **$200**	Sign-In Sheets Agendas Exit Tickets Survey Results Parent Volunteers

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 1.7 point gain in SPS (School Performance Score).	Lucille Nesom is UIR for the following subgroups: Black and Students with disabilities. Lucille Nesom is UIN (Urgent Intervention Needed) for the following subgroups: Economically disadvantaged, EL, Hispanic/Latino, and two or more races.
45% of students scored Mastery or Advanced on the average of the EOM assessments in Math during the 2024-25 school year. (K - 2nd grade)	6% of students scored Mastery or Advanced on the average of Math EOM assessments during the 2024-25 school year. (3rd - 8th Grade)
49% of students scored Mastery or Advanced on the EOY Wit and Wisdom/CKLA/Dibels compilation during the 2024-25 school year. (K - 2nd grade)	5.5% of students scored MAstery or Advanced on the average of Science Unit Assessments during the 2024-25 school year (3rd - 8th grade)
During the 2024-25 school year, students scoring Benchmark or higher on Dibels increased from 36% (BOY) to 48% (EOY).	35% of students scored Mastery or Advanced on the average of the Culminating Writing Tasks in ELA during the 2024-25 school year (3rd - 8th grade)
86% of students completed 90 Zearn on-grade-level lessons during the 2025-25 school year.	778 referrals were written during the 2024-25 school year.
92% of teachers responded favorably to How friendly are school leaders towards you.	50% of teachers responded favorably to How confident are you that adults at your school can have honest conversations about race.

83% of teachers responded favorably to How confident are you that your school leaders have the best interest of the school in mind.	58% of teachers responded favorably to How well do your colleagues understand you as a person.
83% of staff responded favorably to How much do you matter to others at your school.	67% of staff responded favorably to How connected they feel to other adults at school.
83% of staff responded favorably to How much respect do colleagues show you at school.	58% of staff responded favorably to How positive is the working environment at your school.
91.2% daily attendance rate according to Everyday Labs.	39.8% of students are in the satisfactory level for attendance according to Everyday Labs.
85% of students have not received out of school suspension as a consequence according to jcampus.	7.7% of students are moderately to severely chronically absent according to Everyday Labs.
96% (ELA) and 88% (Math) of students in pre-K scored average or above on pre-K EOY report cards.	95 discipline referrals resulted in out of school suspension
60% of 8th grade students taking the LEAP Spring 2024 - 2025 Social Studies test achieved mastery, advanced, or basic. This includes a scale score average of 742 (basic).	3rd grade students taking the LEAP Spring 2024 - 2025 Social Studies test averages were in the “unsatisfactory” range. 4th - 7th grade students each had test averages in the “approaching basic” range.

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:

Lucille Nesom Memorial School is a community school with 90% Economically Disadvantaged students. Lucille Nesom Memorial School has an SPS score of 55.7 which has slightly increased each year for the last 5 years. However, Comprehensive Intervention is still currently required. Student progress has dropped from a 79.4 B to a 74.6 C. Students in grades pre-kindergarten to 2nd grade are scoring somewhat better on benchmark assessments compared to students in grades 3rd to 6th on LEAP 2025 assessments. 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. Tier 1, Tier 2, and Tier 3 interventions along with other Tiered supports will be used to help bridge those gaps. End Of Module Assessments (Math), Culminating Writing Tasks (ELA), Unit Tests (Science), and Chapter tests (SS) will be a primary focus for this school year due to low scores with the goal of Mastery or Advanced in each subject area. PBIS Data, along with monthly rewards and recognition, and survey results indicate a positive learning environment. Strengths include 85% of students with zero out of school suspensions. Nesom currently has a 91.2% attendance rate with 33.2% of students who are chronically absent. Grades 3rd - 8th Social Studies scores will increase in the "examining sources and expressing claims" category by using the writing tool CER. Lucille Nesom is UIR for the following subgroups: Black and Students with disabilities. Lucille Nesom is UIN (Urgent Intervention Needed) for the following subgroups: Economically disadvantaged, EL, Hispanic/Latino, and two or more races.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. **Decrease behavior incidents within the classroom by 10%.**
2. **Decrease out of school suspensions by 10%.**
3. **Increase the number of Class Dojo points given to students for positive behavior by 10%. (PBIS)**
4. **Increase effective implementation of core curriculum in Science & Social studies.**
5. **Increase the percentage of students scoring Mastery or higher on the Math, ELA, Science, and SS LEAP test by 10% .**
6. **Increase the percentage of students scoring Mastery or higher in ELA, Math, Social Studies and Science District assessments by 10%.**
7. **Increase the number of students in the satisfactory level of attendance by 10%.**
8. **Increase concise, timely, and cultural climate of school communications between administration, parents, and students**

