2026-2027
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Roseland Montessori School

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

School _Roseland Montessori School____

SPS __66.4___

Letter Grade __C___

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

_____CIR - Comprehensive Intervention Required

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

__x___UIN - Academic - Urgent Intervention Needed for Academics:

School earned a subgroup score equivalent to a D or F in the most recent year

_____Economically Disadvantaged
_____Hispanic/Latino
__X__Black (UIN)
_____White
__X_ Students with Disabilities (UIN)
_____English Learners
____Two or more Races

_____UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2025 - 2026

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	x	x	x	$5000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	x	x	x	$1000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	x	x	x	$2000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs		x		$7503
Replacement Student Mice, Headphone, Keyboard, Earbuds,		x		$2000
Laminator, Laminating Film	x	x	x	$500
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x	x	$500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		x		$5340
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		x		$1000
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		$1000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils,		x		$500

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		$300
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x		$3600
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x		$1000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		x		$800
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		x		$500
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential **Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:** Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, 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		$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 are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.

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

Roseland Montessori School prepares a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development and evaluation of the school wide plan by offering or connecting families/parents to multiple training opportunities on analyzing data or curriculum and assessments. Parents and Community stakeholders are invited to our annual Stakeholder meeting to help develop our school wide plan based on the schools Critical Needs Assessment. Parents and community stakeholders are also invited to participate in monthly PTA meetings (September-April). Each PTA meeting has a family focus on one of the big three: data, curriculum, or assessments, as well as an upcoming list of volunteer opportunities. The monthly PTA newsletter includes specific examples of techniques families can use at home to increase student achievement.

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

We added DIBELS and KITE assessments to our Open House agenda.

We added DIBELS and KITE assessments to our LEAP breakfast agenda.

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

Roseland Montessori School includes parents and community stakeholders as decision-makers in a broad spectrum of school decisions. Each parent is contacted within the first six weeks of school via phone. Parents and community stakeholders are invited to participate in monthly PTA meetings (September-April). These meetings focus on how parents can support student learning at home and upcoming volunteer opportunities. A yearly stakeholder meeting is held in May. Every year in August, RMS hosts an Open House for all students (Prek-8th) and families to tour the campus, meet their teacher, faculty, and staff before the first day of school, deliver supplies, and acclimate themselves to the school, classroom, and schedule. Every year in September, RMS hosts an Open House for all students (Prek-8th) and families to discuss educational standards, Montessori. Tier I curriculum, student strategies, upcoming events, and opportunities for family engagement. Parents of students with disabilities participate in the creation of an Individual Educational Plan for their child.

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

Roseland Montessori School communicates information to parents regarding the strategies and activities in: the SWP, curriculum, assessments, and student progress through various means of communication. All teachers Prek-3rd send weekly home newsletters to families. All teachers maintain a teacher website and utilize District approved ways to communicate with parents. The school maintains a website_ through Tangischools and a Facebook page. Through the website and Facebook page, parents can find information about faculty and staff, curriculum, upcoming events, school initiatives, behavior goals, and strategies. The administration uses robocalls and school messenger to notify parents of information via the automated system. The school maintains a hyper sign outside and inside the front office, offering student strategies and activities. RMS has an active PTA, a Facebook page, conduct monthly PTA meetings, and sends home monthly PTA newsletters. All students in grades Prek- 8 are provided a Wednesday communication folder where the weekly RMS newsletter is sent to parents, along with samples of student progress and assessments. Also included in the Wednesday folder are student assessments, student progress reports, notes, and reminders. Every year in August, RMS hosts an Open House for all students (Prek-8th) and families to tour the campus, meet their teacher, faculty, and staff before the first day of school, deliver supplies, and acclimate themselves to the school, classroom, and schedule. Every year in September, RMS hosts an Open House for all students (Prek-8th) and families to discuss educational standards, Montessori, Tier I curriculum, student strategies, upcoming events, and opportunities for family engagement. Parents can access student grades, missing assignments, and absences at any time using Jcampus

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**.** Notes sent home, including Eureka Squared and PHD Science Parent Tip Sheets, will be sent home in the primary language of the family.

