

2026-2027 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Natalbany Middle School **4th -8th Grade**

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

School Natalbany Middle School

SPS 59.3

Letter Grade D

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

X CIR - Comprehensive Intervention Required

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

Schools that have a graduation rate less than 67%

X UIR - Academic - Urgent Intervention Required for Academics:

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

☐ **Economically Disadvantaged**

☐ **Hispanic/Latino**

☒ **Black**

☐ **White**

☒ **Students with Disabilities**

☐ **English Learners**

☐ **Two or more Races**

X 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 2026-2027

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	\$10,000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	\$11,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$1,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	\$11,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,		X		\$5,000
Laminator, Laminating Film	X	X	X	\$2,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$2,000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards	X	X	x	\$2,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	\$2000
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)	X	X		\$4,000
Must be used by STUDENTS	X	X		\$2000

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)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X		\$2,500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	\$2000
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	\$1,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	\$2,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials	X	X	X	\$1000
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	\$2000

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 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:

The school used responses from the 2025–2026 Panorama Family Survey to identify parents who expressed interest in supporting students and invited them to participate in developing and evaluating the schoolwide plan. To include a broader range of perspectives, the school also invited community members and local business representatives whose partnerships and services connect to student and family needs, including mentoring, tutoring, and other supports. These stakeholders were asked to review school data, share their perspectives, and provide feedback on the plan before submission.

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

Based on feedback from the 2025–2026 Panorama Family Survey, families identified school safety, discipline, student engagement, and school climate as areas needing continued improvement. In response, the schoolwide plan was revised to include strengthened PBIS implementation, additional restorative and social-emotional supports, and a targeted discipline goal to address behavior concerns and disproportionality among student subgroups.

Families also expressed a need for additional support with understanding curriculum expectations and helping students academically at home. As a result, the schoolwide plan was revised to include Parent and Family Engagement activities with academic workshops focused on Lexia, Zearn, LEAP expectations, homework support, and monitoring student progress. Bilingual support and translated materials will also be provided for English Learner families.

Additionally, the plan was revised to provide more opportunities for families to participate in workshops, school activities, and decision-making processes and to improve communication between school and home.

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

- Parent Teacher Conferences are held at the parent or the teacher's request. This helps keep parents informed of their student's progress. The request may be regarding academics or behavior.
- SWP: Quarterly meetings are held to discuss programs which will bring the community, school and families together to help every student achieve their full potential. Parents are directly involved in the decision making process by informing families of community programs for students such as mentoring, tutoring, and business partnerships.
- Data Analysis Review: Presentation to parents and community members in September 2025. The SWP will be reviewed by stakeholders prior to submission.
- Surveys are used to gain feedback from the parents and community leaders when needed regarding upcoming school decisions.

- Meet and Greet is held at the beginning of the school year either in person. This offers parents a chance to meet their child's teachers and participate in the Title I meeting.

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

- Open House September 2026
- Home Communication folders: Used to inform parents of a student's progress within grade-level curriculum (graded assignments) and important school-wide information.
- Weekly Parent Newsletter/ Communication Folders: Information is provided about classroom curriculum and important dates.
- Teacher Webpage: Information is provided about classroom curriculum and important dates.
- Digital News: Used to communicate between school and stakeholders (parents, students, teachers, and community members).
- Agendas: All students have agendas to communicate with parents about classwork, homework, and projected assignments.
- School Website: Updated information is provided regarding events as well as easy access to the student progress center, school district website, and teacher webpages.
- School Messenger: Robo-call used to inform parents of a student's progress within the grade-level curriculum (graded assignments) and important school-wide information. The language setting can be readjusted to effectively communicate with our families with little to no English proficiency.
- Social Media: The school utilizes social media platforms such as Facebook, as a means of communicating with parents. These social media outlets allow for two-way communication between home and school
- Report cards are sent home every nine weeks to keep parents informed of progress
- JCampus is a way for parents to keep track of their child's grades and progress electronically.

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.

Whenever possible, list both English and the second language on event flyers and invites. Post key signs (e.g., "Welcome," "Main Office," "Pick-Up Procedures") in multiple languages.

Translator APP will be utilized

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Open House- Title I Annual Meeting Parents and guardians will have the opportunity to meet their child’s teacher for the 2026–2027 school year. During this event, families will receive important information about accessing instructional resources, including guidance on the use of Zearn and Lexia, teacher expectations for student performance, homework procedures, and the use of student planners. Expectations for student behavior and the overall learning environment will also be shared. As part of the evening, families will serve as active participants through structured, hands-on activities and opportunities to provide input. Staff will facilitate Character Strong activities, engaging families in social-emotional learning experiences alongside their children. Parents will practice using question stems and conversation starters to support meaningful discussions at home and strengthen student well-being. Interactive stations will allow families to explore academic programs such as Zearn and Lexia, review grade-level expectations, and engage directly with teachers. Throughout the event, families will have opportunities to provide input and feedback through guided discussions, feedback forms, and brief surveys. Parent input collected will be used to inform schoolwide decisions, including family engagement activities, academic supports, and school climate initiatives. This event will also serve as the Title I Annual Meeting, where families will actively engage in learning about the school’s Title I program, schoolwide goals, family engagement	SWP Goal (s): 3,7	Budget Decisions/Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Parent resource materials -Printed academic guides and handouts -Paper, folders, binders, and organizational materials -Student planners and tracking sheets -SEL and family engagement materials -Flyers, brochures, signs, agendas, and workshop materials -Math and literacy instructional materials -Dry erase boards, markers, chart paper, and manipulatives -Visual supports and classroom display materials -Translation and multilingual family communication materials -Chromebooks, projectors, and presentation materials -Sign-in sheets, surveys, and feedback forms	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and/or advertisements will show the number of participants.

opportunities, and parents' rights. Time will be provided for questions, discussion, and input to ensure families play a role in shaping school priorities. The principal will also present the school motto, explaining what it looks and sounds like in practice across the school community.			-Snacks, drinks, paper goods, and hospitality supplies for parent events	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Parent/Teacher Relationship- https://files.eric.ed.gov/fulltext/EJ1156936.pdf Character Strong- https://characterstrong.com/research/			Estimated Cost: \$500	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Family Academic Workshop September 2026 Parents and guardians are invited to join us for Family Academic Workshop, an event focused on student reading success. While enjoying refreshments, families will hear from the principal, who will present an overview of the school's LEAP 2025 ELA data, highlighting key areas of growth and focus. Each student will receive a free chapter book. Students will share their individual reading goals with their families, fostering a partnership between home and school in support of literacy. Teachers will guide parents through how to access and use Learning Ally, a valuable tool designed to support students in reaching their reading milestones.	SWP Goal (s): 3,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Refreshments and paper goods -Student reading books and literacy materials -Parent resource packets and reading guides -Printed handouts, flyers, agendas, and workshop materials -Reading logs, bookmarks, and goal-setting sheets -Folders, paper, binders, and organizational materials	Effectiveness Measure: Sign-in sheets, agendas, surveys, tickets out the door, reports, pictures, videos and/or advertisements will show the number of participants.