9. **Increased interventions support the focus on subgroups: economically disadvantaged, Hispanic/Latino, student of color, two or more races, and students with disabilities.**

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 BOY and MOY Assessments
- 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 Benchmark Assessment / Maze (BOY, MOY, EOY)
- Guidebooks Culminating Task (see specific Unit per grade level)
- Lexia Core 5 and Power Up
- LEAP 2025
- Social Studies – Content Assessments (all grades)
- Science – End of Module Assessments (all grades)
- Amira Diagnostic
- Math End of Module Assessments (all grades)
- Zearn Lessons completed
- Hatch Lessons completed (PK)
- EveryDay Labs Attendance Reports
- JCampus Discipline Data
- Class Dojo PBIS Reports
- Panorama Surveys
- Curriculum Implementation Scale

SCHOOLWIDE PLAN GOALS

- ***Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound***
- ***Academic Goals Aligned to the Most Current School Data Analysis***
- ***Must Include Subgroup (s) Goal (s)***
- ***Aligned to District Goals***

1. By the end of 2025-2026 school year, the school performance score will increase 4.3 pts. from 55.7 to 60.0.
   The School ELA index will increase 10%
   The School Math index will increase 10%
   The School Science index will increase 10%
   The School Social Studies index will increase 10%

2. By the end of the 2025-2026 school year, the students' performance label will increase from “D” to a “C” which is a growth of 9%.

3. By the end of the 2025-2026 school year, discipline referrals will decrease by 10%.

4. By the end of the 2025-2026 school year, the students who scored Mastery or Advanced On Curriculum based Assessments will increase by 10%.

5. By the end of the 2025-2026 school year, students scoring Mastery or Advanced on LEAP 2025 will increase 10%.

6. By the end of 2025-2026 school year, Nesom will increase the number of students with disabilities (special education and 504) students scoring basic and above on the Leap by 10%.

7. By the end of the 2025-2026 school year, Nesom will reduce teacher turnover by 15%.
8. By the end of the 2025-2026 school year, Nesom will increase the number of students in grades 4th-8th grade meeting their growth to mastery target in ELA and Math by 10%.
9. By the end of the 2025-2026 school year, Nesom will increase parental involvement in grades 5th-8th by 10% for PFE Activities.
10. By the end of the 2025-2026 school year, Nesom will increase the number of students that miss 10 days or less by 10%
11. By the end of the 2025-2026 school year, 25% of Black, Hispanic, EL, and economically disadvantaged students in 3rd - 8th grade will meet their target growth on the LEAP Math test.
12. By the end of the 2025-2026 school year, 25% of Black, Hispanic, EL, and economically disadvantaged students in 3rd - 8th grade will meet their target growth on the LEAP ELA test.

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: The Implementation with fidelity of a Tier I Curriculum in ELA, Math, Science, & Social Studies that address the Louisiana Student Standards including: ● -Wit & Wisdom ● -CKLA ● -Guidebooks ● -Eureka ● -PHD Science ● STEM Project Based Learning ● STEM LAB/Robotics ● AR Renaissance Reading Program ● Unit/Module Planning Sessions ● Social Studies Curriculum (Course Framework and Bayou Bridges) ● PK - Frog Street Curriculum ● IXL Science ● IXL Social Studies ● Communication Folders (English and Spanish)	**ED Priority(s):** 1, 3	**SWP Goal(s):** **1, 2, 4, 5, 6, 7, 8, 9, 11**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Othe	**Items Needed:** *Ink *Copy Machine/Printer *Duplicator } $2,000 *Service Contracts $1,500 *Professional Development $5,000 *Unit/Module Planning Sessions $1,000 *School-wide Planning and revision Sessions $500 * Materials needed to support the Tier I curriculum $2,000 *One on One technology $2,000 *Laminator $500 *Poster Maker/Paper $500 *Dry erase supplies * IXL Science/SS licenses $4000	**Effectiveness Measure:** Leap 360 Data Dibels Scores AR Data Gold Scores Weekly Assessment Data Google/OnCourse Classroom Curriculum Implementation Scale Weekly NIET Rubric Evaluations EOM assessments