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

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

Translator APP will be utilized

	Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.					
PARENT/FAMILY ENGAGEMENT ACTIVITY		**TARGET EDUCATIONAL PRIORITY ADDRESSED**	**SWP GOAL(S) ADDRESSED**	**BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application)**:	**ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY**	**EFFECTIVENESS**
Parent/Family Engagement Activity: **Open House PreK-8:** **Families are invited to come to campus to learn how to use Jcampus and Parent Command Center to access data, grades, and assessments. Parents will also learn about accessing resources for our Tier 1 Math curriculum, Eureka Math Squared, Bayou Bridges Curriculum for Social Studies, PhD Science and OpenScied Curriculums for Science, ELA Guidebooks for ELA, and the Montessori Curriculum for grades PreK-2. Parents will also learn about the DIBELS, KITE, and LEAP assessments.**		**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal (s):** 1, 3-6, 9	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Items Needed:** Paper Copier Ink Refreshments Poster Maker Ink **Estimated Cost:** **$200**	**Effectiveness Measure:** **Number of parent and student attendance**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.tangischools.org/academics/studentprogress**						**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: **Parent Education Class on the Montessori and Louisiana State Standards alignment.** Parents will join their child in the classroom setting, where they will learn Montessori Materials and learn how the materials are aligned with state standards. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.trilliummontessori.org/benefits-of-montessori/**	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal (s):** 1, 3-6, 9	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet Other	**Items Needed: Refreshments** Cardstock Color ink Napkins Forks drinks **Estimated Cost:** **$300**	**Effectiveness Measure:** **Parent attendance** **Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: **End of the Year Assessments Breakfast- (3rd-8th grade)** Families are invited to come to campus to learn more specifics about the LEAP. Resources will focus on strategies that families can use to aid their children in being successful on LEAP, DIBELS, and KITE assessments such as, LEAP Online Tools Training, testing schedule, and how to read Parent LEAP reports**.** Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.louisianabelieves.com/resources/library/assessment**	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s)** 1, 3-6, 9	**Budget Decision /Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Items Needed:** **Note cards** **Envelopes** **Markers** **Refreshments** **Copy paper** **Copy machine ink** **Estimated Cost:** **$200**	**Effectiveness Measure:** **Parent Attendance** **Evaluation / Effectiveness Results (guide revision to the SWP)**

Parent/Family Engagement Activity:	ED Priority(s):	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness
Family Science Night Grades prek-8: Families will join their students to learn about K-8 Louisiana Science Standards. Parents and students will participate in science stations teaching them about various student science standards through hands-on exploration.	2-4, 6,7, 9-15, 17-18	1, 3-6, 9	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	Color ink Poster ink cardstock story books Refreshments markers laminating film Science Experiment Materials Door Prizes Estimated Cost: $500	**Measure:** **Parent and student attendance**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.louisianabelieves.com/resources/library/k-12science-resources**					**Evaluation / Effectiveness Results (Guide revision to the SWP):**