This event aims to strengthen the school-family connection and empower parents with resources to help their children thrive academically.			-Learning Ally parent support materials -Sign-in sheets, surveys, and feedback forms -Chart paper, markers, dry erase boards, and visual supports -Translation and multilingual family communication materials -Presentation materials and technology supports -Incentives and family engagement materials	
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/ED496346.pdf			Estimated Cost: \$500+	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: Families are invited to attend an interactive Math and Literacy Night, where students and families will engage in fun, hands-on math and literacy activities. This event will provide opportunities for families to experience how academic skills connect to real-world learning in an engaging and meaningful way. Throughout the evening, families will rotate through stations led by school clubs such as Cooking, Art, STEM, and Beta. Each station will incorporate math and literacy skills through interactive games and challenges that promote	SWP Goal (s): 3,7	Budget Decision /Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Sign-in Table Supplies Printed Spy Passports with math and literacy info Station Signs Student Prizes or Certificates Cooking Station Supplies Game Board Station Supplies Art Station Supplies	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and/or advertisements will show the number of participants.
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critical thinking, problem-solving, and communication. Students will have opportunities to showcase their growth in both math and literacy while working alongside their families to complete activities. These experiences are designed to strengthen academic skills while also building confidence and family involvement in the learning process. Opportunities for parent input and feedback will be provided during the event to support continuous improvement of family engagement activities and academic supports.			Sports Station Supplies Movie Station Supplies Beta Station Supplies 4-H Station Supplies STEM Station Supplies Refreshments Chapter Book Giveaway *All items will be aligned with math and literacy improvement.	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.gcu.edu/blog/teaching-school-administration/teaching-tuesday-family-engagement-activities-standardized-testing			Estimated Cost: \$500+	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Parent LEAP Night January , 2027 Parent LEAP Night, an informative event focused on helping families support student success on the LEAP 2025 assessment. During this session, school staff will provide an overview of the LEAP test structure, review recent student performance data, and share practical strategies families can use at home to reinforce learning and prepare for testing. Parents will receive take-home resources, including practice test samples, study tips, and a guide to help with homework in key subject areas. In addition, attendees will be entered into a raffle for school supply kits, reading materials, or other student success tools.	SWP Goal (s) 3,7	Budget Decision /Coordination : ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Snacks (cookies, chips, water) Raffle Educational Prizes Parent Resource Packets Printing (flyers, guides, signs) Badges/Name Tags *All items will be aligned with content improvement. Estimated Cost: \$500+	Effectiveness Measure: Sign-in sheets, agendas, surveys, tickets out the door, reports, pictures, videos and/or advertisements will show the number of participants.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.gcu.edu/blog/teaching-school-administration/teaching-tuesday-family-engagement-activities-standardized-testing				Evaluation / Effectiveness Results (guide revision to the SWP):
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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
Strong student growth performance (Progress Index 79.6 – B), demonstrating effective instructional practices despite low overall achievement	Low overall academic performance across all content areas, ELA, Math, Science, a & Social Studies (Assessment Index 40.4 – F)
High percentage of students with zero out-of-school suspensions (85.4%), indicating improved behavior systems	Math and Science performance remain significantly low across grades 4–8
Consistent implementation of Tier 1 curriculum in ELA and upper grades Science (scores of 3)	Extremely low mastery rates in upper grades in all core content areas, especially Grades 7–8 Math and Science
Positive family engagement and support (82% favorable, 90th percentile nationally)	Subgroup performance remains critically low (ELL, SWD, Black, Economically Disadvantaged) with some grades showing 0–3% mastery
Strong cultural awareness and inclusion practices among students and staff (80th–90th percentile nationally)	School climate is significantly low among students in grades 6–12 (23% favorable, 10th percentile)

Teacher self-reflection and commitment to student growth remains high (80th percentile)	Student engagement is low, particularly in grades 6–12 (28% favorable)
Positive peer relationships among students in grades 3–5 (86% favorable)	Staff perception of school climate and belonging is low (10th–20th percentile nationally)
PBIS system is active and reinforced (205,698 points awarded)	Family perception of school safety is critically low (50% favorable, declining trend)
	High number of discipline incidents (308 total), primarily occurring in classrooms
	Discipline disproportionality among Black male students remains a concern
	Large percentage of students receiving ISS/OSS placements (52% ISS, 39% OSS among referred students)
	ELA, Math, Science and Social Studies curriculum implementation remains inconsistent in some grade levels (scores of 1)
	Chronic absenteeism and truancy rates remain high, negatively impacting academic performance and student engagement. Student attendance remains a concern, with 30.92% truancy during the 2025–2026 school year.
	Classroom disruptions and inconsistent student behavior continue to negatively impact instructional time and school climate. (Discipline UIR status)
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: Natalbany Middle School continues to foster growth in academics, social-emotional wellness, and overall school culture. While the	

school remains a Comprehensive Intervention Required (CIR) site, there has been measurable progress in student growth and behavior, as evidenced by a strong Progress Index and a decrease in out-of-school suspensions supported by the PBIS program. Additional strengths include positive student-adult relationships and consistent Tier 1 curriculum implementation in core content areas. However, challenges persist in overall academic achievement, particularly in Math and Science, as well as in student engagement, school climate, and perceptions of safety. Significant achievement gaps remain among subgroups, including Students with Disabilities, Black/African American students, English Learners, and Economically Disadvantaged students. Although the truancy rate decreased from 41% in 2023–2024 to 30.92% in 2025–2026, attendance remains a concern, with 107 students identified as truant during the 2025–2026 school year. To support ongoing improvement, the school will expand the use of Character Strong and restorative practices to strengthen social-emotional supports and behavior systems; enhance academic interventions through small-group instruction and targeted monitoring of programs such as Lexia, Amira, and Zearn; and continue to implement data-driven PLCs. The school will also strengthen professional development and coaching aligned to high-quality curriculum implementation, increase opportunities for family and community engagement, use frequent learning walks to monitor instructional practices, and work with families to address attendance barriers. Through these efforts, Natalbany Middle School is committed to increasing student achievement, improving attendance, strengthening school climate and safety, and ensuring equitable learning experiences for all students.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **1. Increase overall student proficiency in ELA, Math, Science, and Social Studies, with a targeted focus on Math and Science**
- Supported by LEAP 2025 Data & Assessment Index
- **2. Improve academic performance for identified subgroups (SWD, Black/African American, English Learners, Economically Disadvantaged) to address achievement gaps and exit CIR/UIR status**
- Supported by Demographics & Subgroup Data
- **3. Improve school climate, safety, and student engagement among students, staff, and families**
- Supported by Panorama Surveys Attendance Data & Family Safety Data
- **4. Strengthen Tier 1 curriculum implementation and instructional delivery across all content areas, with emphasis on Science and Social Studies**
- Supported by Curriculum Implementation Scale
- **5. Reduce classroom behavior incidents through consistent implementation of schoolwide discipline systems and targeted interventions**
- Supported by PBIS and Discipline Reports
- **6. Increase student engagement through effective instructional practices, SEL integration, and culturally responsive teaching**
- Supported by Survey Results and Classroom Data
- **7. Strengthen family engagement and communication to support student achievement and improve perceptions of school safety and climate**
- Supported by Family Survey Results
- **8. Increase student attendance and decrease chronic absenteeism and truancy to maximize instructional time and improve student outcomes**
- Supported by Attendance and Truancy Data

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): Panorama Needs Assessment Surveys, LEAP 2025 data, Curriculum Implementation Scale, EOY discipline data, Lexia and Zearn data as well as Subgroup data to measure the effectiveness, Multiple Measures, JCampus Reports, Sis, and LDOE Demographics

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. **ELA Achievement Goal**

By May 2027, Natalbany Middle School will increase the ELA Assessment Index from 46.4 to 50.0 and increase the percentage of students scoring Mastery or Above on LEAP 2027 through standards-aligned Tier 1 instruction, small-group intervention, and progress monitoring.

2. **Math Achievement Goal**

By May 2027, Natalbany Middle School will increase the Math Assessment Index from 36.3 to 40.0 and improve Math proficiency across all grade levels and identified subgroups through targeted intervention, data-driven instruction, and consistent curriculum implementation

3. **Science Achievement Goal**

By May 2027, Natalbany Middle School will increase the Science Assessment Index from 29.0 to 34.0 and increase the percentage of students scoring Mastery or Above through high-quality Tier 1 instruction, intervention support, and increased instructional rigor.

4. **Social Studies Achievement Goal**

By May 2027, Natalbany Middle School will increase the Social Studies Assessment Index from 26.8 to 31.0 and improve student proficiency through standards-based instruction, writing integration, and consistent curriculum implementation

5. **Subgroup Achievement Goal**

By May 2027, Natalbany Middle School will improve academic performance for Students with Disabilities, Black/African American students, English Learners, and Economically Disadvantaged students by increasing the percentage of students scoring Mastery or above by at least 5 percentage points from the 2025–2026 baseline in ELA, Math, Science, and Social Studies, as measured by LEAP 2025 assessment results, while reducing achievement gaps between identified subgroups and the overall student population.