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- Monthly Newsletter detailing upcoming assessments and resources
- Class Dojo announcements for upcoming PFE events and other important dates (available in Spanish)

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<tr><td colspan="2"></td><td></td><td></td></tr>
<tr><td colspan="3">Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

Research LINK

https://www.k12dive.com/news/rigorous-curriculum-doesnt-need-to-be-overwhelming/616888/</td><td></td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
<tr><td>Use of Academic Assessments to Improve Instruction:

The implementation of a continuous data review process to confirm that students met targeted goals including:
● Backward Design is utilized in planning and preparation
● Student work is used weekly in PLC and ILT to identify next steps in instruction and intervention
● Data from Leap, interim assessments, and common assessments is analyzed</td><td>ED Priority(s):

1,3</td><td>SWP Goal(s):

1, 2, 4, 5, 6, 7, 8, 9, 11</td><td>Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td>Items Needed:

*Data Charts
*Data Tracking Board
*Paper
*Color Paper
*Cardstock
*Poster boards
*Chart Paper
*Tracking Folders
*Ink
*index cards
*tape
*Document Cameras
*Chromebook</td><td>Effectiveness Measure: Sign-In Sheets
Agendas
Exit Tickets
Survey Results
RTI Data
Weekly Data Reports</td></tr>
</table>

● TSGold (Pre-K) is used to assess Pre-K readiness and to monitor student progress through the year. ● DRDP(K) is used in Kindergarten at the Beginning of the year to determine readiness. ● DIBELS is used in grades K-3 performing below reading proficiency level are identified using the DIBELS screener and are recommended for Interventions. ● EOM Assessments/Unit Assessments/Chapter Assessments are used to determine students that are proficient or below proficient in their prospective subjects. ● LEAP results for 3rd - 8th grade students in Math, ELA, Science, and SS.				*Writing Professional Dev. *Remediation/Foundational Prep Workbooks *Dry erase supplies **Estimated Cost: $4,000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** https://www.frontiersin.org/articles/10.3389/feduc.2021.672666/full					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to Students with Disabilities:

The Implementation of the UNIQUE curriculum will be used for Students with Disabilities.

The Unique Learning System is an online, interactive, standards-based curriculum specifically designed for students with special needs. The unit lesson plans define three levels of differentiated tasks which accommodate the diversity of learners with significant disabilities. Unique includes standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.

Inclusion students for Math/ELA:

Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs.

504 Students:

Regular Education teachers provide students with 504 plan accommodations within the instruction. These can include changes to the environment, changes to instruction, or changes to how curriculum is presented.

ED Priority(s):

2

SWP Goal(s):

9

Budget Decisions/ Coordination:

- ✓ Title I
- ❑ Title II
- ❑ Title III
- ❑ Title IV
- ❑ LA4
- ❑ IDEA
- ❑ Homeless
- ❑ General Fund
- ❑ Perkins
- ❑ Other

Items Needed:

*Paper
*Color Paper
*Cardstock
*Poster boards
*Chart Paper
*Ink
*Chromebook
*Materials for activities
* Materials needed to support the needs of students with disabilities to scaffold the curriculum
*General Supplies
*Dry erase supplies

Estimated Cost: $2,000

Effectiveness Measure:

Leap Connect Data
Mindplay Data
Weekly Grade Checks
Weekly Assessment Data
Curriculum Implementation Scale
Weekly NIET Rubric Evaluations

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

Research LINK

https://www.readingrockets.org/topics/learning-disabilities/articles/creating-positive-school-experiences-students-disabilities