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**

  and

- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

OVERALL STRENGTHS Listed IN CNA	**OVERALL WEAKNESSES LISTED in CNA**
Overall School Strengths	**Overall School Weaknesses**
Grades 3 and 4 continue to be at a level 4 for math on the curriculum implementation scale.	Urgent Intervention Needed for **African American** students.
Grade 7 and 8 continue to be at a level 3 for ELA and Science on the curriculum implementation scale.	Urgent Intervention Needed for **students with disabilities.**
3rd-8th grade—Four grade levels had an average Math scale score for total populations higher than the district.	Social Studies was a Level 2 on the LADOE Curriculum Implementation Scale.
40% of EL students scored "Progressing" on the Spring 2025 ELPT Assessment	22% of **African American** students scored proficient on the Spring 2026 **ELA** Leap Assessment.
School Climate- 86% of teachers responded favorably to the question: How respectful are the relationships between teachers and students?, an increase of 15% from 2025.	48.8% of 2nd grade students scored benchmark or above on the 2026 EOY **Dibels** assessment.
Supportive Relationships: 92% of students grades 3-8 responded favorably that they have a friend from school that they can count on no matter what, increased 8% from 2025.	52.4% of 3rd grade students scored benchmark or above on the 2026 EOY **Dibels** assessment. This is a decrease of 1.3% from the 2025 *DIBELS* EOY assessment.
Grades 3-8 students scoring Mastery in math increased from 21.6% on the LEAP Spring 2024 Assessment to 24.2% on the LEAP Spring 2025 Assessment.	19% of African American students scored proficient on the Spring 2025 Math Leap Assessment.
56% (5 out of 9) of English 1 Students scored Mastery or Above on the High School LEAP Assessment. This is an increase of 6% from the Spring 2025 Assessment. 100% (6 out of 6) of Algebra 1 students scored Mastery or Above on the High School LEAP Assessment	4% of students in 4th and 6th grade scored mastery or above in **Science** on Spring 2025 LEAP

69% of kindergarten students scored benchmark or above on the 2026 EOY Dibels assessment. This is an increase of 8.7% from the 2025 DIBELS EOY assessment.	13% of students in 6th grade scored mastery or above on **Math** on Spring 2025 LEAP

72% of 1st grade students scored benchmark or above on the 2026 EOY Dibels assessment. This is an increase of 2.7% from the 2025 DIBELS EOY assessment.	Grades 3-8 students scoring mastery on the Spring 2025 LEAP **ELA** Assessment decreased from 29.5% to 27.2%
100% students scored "Above Level" on the Spring 2025 LEAP Connect Science Assessment	17.6% of **students with disabilities** scored proficient on the Spring 2025 **ELA** Leap Assessment.
100% of students grades 3-8 participated in the Panorama Winter 2025 Survey.	9% of **students with disabilities** scored proficient on the Spring 2025 **Math** Leap Assessment.
1st grade African American students scored 77% benchmark or above on the EOY DIBELS Assessment. This is an increase of 20% compared to their last year's DIBELS assessment	2nd grade **students with disabilities** scored 33% benchmark or above on the EOY **DIBELS** Assessment. This is a decrease of 33% compared to their last year DIBELS assessment.
Kindergarten African American students scored 84% benchmark or above on the EOY DIBELS Assessment. This is a 4% increase from last year's DIBELS assessment.	Grades 3-8 students scoring Mastery in **Science** decreased from 19.6% on the LEAP Spring 2024 Assessment to 17.3% on the LEAP Spring 2025 Assessment
100% of 1st grade Hispanic students scored benchmark or above on the 2026 EOY DIBELS Assessment. This is an increase of 80% compared to their last year DIBELS assessment.	The number of referrals for **conducts or habits injurious to his/her associates** increased from 46 during the 2024-25 school year to 67 during the 2025-26 school year.
Increased the number of students with ZERO out of school suspensions from 92% in the 23-24 school year to 95% in the 24-25 school year.	56% more **discipline** referrals for the **African American** Subgroup in the 2025-26 school year compared to the 24-25 school year.
The number of students **missing fewer than 15 days** increased from 69% during the 23-24 school year to 76.7% in the 24-25 school year.	Although we increased **attendance** from the previous year, our attendance is still weak, at 76.7% of students missing fewer than 15 days.
There were 16 referrals for "Treats authority with disrespect" during the 2025-26 school year. This is a decrease from 34 referrals in the 2024-25 school year.	**School Climate:** 71% of staff responded favorably to the question: *How positive are the attitudes of your colleagues,* a decrease of 14% from 2025.
Our overall **truancy** percent decreased from 43% in the 2024-25 school year to 14.32% in the 2025-26 school year.	**Cultural Awareness action** 51% of teachers responded favorably to the question: *How well does your school help staff speak out against racism?*, a decrease of 12% from 2025.
75% of students scored "above goal" on the **ELA** and **Math LEAP Connect Assessment.**	4% of students in Grade 6 scored Mastery of Above on the **Social Studies** Spring 2025 LEAP Assessment.