6. **Curriculum Implementation Goal**

By May 2027, Natalbany Middle School will strengthen Tier 1 curriculum implementation across all content areas by increasing Curriculum Implementation Scale scores rated a 1 or 2 to at least one level through instructional coaching, collaborative planning, learning walks, professional development, and data-driven instructional support.

7. **School Climate and Discipline Goal**

By May 2027, Natalbany Middle School will reduce discipline incidents from 308 to 275 and decrease ISS and OSS placements through consistent implementation of PBIS, restorative practices, SEL supports, and targeted behavioral interventions.

8. **Attendance Goal**

By May 2027, Natalbany Middle School will reduce the truancy rate from 30.92% to 25% and increase the percentage of students missing fewer than 15 days of school through attendance monitoring, family communication, incentives, and targeted interventions.

9. **Family Engagement Goal**

By May 2027, Natalbany Middle School will increase family engagement by providing at least four family engagement opportunities during the school year, including academic workshops, parent trainings, and activities focused on student achievement, attendance, behavior, and school connectedness. Participation will be measured using parent sign-in sheets and event documentation, with a goal of increasing overall family participation by 10% compared to the 2025–2026 school year. Bilingual resources and translated materials will be provided as needed to increase accessibility for English Learner families.

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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:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	ABC LEAP books	Effectiveness Measure:
Tier 1 Curriculum: Our school implements a rigorous Tier 1 curriculum including Guidebooks, Zearn, Eureka Math, PhD Science, OpenSciEd, Quest for Success, and Writing Revolution to strengthen academic instruction and meet state standards. These programs offer differentiated, evidence-based strategies to support all learners and ensure high-quality teaching. To increase learning time, we maximize instructional minutes with technology such as Chromebooks, Smartboards, and document cameras, fostering student engagement and cooperative learning. We also use intervention blocks and adaptive programs like Lexia and Zearn to extend learning beyond core instruction. Students will participate in immersive technology-based learning opportunities, including virtual reality experiences, to strengthen engagement, deepen understanding of academic concepts, support differentiated instruction, and provide hands-on experiences aligned to Science, Social Studies, STEM, career exploration, and real-world problem-solving skills. Enrichment and acceleration are built into the curriculum through Quest for Success and hands-on learning in science and social studies, helping students build critical thinking and career-ready skills. To support underperforming subgroups, the school will implement data-driven interventions, including in-house intervention programs utilizing certified staff and retired certified teachers to provide	1-5	1, 2, 3, 4, 5, 6, 7, 8	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Science lab supplies for hands-on instruction Social Studies instructional resources Graphic organizers and task cards VR headsets for instructional activities Intervention curriculum kits Small-group intervention supplies Tutoring and remediation materials Extended learning and summer learning materials SEL instructional resources and Character Strong materials tied to academic engagement Parent academic workshop materials Parent resource packets and academic guides Translation and bilingual instructional resources Professional development materials for curriculum	Effectiveness will be measured through LEAP assessments, district benchmark data, classroom performance, in-house intervention progress monitoring, and /or Lexia/Zearn reports. Evidence of effectiveness may include improved student achievement, increased academic growth across core content areas, improved intervention performance, and increased student proficiency levels throughout the school year.

targeted small-group and individualized instruction based on student performance data. These interventions will occur during the instructional day, before,during, after school tutoring/intervention programs, summer learning opportunities, and other extended learning opportunities with progress monitored every 3–4 weeks to ensure effectiveness and adjust support as needed. Professional development and collaborative planning help build and retain an effective educator workforce. Teachers participate in ongoing Professional Learning Communities (PLCs), data meetings, instructional coaching, and learning walks to analyze student performance data, monitor curriculum implementation, and adjust instruction based on student needs. The school also incorporates culturally responsive teaching practices, social-emotional learning supports, and student engagement strategies to create equitable and inclusive learning environments for all students. Family engagement opportunities, including academic workshops and parent trainings for programs such as Lexia and Zearn, help strengthen the connection between school and home while supporting student achievement. The school will utilize instructional materials, supplemental resources, technology tools, intervention programs, professional development opportunities, family engagement activities, and student incentives to support academic achievement, student engagement, school climate, and overall school improvement efforts.				implementation and intervention strategies PLC and collaborative planning materials Substitute coverage for instructional planning, data meetings, and professional development Teacher stipends/pay for after-school and inhouse tutoring, intervention planning, and collaborative data meetings Zoom Camera IXL Science and Social Studies student licenses and other supplemental digital instructional resources aligned to grade-level standards. Estimated Cost: \$10,000	
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Students will participate in technology-based learning opportunities, including virtual reality experiences, to strengthen engagement, deepen understanding of academic concepts, support differentiated instruction, and provide hands-on experiences aligned to Science, Social Studies, STEM, career exploration, and real-world problem-solving skills. Students will utilize supplemental digital instructional programs, including IXL Science and Social Studies, to provide standards-aligned practice, differentiated support, immediate feedback, and progress monitoring based on identified student needs.					
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/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf https://scholarworks.calstate.edu/downloads/s1784m160					Evaluation / Effectiveness Results (guide revision to the SWP):
Use of Academic Assessments to Improve Instruction: To strengthen the academic program, our school uses multiple data-driven assessments to guide instruction, monitor student progress, and improve student outcomes. Student Learning Targets (SLTs) are	ED Priority(s): 1-5	SWP Goal(s): 1, 2, 3, 4, 5, 6, 7, 8	Budget Decisions/ Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed: Student planners and organizational folders Vocabulary cards and fluency materials Sentence stems and writing supports	Effectiveness Measure: Student outcomes will be measured through benchmark assessments, formative assessments, LEAP data, intervention

developed in Math, ELA, Science, and Social Studies for grades 4–8, establishing measurable goals that inform instructional planning and promote student ownership of academic growth. Equip pre- and post-unit assessments are administered in Math to monitor progress and adjust teaching based on students’ prior knowledge and demonstrated growth. Teachers also utilize digital assessment platforms, adaptive learning programs, and progress monitoring tools to provide immediate feedback and personalize instruction. To increase the amount and quality of learning time, teachers use formative assessments across all content areas to identify learning gaps and provide reteaching, intervention, remediation, and acceleration opportunities within the instructional day. District Benchmarks in Math, Science, and Social Studies, along with LEAP 2025 data, are analyzed regularly through PLCs, collaborative planning sessions, data meetings, and progress monitoring cycles to identify trends, adjust curriculum pacing, strengthen instructional focus, and improve student outcomes. Our curriculum is enriched through the integration of performance-based tasks, hands-on learning experiences, and real-world application opportunities that promote critical thinking, problem-solving, and student engagement across all content areas. These experiences help accelerate learning and prepare students for college, careers, and service. For underperforming subgroups, assessment data is used to provide targeted interventions			☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Calculator sets Timers and visual schedules Interactive notebooks and composition books Intervention workbooks and skill practice materials STEM instructional kits and hands-on learning materials RACE and RDW strategy training materials SEL and Character Strong training materials Technology integration resources Substitute coverage for professional development, collaborative planning, and instructional coaching Teacher stipends for after-school training, data meetings, tutoring, intervention planning, and collaborative planning sessions Zoom Camera Estimated Cost: \$2000+	reports, progress monitoring tools, attendance data, behavior data, and/or classroom performance trends. Evidence of effectiveness may include improved academic achievement, increased student engagement and participation, positive growth trends, improved attendance and behavior outcomes, and increased student success across core content areas and intervention programs.
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during small-group instruction, intervention blocks, tutoring, enrichment opportunities, and extended learning opportunities. Teachers receive ongoing professional development in data analysis, differentiated instruction, intervention strategies, culturally responsive teaching practices, and equitable instructional supports to ensure all learners have access to high-quality instruction. Assessment results and student progress data are also communicated with families through conferences, progress reports, parent workshops, and academic support events to strengthen home-school partnerships and support student achievement.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ascd.org/el/articles/how-classroom-assessments-improve-learning https://eddata.com/2018/03/assessment-improves-learning/					Evaluation / Effectiveness Results (guide revision to the SWP):