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

Strategies, Curriculum, and Assessments Specific to English Learners:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• 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. • Communication Folders in Spanish • Class Dojo announcements available in Spanish **Describe the EL program at your school, including how and what services are provided to the EL students:** • ***Students will use Amira Learning*** The EL program provides focused, intensive small-group interventions for English learners determined by the LA Connectors, ELPT and LEAP scores to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. Students will	2	9	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Computers *Ink *District Translator *Translator App *Imagine Learning Program *Materials for activities * Materials needed to support the needs of students with disabilities to scaffold the curriculum *General Supplies *Dry erase supplies	ELPT Data Amira Data Weekly Assessment Data Curriculum Implementation Scale Weekly NIET Rubric Evaluations Lexia Core5/Power Up Dibels

be pulled to their EL interventions weekly for 30 minutes with a designated teacher with the guidance of the Bailey Group representative. Students will review ELPT testing procedures and review test items during this time. The interventions include the five core reading elements:phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** https://pce.sandiego.edu/11-essential-strategies-for-teaching-english-language-learners-for-any-teacher/					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: • Student intervention placement will be determined by analyzing the following: Leap	**Goal(s):** 1, 2, 11	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II	**Items Needed:** ***ABC Books for all subjects**	**Effectiveness Measure:** Weekly Assessment Data AR Data

<table>
<tr>
<td>Data, Dibels Data, SRI ELA/ Math Data, and Weekly Assessment Data, and Exit tickets. Teacher observations/assessment will be used as well.

Teachers will be responsible for lesson plans and documentation for Tier II and Tier III student interventions.
● Students that are Administratively Placed with Intervention will be targeted for immediate intervention
● Students in Multiple Measures that are listed as bottom 25% in Math, ELA, or both.</td>
<td></td>
<td>❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>*AMIRA Learning
*Tracking Folders
*Tier II & Tier I intervention program (Zearn/Lexia)
*Color Paper
*Cardstock
*Poster boards
*Chart Paper
*Ink
*Remediation/Foundational Prep Workbooks
*General Supplies
*Dry erase supplies

Estimated Cost:$10,000</td>
<td>Amira Data
Mindplay Data/Headsprout Data
Leap 360 Data
Leap 2025 Data
Benchmark Data
RTI Tracking Documentation
Weekly NIET Rubric Evaluations
IXL SS
IXL Science
Lexia Power Up/Core 5
Dibels

Evaluation / Effectiveness Results (guide revision to the SWP):</td>
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<td>List the Opportunities and Interventions for Students in Need:

● School-wide interventions will take place every day for 30 minutes for identified students based on individual needs. This is to ensure all students regardless of instructional level are being addressed with interventions or enrichment activities to enhance their academic level.
● Interventionist are used across grade levels k-4 to assist classroom teachers with interventions.</td>
<td>Goal(s):

1, 2, 11</td>
<td>Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund</td>
<td>Items Needed:

*Tracking Folders
*Tier II & Tier I intervention program (Zearn/Lexia)
* Headphones
*mice
*usb cord
*cat cable
*Poster boards</td>
<td>Effectiveness Measure:
Weekly Assessment Data
Amira Data
Lexia Core5/Power Up
AR Data
Mindplay Data
Leap 360 Data
Leap 2025 Data
Dibels
Data Tracking Documentation</td>
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- **Teachers develop Math and Reading interventions for students as needed based on individual needs.**
- **Computer based intervention programs are accessed via chrome books in the classroom.**
- **Accelerated Reader will be utilized to improve reading fluency, and comprehension at all lexile levels.**
- **Zearn**
- **Lexia Core 5**
- **Lexia Power Up**
- **Amira**
- **Boost**
- **IXL Social Studies and Science**

</td>
<td></td>
<td>❑ Perkins</td>
<td></td>
<td>Weekly NIET Rubric Evaluations

Evaluation / Effectiveness Results (guide revision to the SWP):</td>
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Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:

- Student work is used weekly in PLC to identify next steps in instruction and intervention
- Data from LEAP, interim assessments, and common assessments is analyzed during Collaboration and ILT
- Students who continue to experience difficulty after receiving School and classroom interventions will be referred to the SAT team. SAT will perform a complete evaluation on students who continue to experience difficulty academically and/or behaviorally.
- SAT Team to look at student work and data to determine if additional supports are needed
- Teacher will hold parent conference with parent, invite SAT Team chair, administrator to review interventions and progress monitoring.
- Teacher and SAT chair will meet locally to discuss intensifying/modifying interventions.