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.

Roseland Montessori School is a community school with 81% Economically Disadvantaged students. Roseland Montessori school has an SPS score of 66.4 C and Urgent Intervention is needed for subgroups: students with disabilities and black students. Notably, student progress is 76.9 B . Grades 3-8 students scoring mastery on the Spring 2025 LEAP **ELA** Assessment decreased from 29.5% to 27.2%. Improvements in the areas of **Math** Grades 3-8 students were made. Mastery in math increased from 21.6% on the LEAP Spring 2024 Assessment to 24.2% on the Spring 2025 assessment. Mastery in **science** decreased from 21.6% on the LEAP Spring 2024 Assessment to 17.3%, with 6th grade students having only 4% proficient. Grade 6 **Social Studies** LEAP Assessment reflects that only 4% of students scored Mastery or Above. Additionally, the **Social Studies** LDOE Curriculum Implementation Scale scores were 2 in grade levels 1 and 2 due to full implementation of Montessori during the 25-26 school year. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. 56% (5 out of 9) of **English** Students scored Mastery or Above on the High School 2025 LEAP Assessment. Notably, 100% (6 out of 6) of **Algebra 1** students scored Mastery or Above on the High School LEAP Assessment. 22% of **students with disabilities** scored proficient on the Spring 2025 **ELA** Leap Assessment and 17% of students with disabilities scored proficient on the Spring 2025 **Math** Leap Assessment. 19% of **African American** students scored proficient on the Spring 2025 Math Leap Assessment and 21% of **African American** students scored proficient on the Spring 2025 ELA Leap Assessment. 72% of 1st grade students scored benchmark or above on the 2026 EOY Dibels assessment. This is an increase of 1.7% from the 2025 DIBELS EOY assessment. 48.8% of 2nd grade students scored benchmark or above on the 2026 EOY Dibels assessment. This is an increase of 1.8% from the 2025 DIBELS EOY assessment. 2nd grade **students with disabilities** scored 33% benchmark or above on the EOY DIBELS Assessment. This is a decrease of 33% compared to their last year DIBELS assessment. A focus of the 2026-27 school year will be to increase student achievement in this subgroup. 100% of 1st grade **Hispanic** students scored benchmark or above on the 2026 EOY DIBELS Assessment. This is an increase of 80% from the 2025 EOY DIBELS assessment. 40% of EL students scored "Progressing" on the Spring 2025 ELPT Assessment 77% of 1st grade **African American** students scored benchmark or above on the Spring 2026 EOY DIBELS Assessment. This is a 20% increase from 2025. We will also focus on increasing the percent of **students with disabilities** scoring At or Above Goal on the **ELA** LEAP Connect from 75% to 100%. Panorama survey results indicate a positive learning environment. Strengths include **Supportive Relationships:** 92% of students responded favorably that they have a friend from school that they can count on no matter what, an increase of 8% since 2025. The 2025-26 discipline data shows that there was an increase in the number of students with **ZERO out of school suspensions** from 92% in 2024-25 to 95% in the 25-26 school year. The number of students **missing fewer than 15 days** increased from 69% during the 23-24 school year to 76.7% in the 24-25 school year. Our overall **truancy** percent decreased from 43% in the 2024-25 school year to 14.32% in the 2025-26 school year.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. Decrease the number of referrals for **conducts or habits injurious to his/her associates** 67 to 30.
2. Increase effective implementation of core curriculum in **Social Studies** for grades K-6**.**
3. By May 2027, RMS will increase the percentage of students scoring Mastery in **ELA** from 27.2% to 35%, **Math** from 24.2% to 30%, **Science** from 17.3% to 23%, and **Social Studies** from 25% on the Spring LEAP assessment to 30%.
4. Increase our school performance score by at least 5 points.
5. Increase Student **Attendance** from 76.7% to 85%.
6. Increase the percent of **students with disabilities** scoring At or Above Goal on the **ELA** LEAP Connect from 75% to 100%.
7. Increasing the percentage of **African American students** scoring proficient on the **Math** LEAP Assessment from 19% to 25%.
8. Maintain 100% students' participation in the Panorama Winter Survey.
9. Increase the percent of PreK students scoring on level or above on the EOY ELA and Math Assessments to 85% or more.
10. Increase the percent of grade 1 students scoring on level or above on the **Dibels** Assessment from 72% to 90%.
11. Increase the percent of grade 2 students scoring on level or above on the **Dibels** Assessment from 48.8% to 70%.
12. Increase 3rd grade benchmark or above on the 2027 EOY DIBELS assessment from 52.4% to 85%.
13. RMS Magnet Program Self-Evaluation Tool
14. Increase the percentage of **students with disabilities** scoring proficient on the Spring 2025 LEAP assessment from 28% to 33%.
15. Increase the percentage of 2nd grade **students with disabilities who** scored benchmark or above on the EOY DIBELS Assessment from 33% to 70%.
16. Decrease the number of major **behavior** referrals for **African American** students from 73% to 20%.
17. Increase the percent of students in 6th grade scoring mastery or above on the Science LEAP assessment from 4% to 50%.
18. Increase the percent of students in 6th grade scoring mastery or above on the Social **Studies** LEAP assessment from 4% to 50%.