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u> :	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
Instructional Coaching and Learning Walkthroughs: Administration and instructional/curriculum coaches conduct regular learning walkthroughs and classroom	1-5	1, 2, 3, 4, 5, 6, 7, 8	✓ Title I ☐ Title II ☐ Title III	Visual schedules Cue cards Graphic organizers Adapted instructional	Student achievement will be measured through classroom

observations focused on instructional practices, curriculum implementation, student engagement, accommodations, and classroom management. Walkthroughs also monitor how instruction is differentiated to meet the individual needs of Students with Disabilities through implementation of IEP goals and objectives, specially designed instruction, and required 504 accommodations. Teachers receive constructive feedback, coaching support, opportunities for reflection, and follow-up collaboration to strengthen instructional practices and ensure students have appropriate access to grade-level curriculum and individualized supports. Swivl cameras and instructional recording tools are used for teacher reflection, instructional coaching, modeling, walkthrough feedback, and professional development support.

Inclusion Support for Grades 4–8: Special education teachers collaborate with general education teachers to provide inclusive instructional support in Math, ELA, Science, and Social Studies classrooms. Co-teaching models, differentiated instruction, accommodations, modifications, small-group instruction, and targeted interventions are used to support individual student needs and ensure access to grade-level curriculum and standards.

Lexia Core5 and Lexia PowerUp
Interventions: Students performing below Basic in reading are evaluated using multiple data sources and placed into targeted literacy interventions to provide intensified ELA support. Students participate in differentiated small-group instruction, intervention

- ☐ Title IV
- ☐ LA4
- ☐ IDEA
- ☐ Homeless
- ☐ General Fund
- ☐ Perkins
- ☐ Other

materials
Sensory and fidget tools
Weighted lap pads
Calming tools
Visual timers
color-coded task folders
Manipulatives
Specialized instructional resources
Swivl
Math manipulatives
Zoom Camera

Estimated Cost:
\$5,000+

performance, benchmark assessments, LEAP and LEAP Connect data, intervention reports, IEP progress monitoring, behavior data, and/or ongoing formative assessments. Evidence of effectiveness may include improved academic performance, progress toward IEP goals, increased participation in intervention programs, and growth across core academic areas.

rotations, adaptive learning activities, and progress monitoring aligned to individual student learning needs and IEP goals.

Math Intervention Services: Students performing below Basic in Math receive targeted intervention services based on LEAP, Multiple Measures, benchmark assessments, and formative assessment data. Instruction includes remediation, reteaching, scaffolded supports, hands-on learning opportunities, and individualized intervention plans designed to strengthen foundational math skills and grade-level proficiency.

Assistive Technology and Accessibility Supports: Students with Disabilities are provided access to assistive technology and instructional supports, including Learning Ally audiobooks for students with Dyslexia and reading disabilities, text-to-speech supports, small-group testing, extended time, visual supports, manipulatives, and other accommodations identified through the IEP process.

Vizzle and LEAP Connect Supports: Students participating in LEAP Connect receive specialized instruction and assessment preparation through programs such as Vizzle, individualized support plans, task analysis, visual supports, communication supports, and differentiated instructional materials aligned to alternate achievement standards.

Progress Monitoring and Data Review: Student progress is monitored regularly through classroom assessments, benchmark assessments, intervention data, IEP progress

reports, and collaborative data meetings. Teachers, interventionists, administrators, and support staff utilize student performance data to adjust instruction, interventions, accommodations, and supports to ensure academic growth and equitable access for all learners.

Professional Development and

Collaboration: Teachers receive ongoing professional development and collaborative planning opportunities focused on differentiated instruction, inclusion practices, accommodations, intervention strategies, behavior supports, progress monitoring, and effective instructional practices for Students with Disabilities.

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/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf

<https://learningally.org/Portals/6/Docs/white-papers/LA%20Research%20and%20Efficacy%20Studies%20.pdf>

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

Strategies, Curriculum, and Assessments Specific to <u>English</u>	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
1. Strengthen the Academic Program: Teachers implement the Louisiana Connectors for English Learners to support language development across content areas and provide scaffolds that strengthen	1-5	1, 2, 3, 4, 5, 6, 7, 8	☒ Title I ☐ Title II ☐ Title III	Bilingual picture dictionaries for grades 4–8 Visual anchor charts Oral language development materials	Student achievement will be measured through ELPT data, classroom performance,

comprehension, academic vocabulary, speaking, listening, reading, and writing skills. Students participate in Lexia Core5 and Lexia PowerUp to strengthen foundational literacy skills through differentiated instruction. Teachers utilize culturally responsive practices, differentiated instruction, and inclusive classroom supports to ensure equitable access to grade-level curriculum in ELA, Math, Science, and Social Studies. 2. Increase the Amount and Quality of Learning Time: Amira is utilized to support English language acquisition through oral reading, fluency practice, and individualized support for Level 1 LEP students. Students participate in rotating ELA stations, small-group instruction, and technology-based learning opportunities to increase language-rich instruction and targeted academic support. 3. Enrich and Accelerate the Curriculum: The school collaborates with a district EL advocate to develop instructional supports, schedules, and strategies that strengthen both academic and language development. EL students maintain access to grade-level Tier 1 instruction while receiving targeted language supports. Performance-based tasks, collaborative learning opportunities, and language-rich instructional activities are integrated across content areas. Vizzle is utilized for students participating in LEAP Connect. 4. Interventions for Underperforming Subgroups:			☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	and intervention programs Translation tools and multilingual communication supports Progress monitoring binders and assessment folders Folders, binders, notebooks, paper, pencils, highlighters, sticky notes, and index cards Small-group instructional supplies Teacher resource books and EL instructional guides Professional development materials for language acquisition and differentiated instruction Substitute coverage for collaborative planning and professional development Teacher stipends for tutoring, intervention planning, and data meetings Zoom Camera	benchmark assessments, intervention reports, formative assessments, and/or ongoing progress monitoring tools. Evidence of effectiveness may include improved language acquisition, increased academic performance, growth in reading and comprehension skills, and increased participation in classroom instruction and intervention programs.
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English Learners performing below Basic are identified through ELPT data, classroom performance, benchmark assessments, Lexia data, and formative assessments and receive targeted interventions aligned to individual academic and language needs. Students participate in small-group instruction, intervention blocks, tutoring opportunities, and speaking/listening activities to strengthen oral language and comprehension skills. The LEP Committee meets regularly to monitor progress and adjust supports as needed. 5. Family Engagement and Communication: Translator applications, bilingual resources, and multilingual communication supports are utilized to strengthen communication with multilingual families. Parent workshops are offered to support understanding of curriculum, assessments, EL services, graduation pathways, and school expectations. Student progress data is shared through conferences, progress reports, workshops, and academic support events. 6. Professional Development and Progress Monitoring: Teachers receive ongoing professional development, coaching, and collaborative planning related to language acquisition, scaffolding, culturally responsive teaching, differentiated instruction, and instructional supports for English Learners. Student progress is monitored through ELPT data, Lexia progress monitoring, classroom assessments, benchmark assessments, and collaborative data meetings to adjust				Estimated Cost: \$1,200 +	
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interventions and instructional supports based on student needs.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://cdnwebsites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf					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 participation in interventions is determined through ongoing review of academic, attendance, behavior, and demographic data by administration, counselors, interventionists, lead teachers, SPED staff, EL staff, and leadership team members. LEAP data, benchmark assessments, classroom performance, Lexia, Zearn, progress monitoring data, grades, attendance, behavior records, IEPs, IAPs, 504 plans, EL status, SAT documentation, and teacher recommendations are used to identify students needing intervention, remediation, enrichment, or additional supports. All students identified as Proficient Improvement (PI) automatically begin appropriate intervention services and are progress monitored to determine their response to intervention and ongoing instructional needs.	Goal(s): 1-9	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Folders, binders, notebooks, and organizational materials Progress monitoring binders and assessment folders Math manipulatives and reading intervention materials Calculators and math support tools Highlighters, sticky notes, pencils, and index cards	Effectiveness Measure: By the end of the school year, progress monitoring and data analysis, including benchmark assessments, intervention program reports, formative assessments, classroom performance, and/or ongoing progress monitoring tools, will be used to evaluate the effectiveness of targeted school and classroom interventions and measure student academic growth.