</td>
<td>

Goal(s):

1, 2, 11

</td>
<td>

Budget Decisions/ Coordination:

✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other

</td>
<td>

Items Needed:

*Tracking Folders
*Tier II & Tier I intervention program (ABC Books) $10,000
*Materials for activities
*Content Enrichment (ELA/Math)
*General Supplies
*Dry erase supplies

Estimated Cost: $10,000

</td>
<td>

Effectiveness Measure:
Weekly Assessment Data
Leap 360 Data
Leap 2025 Data
Data Tracking Documentation
Weekly LER Rubric Evaluations

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

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- Students will receive intensive interventions from specific staff who serve as interventionists.

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<tr><td colspan="2">

Interventions Specific to <u>Students with Disabilities</u>:

- Students with disabilities in reading will be provided interventions through Push-in and Pull-out provided by the SPED ELA/Math teachers.
- Special Education Teachers and paras support students in the classroom and collaborate with general education teachers on specific student needs.
- Regular Education teachers provide students with 504 plan accommodations within the instruction. These can include changes to the environment, changes to instruction, or changes to how the curriculum is presented.
- Follow goals and objectives on Individual's IEP's, IAP's.

</td><td>

ED Priority(s):

2

</td><td>

SWP Goal(s):

1, 2, 9, 11

</td><td>

Budget Decisions/ Coordination:

✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other

</td><td>

Items Needed:

*Tracking Folders
*Tier II & Tier I intervention program
-Common Lit - $4,500
*Paper
*Color Paper
*Cardstock
*Poster boards
*Chart Paper
*Computers
*Ink
*Materials for activities
*Certified SPED ELA/Math Teachers
*General Supplies
*Dry erase supplies

Estimated Cost: 10,000

</td><td>

Effectiveness Measure:

Weekly Assessment Data
Leap 360 Data
Leap 2025 Data
RTI Tracking Documentation
SPED weekly logs
Weekly NIET Rubric Evaluations
CAP forms

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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):
Research LINK

https://journals.sagepub.com/doi/abs/10.1177/0040059914528105

</td><td></td><td></td><td></td><td>

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

</td></tr>
</table>

Interventions Specific to English Learners:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• The EL program provides focused, intensive small-group interventions for English learners determined to be at risk for reading problems. The amount of time in small-group instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. The interventions include the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension. Explicit, direct instruction is the primary means of instructional delivery. ***Students will use AMIRA LEARNING***	2	**1, 2, 9, 11**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Tracking Folders *Tier II & Tier I intervention program EL *Poster boards * Headphones *Chart Paper *Ink *Materials for activities *Translator app *District Para *General Supplies *Dry erase supplies **Estimated Cost:1,000**	Weekly Assessment Data ELPT Data Leap 2025 Data RTI Tracking Documentation Weekly LER Rubric Evaluations EL Elective intervention Amira Data Lexia Core5/Power Up
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** https://www.edutopia.org/article/6-essential-strategies-teaching-english-language-learners/					**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being:	ED Priority(s):	SWP Goal(s):	Budget Decisions/	Items Needed:	Effectiveness Measure:

• The SEL program provides focused, on students awareness of their emotions, how to manage emotions when dealing with problems with anxiety, address the need of mental, behavioral, and development disorders. The amount of time in instruction and the intensity of this instruction reflects the degree of risk, determined by reading assessment data and other indicators. ***Students will use Character strong curriculum.***	2, 3	**3, 10, 13**	**Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Poster boards * Headphones *Chart Paper *Ink *Materials for activities *Translator app *District Para *General Supplies *Dry erase supplies **Estimated Cost:1,000**	Weekly Assessment Data Leap 2025 Data RTI Tracking Documentation Weekly LER Rubric Evaluations Discipline Data Character Strong Data SEL data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** https://www.cfchildren.org/what-is-social-emotional-learning/#:~:text=Social%2Demotional%20learning%20(SEL),academically%2C%20professionally%2C%20and%20socially.					**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.	**ED Priority(s):** 3	**SWP Goal(s):** **1, 2, 4, 5, 6, 7, 8, 11**	**Budget Decisions/ Coordination**: ✓ Title I	**Items Needed:** *Tutors $10,000	**Effectiveness Measure:** Sign-In sheets Agendas

postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): **Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):** Extended Day opportunities will include but are not limited to After-School tutorials in ELA and Math. Summer Enrichment opportunities will include but are not limited to instruction in ELA and Math. Students will receive core instruction in the specific area of skill deficit in a small group setting 90-120 minutes, 3-4 days a week. Implementation of STEM afterschool programs and clubs Field Trips will offer hands-on opportunities to engage in real world experiences.			❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Paper *Color Paper *Chart Paper *Ink *Materials for activities *YBTC *Field Trip Cost *General Supplies *Dry erase supplies **Estimated Cost: 20,000**	Rosters Leap 2025 data Weekly Data Reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK**					**Evaluation / Effectiveness Results (guide revision to the SWP):**

https://blog.ed.gov/2022/09/the-power-of-dual-enrollment-the-equitable-expansion-of-college-access-and-success/				