Students performing below proficiency, “bubble students,” chronically absent students, students with behavioral concerns, and identified at-risk subgroups are prioritized for interventions and support services. Weekly PLC meetings, collaborative planning sessions, Tier 1–3 discussions, and data meetings are utilized to monitor progress, review student work, and adjust instructional supports. Students not responding to Tier 1 and Tier 2 interventions may be referred for additional intervention services, SAT consideration, counseling supports, or further evaluation. In-House Intervention Program Certified staff, interventionists, and retired certified teachers provide targeted support in ELA, Math, Science, and Social Studies through small-group instruction, intervention blocks, tutoring, enrichment periods, and extended learning opportunities. Students are identified using LEAP, benchmark assessments, Lexia, Zearn, classroom performance, attendance, and behavior data. Progress is monitored every 3–4 weeks to evaluate growth and adjust interventions as needed. Attendance Monitoring and Intervention The school implements weekly attendance reviews, parent communication, attendance incentives, mentoring supports, and targeted interventions for chronically absent students and students at risk for truancy. Attendance data is reviewed regularly to identify trends and provide academic, behavioral, and social-emotional supports to improve attendance and engagement.			Timers and visual schedules Study guides and intervention workbooks Small-group intervention supplies Teacher resource books and intervention materials Professional development materials for intervention strategies, differentiated instruction, and progress monitoring Substitute coverage for collaborative planning, intervention meetings, and professional development Teacher stipends for tutoring, intervention planning, collaborative planning, and data meetings Estimated Cost: \$5000 +	Evaluation / Effectiveness Results (guide revision to the SWP):
List the Opportunities and Interventions for Students in Need • Lexia Core5 and Lexia PowerUp: Students identified as academically at risk through LEAP scores, benchmark assessments, classroom performance, intervention data, and teacher recommendations participate in targeted literacy intervention using Lexia Core5 and Lexia PowerUp. Students are expected to participate multiple times weekly in differentiated	Goal(s): 1-9	Budget Decisions/ Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed: Whiteboards, markers, and erasers Student folders, binders, and data tracking materials Math manipulatives	Effectiveness Measure: Analysis of school and classroom intervention data reports will demonstrate measurable student growth and improved academic

intervention sessions focused on phonics, fluency, vocabulary, comprehension, grammar, and written language skills. Student progress is monitored regularly through program reports, classroom performance, formative assessments, and progress monitoring data to adjust interventions and instructional supports. ● Math Intervention: Students identified as academically at risk through LEAP scores, benchmark assessments, classroom performance, intervention data, and teacher recommendations receive targeted Math intervention services utilizing programs such as Zearn, iReady, small-group instruction, hands-on learning opportunities, and teacher-created interventions aligned to individual student needs. Student progress is monitored through program reports, classroom assessments, benchmark assessments, formative assessments, and pre/post-assessment data to evaluate growth and adjust instructional support. ● Learning Ally: Students with Dyslexia, reading disabilities, and identified learning needs are provided access to Learning Ally audiobooks and assistive technology supports to strengthen reading comprehension, increase access to grade-level curriculum, improve engagement, and support independent learning. ● Vizzle and LEAP Connect Supports: Students participating in LEAP Connect receive specialized instruction, differentiated instructional materials, visual supports, task analysis, communication supports, and individualized intervention opportunities aligned to alternate achievement standards. Programs such as Vizzle are utilized to provide accessible instruction and support student academic growth and participation in alternative assessments. ● Small-Group and Individualized Interventions: Students identified through academic, attendance, behavior, and progress monitoring data may participate in targeted small-group instruction, tutoring opportunities, intervention blocks, remediation activities, enrichment opportunities, and extended learning supports designed to address individual academic and social-emotional needs.		☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	and intervention workbooks Graphic organizers, writing supports, and assessment sheets Small-group intervention supplies Professional development materials for intervention strategies and differentiated instruction Substitute coverage for collaborative planning and data meetings Teacher stipends for tutoring, intervention planning, and collaborative planning sessions Zoom Camera Estimated Cost: \$1,200 +	performance by the end of the school year. Evaluation / Effectiveness Results (guide revision to the SWP):
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● Progress Monitoring and Collaboration: Student progress is monitored regularly through benchmark assessments, formative assessments, intervention program reports, classroom performance data, and collaborative data meetings. Teachers, interventionists, counselors, and administrators utilize student data to adjust interventions, provide additional supports, and ensure equitable access to academic success for all students.				
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Students who continue to experience academic, behavioral, attendance, or social-emotional difficulties after receiving Tier 1 and Tier 2 interventions are identified through ongoing progress monitoring, intervention data analysis, classroom performance, benchmark assessments, teacher observations, attendance records, behavior data, and collaborative data meetings. Teachers, interventionists, counselors, and administrators regularly review student progress to determine the effectiveness of current interventions and identify students who may require additional supports or more intensive interventions. When students demonstrate limited progress despite targeted interventions, the intensity, frequency, and duration of intervention services may be increased through additional small-group instruction, individualized supports, tutoring opportunities, behavior interventions, attendance supports, and extended learning opportunities. Parent communication and collaboration are maintained throughout the intervention process to ensure families are informed of student progress and support strategies. Students who continue to demonstrate significant academic and/or behavioral concerns may be referred to the Student Assistance Team (SAT) for additional review and support planning. The SAT committee conducts a comprehensive review of student data, intervention history, classroom performance, attendance, behavior, and support documentation to determine	Goal(s): 1-9	Budget Decisions/Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Substitute coverage for SAT meetings and collaborative planning -Teacher stipends for intervention planning and data meetings -Progress monitoring binders and tracking sheets -SAT documentation folders and intervention forms -Benchmark assessment materials -Leveled readers and intervention workbooks -Math intervention materials and manipulatives -Small-group intervention supplies -Behavioral observation checklists and SEL materials -Timers and visual schedules -Task organizers and behavior tracking charts -Student folders, binders, and organizational	Effectiveness Measure: Progress monitoring data, benchmark assessments, intervention reports, and/or classroom performance data will be used to evaluate student growth and the effectiveness of interventions throughout the school year. Evaluation / Effectiveness Results (guide revision to the SWP):

appropriate next steps and recommendations. The SAT committee may include a chairperson, administrator, pupil appraisal representative, speech therapist, school counselor, interventionist, regular education teacher, special education teacher when applicable, and parent or guardian. The committee works collaboratively to develop targeted intervention plans, recommend additional supports or evaluations when appropriate, and monitor student progress over time to ensure equitable access to academic and behavioral success.			materials -Teacher resource books and intervention guides -Professional development materials for intervention strategies and differentiated instruction	
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Interventions Specific to <u>Students with Disabilities</u>:	ED Priority(s):	SWP Goal(s): 1-9	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
Students with IEPs and 504 plans are already identified as needing individualized supports; therefore, interventions are implemented based on each student's documented needs. Students with IEPs receive specially designed instruction and targeted interventions aligned to their individual IEP goals and objectives. Students with 504 plans receive the accommodations and supports specified in their individual plans. Supports may include small-group or individualized instruction, additional modeling and guided practice, extended time, repeated or clarified directions, chunking of assignments, preferential seating, reduced-distraction settings, read-aloud or text-to-speech when documented, assistive technology, and other accommodations	1-5		☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	calculators, dry erase boards, writing supports, test-prep materials, attendance incentive materials, parent communication folders. SAT documentation folders and intervention forms Benchmark assessment materials Intervention	Student progress will be monitored through classroom performance, benchmark assessments, intervention reports, behavior data, teacher observations, and/or ongoing progress monitoring tools to evaluate the effectiveness of interventions and instructional supports.

identified in the student's IEP or 504 plan. Students may also receive targeted intervention through Lexia Core5 or PowerUp, Amira, Zearn, Math 180, and other appropriate intervention programs based on identified academic needs. Student progress is monitored through IEP goal and objective data, intervention program reports, curriculum-based assessments, classroom performance, benchmark assessments, grades, and progress-monitoring data. SPED teachers, general education teachers, interventionists, related service providers, and administrators collaborate to review progress and adjust instructional supports while ensuring required IEP and 504 services and accommodations are consistently implemented.				workbooks and leveled readers Math manipulatives Headphones with microphones Timers and visual schedules Behavior tracking charts and SEL materials Student folders, binders, notebooks, and organizational supplies Small-group intervention supplies Teacher intervention guides and resource materials Professional development materials for intervention strategies and progress monitoring Substitute coverage for SAT meetings and collaborative planning Teacher stipends for intervention planning and data	
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/ED498501.pdf https://www.tandfonline.com/doi/abs/10.1080/13603110802512484?journalCode=tied20					Evaluation / Effectiveness Results (guide revision to the SWP):

				meetings	
				Estimated Cost: \$1,200 +	
Interventions Specific to <u>English Learners</u>: • Amira: English Learners participate in Amira to strengthen English language acquisition, oral reading fluency, pronunciation, comprehension, and vocabulary development through differentiated computer-based instruction and progress monitoring • Limited English Proficiency (LEP) Committee: The LEP Committee meets regularly to review student academic performance, language development, assessment data, accommodations, and instructional supports to ensure appropriate placement, intervention services, and equitable access to grade-level curriculum and instruction. • District EL: A district-appointed EL teacher collaborates with school leadership, teachers, and intervention staff to support scheduling, instructional planning, language development strategies, accommodations, and progress monitoring for English Learners. The advocate assists in strengthening language acquisition and academic skill development aligned to state standards and assessments. • Translator and Communication Supports: Administration, teachers, faculty, and staff utilize translation applications, bilingual resources, multilingual communication supports, and translated materials to strengthen	ED Priority(s): 1-5	SWP Goal(s): 1-9	Budget Decisions/Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -EL instructional materials, bilingual dictionaries, visual supports, vocabulary cards, and translated resources -Graphic organizers, sentence frames, anchor charts, and oral language development materials -Headphones, microphones, adaptive learning supports, and technology-based language intervention resources - Organization tools, intervention binders, and progress monitoring materials -Translation tools, multilingual family communication	Effectiveness Measure: Student progress will be monitored through ELPT data, classroom performance, benchmark assessments, intervention reports, and/or ongoing progress monitoring tools to evaluate language acquisition and academic growth for English Learners.

communication with students and families and increase access to school information, academic resources, and family engagement opportunities. ● Language Supports and Classroom Scaffolds: English Learners receive instructional supports including bilingual dictionaries, visual supports, sentence frames, graphic organizers, anchor charts, small-group instruction, oral language practice, and differentiated learning opportunities to strengthen comprehension, academic vocabulary, communication skills, and classroom participation across all content areas. ● Progress Monitoring and Intervention: Student progress is monitored through ELPT data, classroom performance, benchmark assessments, intervention reports, teacher observations, and ongoing progress monitoring tools to evaluate language acquisition, academic growth, and intervention effectiveness.				resources, and parent workshop materials -Substitute coverage, stipends, and professional development materials related to EL instruction and language acquisition strategies Estimated Cost: \$1,200 +	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://cdnwebsites.imaginelearning.com/corporate/sites/default/files/2019-01/Imagine%20Learning%202017-2018%20Texas%20Effectiveness%20Study%20Report%20Final.pdf					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/ Coordination:	Items Needed:	Effectiveness Measure:
● Character Strong (SEL): The school will implement Character Strong to provide research-based social and emotional learning focused on self-awareness, self-management, relationship skills, responsible decision-making, and positive school culture. ● SEL Journals and Goal Tracking: Students will participate in weekly SEL activities and utilize journals and folders to reflect on emotions, set goals, monitor behavior, and strengthen self-regulation and accountability. ● PBIS and Behavior Tracking (Dojo): The school will utilize PBIS systems, including ClassDojo, to reinforce positive behavior, support emotional regulation, encourage student engagement, and provide consistent feedback and recognition. ● Guest Speakers, Mentorship, and Student Support Services: Students will participate in guest speaker presentations, mentorship opportunities, counseling supports, and schoolwide activities focused on resilience, emotional well-being, goal setting, leadership, conflict resolution, and positive decision-making. ● Family Engagement and Communication: The school will provide families with SEL resources, communication supports, and family engagement opportunities that promote emotional well-being, positive behavior, and student success at home and school. ● Student Leadership and Ownership: Students will participate in leadership opportunities, peer mentoring, and student-led initiatives that promote positive relationships, empathy, responsibility, and school connectedness.	3,6,7	3,6,7	✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless Fund ☐ Perkins ☐ Other	SEL journals and composition books Student folders and goal-tracking materials SEL posters, anchor charts, and visual supports PBIS/ Dojo incentives, rewards, and recognition items Calming tools and sensory supports Behavior tracking charts and reflection sheets Character Strong supplemental materials Small-group SEL supplies and activity materials Guest speaker and mentorship stipends Parent SEL resource materials and family communication supports	Data from Panorama Survey 2025 will show at least 5% increase in the sections centered on social and emotional learning. Due to students monitoring their behavioral progression within their SEL folders, discipline incidents will decrease by 10 %.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://educationnorthwest.org/resources/what-research-says-supporting-social-and-emotional-well-being-students https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf			Dry erase boards, markers, chart paper, and organizational supplies Professional development materials for SEL, PBIS, and behavior supports Substitute coverage for SEL training and collaborative planning Estimated Cost: \$1,200 +	Evaluation / Effectiveness Results (guide revision to the SWP):
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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.): InHouse Interventions Implement an in-house intervention program in English Language Arts (ELA) and Mathematics to provide targeted support for students performing below proficiency. Certified staff, including retired certified teachers, will deliver small-group and individualized instruction based on student data during designated intervention blocks. Student progress will be monitored every 3–4 weeks to adjust	ED Priority(s): 1,2,6,7	SWP Goal(s): 1,2,6,7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins	Items Needed: BUS, field trips, white out, sticky notes, index cards, pens, stipends/pay for, interventionist /inhouse tutor/teacher, VR headsets Estimated Cost: \$6000 +	Effectiveness Measure: Student growth and program effectiveness will be measured through benchmark assessments, classroom performance, LEAP data, Lexia and Zearn progress monitoring reports, intervention data, and participation
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instruction and ensure academic growth. ● Journey to Careers Field Trip: teachers will take a field trip with 8th grade students to one the surrounding vocational college to visit their programs. This will provide the students with a head start on deciding a career path. ● English I Class: students who scored advanced or mastery on LEAP 2025 in ELA at the end of their seventh-grade school year, are offered the opportunity to participate in the English I class to obtain a Carnegie credit. College and Career Readiness Activities: Students will participate in career awareness lessons, goal-setting activities, leadership opportunities, and workforce readiness experiences designed to strengthen postsecondary awareness, communication skills, problem-solving, and career exploration. VR headsets and immersive instructional technology for Science, Social Studies, STEM exploration, career readiness activities, virtual field experiences, vocabulary development, and increased student engagement through interactive learning opportunities.			☐ Other		in advanced coursework and career exploration opportunities. Evidence of effectiveness may include improved academic performance, increased intervention growth, successful completion of Carnegie credit opportunities, and increased student readiness for postsecondary education and workforce pathways.
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/EJ1031445.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):