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):

The support structures and programs include: Speech, Read 180, System 44, Math Enrichment, STEMLAB, P.E., Computer Literacy,IXL, Mindplay, Headsprouts, Typing Agent, Fast Math, Mobymax, Prodigy, Khan Academy, Zearn, Eagle 2.0, and Edulastic.

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

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

• **Strategies Used to Prevent and Address Problem Behavior:** Restorative Practices integration within the classroom including: Positive community, engaging academics, effective management, and developmentally • Restorative Practice teaching • Monthly Tribe Meetings recognition and • celebrations: • -Students: Reading Challenge, Big Chief Award, Behavior Awards, etc. • -Effective PBIS Activities • -Mentor Program • -Check in/out	**ED Priority(s):** 2	**SWP Goal(s):** **3**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** *Tracking Folders *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Ink *General Supplies *Poster Maker/Paper *Restorative Practices Materials for activities *Restorative Practice Professional Development *PBIS Professional Development *Classroom Management	Effectiveness Measure: Discipline Reports Number of Referrals Dojo reports PBIS Agenda PBIS Sign-In Sheets Tribe Meeting Agenda Check In/Out documentation

• -Positive parent communication • -PAC conflict resolution videos (Second Step) • Identification (Id's for PBIS points -discipline and identification -safety) • Class Dojo System				Professional Development *Responsive Classroom/Justice resources *Dry erase supplies -ID machine $1600.00 **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): **Research LINK** **https://www.edweek.org/teaching-learning/opinion-ways-to-implement-restorative-practices-in-the-classroom/2020/01**					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:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• SWP Meetings • Activities that	2,3	**6**	✓ Title I ❑ Title II ❑ Title III	**Substitutes** **Stipends** **See individual Prior**	Sign-In Sheets Agendas Exit Tickets Survey Results Documentation

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.			❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Approval for specific items needed** **Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** **https://www.edutopia.org/article/developing-school-master-plan/**					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Learning	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/**	**Items Needed:**	**Effectiveness Measure:**

Communities (PLCs): Weekly Professional Learning Communities that focus on the implementation of quality instruction by analyzing student data and work samples. Teachers will review data regularly and become aware of school and grade level growth targets and progress toward growth targets.	3	**10**	**Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Items Needed: *Folders *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Computers *Ink *Materials for activities *General Supplies *Dry erase supplies Estimated Cost:$500	Sign-In Sheets Agendas Exit Tickets Survey Results Documentation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** **https://www.chalkbeat.org/2023/3/6/23624340/teacher-turnover-leaving-the-profession-quitting-higher-rate/**				Items Needed: *Folders *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Computers *Ink *Materials for activities *PD cost $4,000 *General Supplies *Dry erase supplies Estimated Cost: $5,000	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Development: **Other Professional Training –** • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver	**ED Priority(s):** 4	**Goal(s):** **1, 10**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA	**Items Needed:** **-Substitutes** **-Stipends** **-See individual Prior Approvals for specific items needed**	**Effectiveness Measure:** Teacher sign in& agendas from conferences/trainings lesson plans NIET teacher rating

at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. Conferences/Trainings Teachers will identify conferences/training relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior-authorization approvals for specifics. • Monthly Professional Development that focuses on improving the effectiveness of teachers by providing			❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Research LINK** **https://www.weareteachers.com/best-education-conferences/**					**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 Administrators 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 colleges and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommendation for hire.

Strategies for Workforce Talent:

Develop a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities. Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.