- Technology Integration (Grades 4–8): Students utilize technology daily to support instruction, strengthen engagement, reinforce grade-level standards, and provide differentiated learning opportunities across content areas.
- Physical Education and Athletics (Grades 4–8): Students participate in physical education classes, athletic programs, and team activities including basketball, baseball, volleyball, cheer, dance, and drill team to promote physical wellness, teamwork, leadership, collaboration, and positive peer relationships.
- Advanced Coursework (English I): Students scoring Mastery or Advanced on the Grade 7 LEAP ELA assessment have the opportunity to enroll in English I and earn Carnegie credit to support academic acceleration, high school readiness, and postsecondary preparation.
- Clubs, Leadership, and Enrichment Opportunities (Grades 4–8): Students may participate in enrichment opportunities including Beta Club, 4-H, U-Bit Solutions, Robotics, Book Club, Bible Club, Zumba, Board Games, and other student organizations designed to strengthen leadership, communication, problem-solving, collaboration, creativity, and student engagement.
- STEM and Career Readiness Opportunities: Students participate in STEM-focused activities, technology integration, robotics, and career awareness opportunities that strengthen critical thinking, innovation, teamwork, and workforce readiness skills.
- Support Services and Collaborative Programs: Students have access to speech services, counseling services, intervention supports, mentoring opportunities, and collaborative support programs designed to address academic, behavioral, communication, and social-emotional needs and support overall student success.

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

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

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure
● Positive Behavior Intervention Supports (PBIS): The PBIS team will meet regularly to review discipline data, identify trends, monitor intervention effectiveness, and determine areas of need and celebration. Schoolwide behavioral expectations will be explicitly taught, modeled, and reinforced to promote a positive school culture and safe learning environment. Incentives, recognition systems, and PBIS platforms such as ClassDojo will be utilized to reinforce positive behavior and provide ongoing feedback and support. ● Tiered Behavioral Supports, Check-In/Check-Out, and Behavior Intervention Plans (BIP): Students requiring additional behavioral support will participate in targeted interventions including Check-In/Check-Out, small-group supports, mentoring, and individualized Behavior Intervention Plans focused on self-regulation,	3,5,7	6-9	✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	PBIS incentives, rewards, and recognition items Student folders and behavior tracking sheets Calm-down kits and sensory tools Reflection sheets and SEL journals Visual behavior supports and	Behavior data, PBIS reports, attendance trends, classroom observations, and/or progress monitoring tools will be used to evaluate the effectiveness of behavioral interventions and supports throughout the school year. Evidence of effectiveness may include reduced discipline incidents,

goal setting, behavior monitoring, and positive behavior supports. ● Restorative Practices and SEL Integration: Restorative practices and social-emotional learning strategies will be implemented to strengthen conflict resolution, relationship-building, emotional regulation, accountability, and positive peer and staff interactions. ● Behavior Monitoring and Family Communication: Student behavior will be monitored through PBIS systems or Dojo, behavior tracking tools, classroom observations, and data reviews. Ongoing communication with families will support behavior goals, reinforce expectations, and strengthen home-school partnerships. ● Proactive and Preventive Supports: Students will have access to calming strategies, reflection opportunities, mentoring supports, and structured intervention environments designed to prevent escalation, strengthen coping skills, and support positive student engagement and behavior.				expectation posters Timers and visual schedules Check-In/Check-Out materials Behavior intervention and progress monitoring materials Dry erase boards, markers, and chart paper Parent communication materials	improved student behavior, increased student engagement, improved attendance, and/or positive school climate trends.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1175692.pdf https://files.eric.ed.gov/fulltext/EJ1110950.pdf https://opus.govst.edu/cgi/viewcontent.cgi?article=1191&context=capstones				Character Strong supplemental materials Professional development materials for PBIS, SEL, restorative practices, and behavior interventions Teacher stipends for PBIS planning, mentoring, and intervention meetings	Evaluation / Effectiveness Results (guide revision to the SWP):

			Estimated Cost: \$2000	
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1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning: ● SWP Meetings ● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. ● Professional development and collaborative planning focused on curriculum implementation, differentiated instruction, intervention strategies, progress monitoring, assessment analysis, and instructional best practices in ELA, Math, Science, and Social Studies. ● Instructional coaching, walkthrough feedback, PLC meetings, collaborative data meetings, and teacher support activities designed to strengthen Tier 1 instruction and improve student outcomes. Swivl cameras and instructional recording tools for teacher reflection, instructional coaching,	ED Priority(s): 1-4	Goal(s): 1-8	Budget Decisions/Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Substitutes Stipends for after-school training, tutoring, collaborative planning, and intervention planning Professional development materials and instructional guides Curriculum implementation and intervention resources Data analysis and	Effectiveness Measure: Effectiveness will be measured through walkthrough data, curriculum implementation scores, PLC documentation, benchmark assessments, intervention data, and/or student achievement trends on LEAP and classroom assessments. Evidence of effectiveness may include improved instructional practices, increased student engagement, stronger curriculum
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modeling, walkthrough feedback, and professional development support. ● Training and support related to PBIS, SEL integration, restorative practices, classroom management, accommodations, inclusion practices, EL supports, and intervention strategies for at-risk students and students with diverse learning needs. ● Activities that support core instruction including ordering, organizing, distributing, and maintaining instructional materials, intervention resources, progress monitoring tools, and classroom supplies. ● Ongoing professional development related to Lexia, Zearn, Amira, Guidebooks, Eureka Math, PhD Science, OpenSciEd, Writing Revolution, progress monitoring tools, and technology integration to strengthen instructional effectiveness and student engagement. ● Teacher collaboration and retention supports including mentoring opportunities, collaborative planning, instructional support, leadership opportunities, and professional learning designed to strengthen teacher effectiveness and support high-need student populations.				progress monitoring materials Swivl Camera Teacher resource books and instructional support materials Estimated Cost: \$1,200 +	implementation, and improved student academic growth across core content areas.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/6850/Schoolwide%20Plan_Cranford.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

Professional Learning Communities (PLCs): ● Faculty Meetings/Team Time: a monthly meeting to address the leading school need. ● Grade level meetings: the teachers meet weekly by grade level to discuss the academic and behavioral needs of students. An administrator is present as needed to address concerns. ● PLC meetings: the teachers meet weekly with the curriculum coach to receive support in addressing specific needs regarding the Tier 1 curriculum. Student data is tracked via an Individual Growth Plan (IGP) and used to drive the support given.	ED Priority(s): 1,4	Goal(s): 1,2,5,6,7	Budget Decisions/Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Binders Chart paper Pens Dividers Markers Data Charts Estimated Cost: \$1,200 +	Effectiveness Measure: Effectiveness will be measured through walkthrough data, PLC documentation, benchmark assessments, progress monitoring data, student work analysis, curriculum implementation data, and/or classroom performance trends. Evidence of effectiveness may include improved instructional practices, stronger Tier 1 implementation, increased student engagement, and improved academic growth across core content areas.
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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://files.eric.ed.gov/fulltext/EJ1194725.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Development: Other Professional Training – ● Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. ● School teachers, faculty, staff and administration will participate in professional development opportunities on both the school and district level. ● Vertical collaboration: there will be opportunities for the teachers to collaborate vertically within the school as well as with feeder schools. ● PBIS Team: meet once a month after school and attend professional development opportunities that will	ED Priority(s): 1,4	Goal(s): 1,5	Budget Decisions/ Coordination: ✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Substitutes -Stipends Estimated Cost: \$1,200 +	Effectiveness Measure: Effectiveness will be measured through walkthrough data, PLC documentation, benchmark assessments, progress monitoring data, student work analysis, curriculum implementation data, and/or classroom performance trends. Evidence of effectiveness may include improved instructional practices, stronger Tier 1 implementation, increased student engagement, and improved academic growth across core content areas.

assist in improving discipline and school culture. ● Trust-Based Relational Intervention (TBRI): a holistic, research and theory-based approach in dealing with student behaviors that allows for trauma-informed intervention practices. ● School Support Institutes: professional learning sequence for school leadership teams to ensure that teachers are prepared to deliver high quality lessons. This training is grounded in content-specific instructional practices and aligned to Louisiana's Tier 1 curricula. Participants will leave with concrete steps to make meaningful changes that drive academic improvements for all					
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/EJ1257223.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

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

- School administrators will participate in district transfer fairs, job fairs, recruitment events, and interview opportunities to recruit highly qualified teachers for identified vacancies and high-need areas.
- The district website and recruitment platforms are utilized to advertise teacher openings and attract qualified applicants.
- District and school leaders participate in recruitment fairs at local colleges and universities to recruit teacher candidates in core content areas, special education, and other high-need certification areas.
- The district participates in the SELU Teacher Residency Pilot Program, which provides education majors with year-long internship opportunities to strengthen teacher preparation and develop a pipeline of effective educators.
- TPSS provides alternate certification opportunities and Praxis workshops to support teacher recruitment, certification completion, and teacher retention efforts.
- Current TPSS employees may receive referral stipends for recruiting certified teachers to the district.
- The school collaborates with local universities to support student teacher placements, mentoring opportunities, and future recruitment efforts.
- District-created applicant pools and recruitment databases are utilized to support efficient hiring practices and placement of qualified candidates.
- Teachers receive ongoing instructional coaching, collaborative planning opportunities, professional development, mentoring supports, and leadership opportunities designed to strengthen instructional practices, improve retention, and support high-needs student populations.

Strategies for Workforce Talent:	ED	Goal(s)	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
● Teacher Certification and Professional Growth: Teachers pursuing certification will participate in coursework, Praxis preparation, district certification supports, mentoring opportunities, and professional development to strengthen instructional practices and complete certification requirements. Teachers will provide ongoing documentation of progress toward certification completion. ● Teacher Retention and Support: Teachers will collaborate with instructional leaders, teacher leaders, mentors, curriculum coaches, and administration to strengthen instructional capacity, classroom management, professionalism, organization, curriculum implementation, and student engagement practices. Ongoing coaching, collaborative planning, walkthrough feedback, professional development, and leadership opportunities will be provided to support teacher effectiveness and retention, particularly in high-need areas and with	Priority(s): 1-4	5-7	✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	-Professional development books and training materials Praxis preparation materials and certification resources PLC binders, notebooks, folders, and organizational materials Curriculum implementation guides and instructional strategy resources Walkthrough forms and coaching documentation materials Chart paper, markers,	Effectiveness will be measured through teacher participation in professional development, certification progress, walkthrough data, retention data, curriculum implementation data, and/or improved instructional practices. Evidence of effectiveness may include increased teacher retention, improved instructional capacity, successful completion of certification requirements, and

high-needs student populations. Swivl cameras and instructional recording tools for teacher reflection, instructional coaching, modeling, walkthrough feedback, and professional development support. ● Leadership and Collaboration Opportunities: Teachers will participate in PLCs, collaborative planning, school leadership opportunities, mentoring programs, and school improvement initiatives designed to strengthen teacher engagement, professional growth, and retention.				sticky notes, printer ink, copying paper, and laminating supplies Teacher stipends for mentoring, collaborative planning, and after-school professional development Substitute coverage for professional development, walkthroughs, and collaborative planning Swivl Camera Estimated Cost: \$500	improved student achievement outcomes.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://gtlcenter.org/evidence-based-strategies https://www.americanprogress.org/article/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/					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:
Incoming Students: ● Campus Visits: Incoming 4th grade students from feeder schools will participate in campus visits to tour the school, meet teachers and staff, and become familiar with school routines, expectations, support services, and transition procedures. ● Meet and Greet: Incoming students and families will participate in a Meet and Greet event to receive information related to school expectations, schedules, procedures, academic	3,7	3,7, 8,9	✓ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Transportation and bus costs Welcome books and transition materials Student planners and folders Bookmarks and incentive items Crayons, colored	100% of the incoming fourth graders will participate in the opportunity to visit the feeder school. 100% of the outgoing eighth graders will participate in the opportunity to visit the feeder high school.

supports, extracurricular opportunities, and available student services. ● Orientation and Transition Supports: School routines, behavioral expectations, organizational strategies, and transition procedures will be explicitly taught and reinforced for incoming students and students enrolling throughout the school year. ● Family Communication and Support: Families will receive transition resources, communication materials, school information, and guidance to support student adjustment, engagement, and academic success during the transition to middle school. Outgoing Students: ● High School Visits: Eighth-grade students will participate in feeder high school visits to tour the campus, meet faculty and staff, and learn about academic expectations, extracurricular opportunities, graduation pathways, and high school procedures. ● Transition Support and Postsecondary Readiness: Students will receive guidance related to organization, goal setting, course expectations, leadership opportunities, career readiness, and successful transition to high school.				pencils, pencils, and school supplies Printing paper, flyers, brochures, and parent communication materials Name tags, signs, and orientation materials Snacks, drinks, popsicles, and hospitality supplies for transition events SEL and school expectation materials Teacher stipends for transition activities and after-school events Estimated Cost: \$500 +	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					

https://files.eric.ed.gov/fulltext/EJ1110861.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Head start Preschool Programs: Head start 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/sub claims, and subgroups:

The SWP will be monitored throughout the school year via...

- On-going data collection from various components addressed in the plan.
- SLTs weekly through teacher IGPs
- Oncourse Assessments (diagnostic, practice, benchmarks)
- Progress Monitoring of programs data (Lexia Core 5 and Lexia Power-Up, etc.)
- OnCourse Reports (behavior, attendance, and academics)
- Common Formative Assessments designed by the teacher that are aligned to the state standardized assessment (teachers will implement a backwards design concept in adjusting lessons as needed and to provide remediation)
- SWP Committee meetings
- A discipline report will be submitted to the district at the end of every nine weeks.
- Professional development documentation
- Learning walkthroughs
- On-going meetings to discuss student needs and follow-up to ensure needs are being met.
- SAT meetings
- Monthly PBIS meetings

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 Committee will meet quarterly or as needed according to planned dates to discuss the impact and effectiveness of school programs. June 2025 the SWP Committee will meet to close out the year to determine the effectiveness results in meeting the goals set in the plan as well as the family engagement policy. Any revisions needed will be made at this time as well as future planning efforts. Needs Assessment results, progress of teacher SLTs, curriculum implementation and other results will be discussed to plan for next steps. When LEAP 2025 results are received, additional meetings will be held to modify and adjust next steps as needed.

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

August Faculty Meeting: Schoolwide Plan evaluation results, identified strengths and needs, and priorities for the upcoming school year are shared with faculty and staff.

September Open House: Schoolwide goals, academic performance data, and improvement priorities are communicated to parents and families.

Family Communication: Schoolwide Plan goals and progress are shared through newsletters, the school website, social media platforms, and family engagement events.

Annual Schoolwide Planning Meetings: Stakeholders review evaluation results, provide input on identified needs, and participate in the development and revision of the Comprehensive Needs Assessment (CNA) and Schoolwide Plan for the upcoming year.

2025-2026 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Darlene Hammer
- Curriculum Facilitator: Kristie Joiner
- Student: Raleigh Sumrall
- Teacher: Shelby Trosclair
- Parent/Family: Kevonya Joseph
- Counselor: Kelvin Lyons
- Community Member: Donnie Starkey

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: Darlene Hammer
- Curriculum Facilitator: Kristie Joiner
- Student: Raleigh Sumrall
- Teacher: Shelby Trosclair
- Parent/Family: Keyvonna Joseph
- Counselor: Kelvin Lyons
- Community Member: Donnie Starkey

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
 - A 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.

Darlene Hammer

Principal Signature

6/15/2026

Date

Kristie Joiner

Chairperson, Schoolwide Improvement Team Signature

6/15/2026

Date