ED Priority(s):

3, 4

Goal(s):

1, 10

Budget Decisions/ Coordination:

- ✓ Title I
- ❑ Title II
- ❑ Title III
- ❑ Title IV
- ❑ LA4
- ❑ IDEA
- ❑ Homeless
- ❑ General Fund
- ❑ Perkins
- ❑ Other

Items Needed:
*District PD's

Estimated Cost:$500

Effectiveness Measure:
Sign-In Sheets
Agendas
Exit Tickets
Survey Results

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Research LINK

https://www.edutopia.org/article/qualities-exceptional-mentor-teachers/

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

1.8 STUDENT TRANSITION

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Transition Activities for Incoming and Outgoing students:	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measure:**
• PreK round up-Kindergarten Roundup is designed to foster positive relationships between the children and their parents, the children and the teachers, and the parents and the teachers. Further, children have the opportunity to meet and get to know some of their classmates and the school building before the start of kindergarten. • PreK Orientation- At orientation, we have the children go into another room to watch a movie, while the teachers give a presentation to the parents. I try to keep it brief, so the children have time to come in and explore the classroom. I drew a map on the board for parents who don't know our school's arrival and dismissal procedures. I explain a little about the curriculum and briefly go over our handbook, then allow them time to ask questions. I have sign-up sheets on the tables for volunteer time and for parents to write how their child will get home (car, walk, daycare van, or extended day). I also pass out our daily	1	**3, 12**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	*Folders *Paper *Color Paper *Cardstock *Poster boards *Chart Paper *Computers *Ink *Materials for activities *General Supplies *Dry erase supplies **Estimated Cost:500.00**	Sign-In Sheets Agendas Exit Tickets Survey Results

folders and explain their purpose. ● Open House-The purpose of this event is to allow the parents/guardians an opportunity to come to the **school** and become acclimated for this school year. ● Tour and visits of High Schools-Transition planning involves providing 8th grade students (and sometimes their parents) preparations which make for a smooth transition into their high school as 9th graders. These may include psychological, academic, social and experiential preparation which is designed to make the transition smooth and successful. Transition					

planning can be helpful for all students, but may be especially important for students with disabilities or other students who are at risk, academically or socially and thus at a higher risk of dropping out. Meet & Greet students and parents will meet the faculty and staff and virtually tour the campus. It is an opportunity for students to familiarize themselves with the campus, so that students have a smooth first day of school. This is an opportunity for the PTO to recruit parents via Google Documents.					
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/PMC3020099/**					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
McKinney Vento: All homeless students receive all services for which they are eligible	**English as a Second Language (ESL):** Identified LEP students receive services from ESL

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.	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:

During the year teachers and administrators can analyze data through:

- DATA: weekly, monthly, semester, and yearly
- SLTs provide diagnostic pre and post test results
- Progress Monitoring-data is collected and charted
- OnCourse Reports-behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats
- SWP committee meets quarterly to monitor the plan
- Diagnostic, Interims, and Summative Assessment data
- Leap 360 data is used to determine student readiness for instruction
- Weekly Common Assessments are reviewed during weekly data chats and RTI is adjusted accordingly
- Teachers will use Tier I curriculum and provide remediation and intervention for close the achievement gasps
- Discipline, PBIS, and attendance reports
- Professional Development documentation

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 committee meets quarterly or as needed to plan and discuss the impact of the school programs and PFE events as outlined in the SWP to determine the effectiveness or if revisions are needed.
- Leadership Meetings and weekly collaboration meetings
- May and July to determine whether or not the goals have been met and to assist in the design of new goals or priorities for next year along with determining the effectiveness of each activity.

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

- The evaluation results are reported to parents/families at the PFE activity at the beginning of the school year. The evaluation results are reported to the faculty and staff at a Faculty meeting. They are also posted on the school's website.
- Open House 2025 - results from 2024-2025 SWP will be shared and new plan presented
- School Newsletters-throughout the year
- At a faculty meeting in April or May, faculty will assess goals that can be measured thus far and give input for revisions/additions/deletions on SWP for upcoming school year
- Plan is presented to faculty at August back to school PD

2024-2025 Committee Members

School Improvement Planning Committee
Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP

Members Include:

- **Principal: Samantha Austin**
- **Student:**
- **Teacher:**
- **Parent/Family: Central Washington/Darren Sibley/QueVandor Pinestraw**
- **Community Member: Colette Ruffin**
- **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: Samantha Austin**
- **Student:**
- **Teacher:**
- **Parent/Family: Central Washington, Darren Sibley, Que Vandor Pinestraw**

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