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Data was collected and analyzed from multiple sources including: Jcampus discipline reports; Jcampus demographic report; LEAP 2025 Assessment results; LDOE Curriculum Implementation Scale; Panorama Survey results from Stakeholders which includes teachers/admin, staff, students, and families; LDOE School Report Card; EOY Benchmark Assessments for PreK-2 (Math, Dibels, Wit & Wisdom, Science, Social Studies); Intervention Reports; analysis from Roseland Montessori LEADERSHIP Team, and Oncourse Multiple Measures.

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. From Spring 2026 to Spring 2027, Roseland Montessori School's School Performance Score will increase by 5 points as evidenced by LEAP assessment data and SPS calculations through the implementation of Tier I and TPSS approved curriculum in all subject areas to support student mastery.
2. By May 2027, RMS will decrease the number of behavior incidents occurring for **Conduct or habits injurious to his or her associates** from 67 referrals in the 25-26 school year to 30 in the 26-27 school year.
3. Increase the percentage of 2nd grade **students with disabilities who** scored benchmark or above on the EOY DIBELS Assessment from 33% to 70%.
4. By May 2027, RMS will increase the percent of **students with disabilities** scoring At or Above Goal on the **ELA** LEAP Connect from 75% to 100%.
5. By May 2027, RMS will increase the percentage of students scoring Mastery in **ELA** from 27.2% to 35%, **Math** from 24.2% to 30%, **Science** from 17.3% to 23%, and **Social Studies** from 25% on the Spring 2027 assessment to 30%.
6. By May 2027, RMS will increase the percent of **PreK** students scoring on level or above on the EOY **ELA** and **Math** Assessments to 85% or more.
7. By May 2027, Decrease the number of major **behavior** referrals for **African American** students from 73% to 20%.
8. By May 2027, RMS will increase **Student Attendance** from 76.7% to 85%.
9. By May 2027, RMS will increase the percent of grade 2 students scoring on level or above on the Dibels Assessment from 48.8% to 70%.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of schoolwide strategies that the school is implementing to:

1. Use methods and instructional strategies that strengthen the academic program in the school
2. Increase the amount and quality of learning time
3. Help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education
4. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS

Rigorous, Standards-Based Curriculum: **Tier 1 Curriculums used:** • **Eureka Math Squared (1-8)** • **Wit & Wisdom (ELA 1-2)** • **CKLA Foundations (Phonemic awareness and phonics) 1-2** • **Guidebooks ELA grades 3-8** • **PHD Science 1-5** • **Open SciEd (6-8)** • **Bayou Bridges (K-8)** • **Montessori Curriculum (Prek-K)** • **Unique for identified students with disabilities**	**ED** **Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** **1, 3-6,9**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	**Items Needed:** • **Science materials and equipment for PHD science and Open SciEd** • **Eureka math squared materials** • **Social Studies materials** • **Wit & Wisdom materials** • **CKLA materials** • **Louisiana Guidebook Materials** **Estimated Cost:** **$6000**	**Effectiveness Measure:** • **LEAP 2025 Assessment** • **LEAP Connect Assessment** • **ELL Tide Assessment** • **Number of Students promoted with interventions** • **EOY Dibels Data** **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.curriculumassociates.com/ http://digital.greatminds.org/					

Use of Academic Assessments to Improve Instruction: ● Leap Data is analyzed to set goals at the beginning of the year to address all students, subgroup of African American Students, and Students with Disabilities. Intervention data will be used to monitor progress during "Monitoring Monday" for an Instructional Huddle, ILT meetings weekly, and weekly collaboration meetings. ● Weekly assessments will be analyzed at collaboration meetings with a focus on instructional strategies. Students will be assigned to groups for Zearn, Math 180, Amira (K-2), Amira Boost (3-8), Lexia Core5 (3-5), and Lexia Power Up (6-8) for intervention purposes. ● Benchmark assessments will be used for progress monitoring to assign interventions. ● Interventionists will be hired for specific grade levels with Title 1 funding.	**ED** **Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** **1, 3-7,9**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Items Needed:** **Accelerated Reader Program** **Materials needed for Dibels Screening** **Pen** **Paper** **Interventionist** **Estimated Cost:** $8640	**Effectiveness Measure:** ● Reading Intervention Data showing student growth. ● Number of teacher Collaboration Meetings ● Number of instructional huddles ● Number of ILT meetings held to analyze data ● Zearn Data ● Review and input of intervention data weekly. (Documented on a Google Sheet) ● Dibels Progress Monitoring scores ● Growth Report from Math 180 **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.renaissance.com/products/accelerated-reader/					

Strategies, Curriculum, and Assessments Specific to Students with Disabilities:	ED Priority(s):	SWP Goals:	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• SWD will access general education curriculum and Montessori curriculum in the general education classroom. • SWD who are unsuccessful in the general education setting may receive instruction in ELA or Math in the resource setting on their academic level. • SWD who meet the criteria will be offered the **Unique** curriculum-a reading program used to assist SWD with phonemic awareness, phonics, fluency, vocabulary, and comprehension. • SPED Paras are used to offer support and accommodations to students within the Regular Education Setting. • Interventions: Zearn, Math 180, Amira (K-2), Amira Boost (3-8), Lexia Core5 (3-5), Lexia Power Up (6-8) • 504 students will receive accommodations on the IAP from classroom teachers and interventionist • Individual Goals and Objectives on the IEPs	2-4, 6,7, 9-15, 17-18	1, 3-7, 9	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	Paper Pens Notebooks Sheet protectors Markers Index cards **Estimated Cost:** **$100**	**Number of sped paras** **Number of students successfully using the Unique Curriculum** **LEAP Connect Results** **Number of families attending 504 meetings** **Number of new IEP evaluations and how many students were accepted.**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): www.curriculumassociates.comLresearch-and-efficacy/science-of-reading					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to English Learners:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
-The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. - **Amira and Lexia** will be intervention programs used by our EL students to support language development. **Describe the EL program at your school, including how and what services are provided to the EL students:** -Zearn, Math 180, Amira (K-2), Amira Boost (3-8), Lexia Core5 (3-5), and Lexia Power Up (6-8) -Teachers receive an accommodation plan for LEP students at the beginning of each school year and will adhere to the plan. -Teachers will use Google Translator App as needed to assist with communicating with LEP students and/or guardians. -Weekly parent newsletter will go home in LEP student's Primary language. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): http://www.curriculumassociates.co m	2-4, 6,7, 9-15, 17-18	**1, 3-7,9**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Folder** **Paper** **Pencils** **Markers** **Translation Dictionary** **Estimated Cost:** **$100**	• ELPT Assessment 2025-2026 • AMIRA Benchmark assessment data • Lexia comprehension reports showing growth from the BOY • Dibels Assessment **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:

- August 2026- Teachers analyze LEAP assessment results from May 2026, and summer camp test scores to determine students lacking proficiency and who is in need of intervention.
- August 2026- Students who did not meet promotion criteria according to the Pupil Progression Policy, and were promoted with intervention to the next grade level will be listed on the September SAT meeting agenda at which time a plan with developed and a system for monitoring student progress will be put in place.
- IEPs, IAPs, and SAT documents are used to determine placement into specific interventions based on individualized student needs and student data.

ED Priority(s):

2-4, 6,7, 9-15, 1 7-18

SWP Goals:

1, 3-7, 9

Budget Decisions/ Coordination:

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

Items Needed:

Red folders
Paper
Highlighters
Labels
Sheet protectors

Estimated Cost:
$200

Effectiveness Measure:

- LEAP 2027 assessment results
- # of students Placed with Intervention

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

List the Opportunities and Interventions for Students in Need:

ELA Intervention Programs: The following are reading programs designed to meet specific needs of students whose reading achievement is below grade level. It is used for students in grades:

K-2: Amira and Amira Boost
3-5: Amira and LEXIA Core5
6-8: Amira and Lexia Power Up

Math Intervention Program: Zearn and Math 180 are used for math remediation and intervention.

ED Priority(s):

2-4, 6,7, 9-15, 17-18

SWP Goal(s):

1, 3-7,9

Budget Decisions/ Coordination:

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

Items Needed:

Cardstock
Paper
Colored ink
Printer
Zearn
Amira
Lexia
Headphones
Computer mice

Estimated Cost:
Interventionist salary/benefits
$2000

Effectiveness Measure:

- Intervention usage reports
- Report card grades

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

Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • Proper documentation of failed interventions and failure to meet grade-level expectations results in teacher-parent conferences and a referral to the SAT. As a result of the SAT process, students may be referred to the 504 committee for evaluation or to the Pupil Appraisal Team for evaluation. • SWD progress will be monitored closely and addressed through their IEPs.	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**Goal(s):** **1, 3-7,9**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet Other	**Items Needed:** Paper Ink Folders **Estimated Coast:** **$100**	**Effectiveness Measure:** • SAT log sheets • PI student list **Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>Students with Disabilities</u>: Zearn, Math 180, Amira (K-2), Amira Boost (3-8), Lexia Core5 (3-5), and Lexia Power Up (6-8) SPED para or teacher intervention support in the regular education classroom or the special education room. Individual Goals and objectives on IEPS	**ED Priority(s)** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** 1, 3-7,9	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Items Needed:** Paper Pencils Headphones/earbuds Computer mice **Estimated Cost:** **$2000**	**Effectiveness Measure:** • IEP meetings • sped paras • Intervention reports showing growth **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.curriculumassociates.com/topics/science-of-reading					
Interventions Specific to <u>English Learners</u>: • Amira (K-2), Amira Boost (3-8) and Lexia Core5 (3-5), and Lexia Power Up (6- 8) • Teachers receive an accommodation plan for LEP students at the beginning of each school year and will adhere to the plan. • Teachers will use Google Translator App as needed to assist with communicating with LEP students and/or guardians. • Weekly parent newsletter will go home in LEP student's primary language.	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** 1, 3-7,9	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	**Items Needed:** **Paper** **Pencils** **Headphones/earbuds** **Computer mice**	**Effectiveness Measure:** EOY Dibels results EOY Amira Benchmark ELPT 2027 assessment results

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.brookings.edu/blog/brown-center-chalkboard/			**Estimated Cost:** **$1000**	**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 First Lessons SEL time added to class schedules School Counselors on Site Montessori Philosophy	1, 8, 16	**7**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Magnet ❑ Other	Paper Pencils Card Stock Poster Paper Laminating Film Character First Program **Estimated Cost:** **$750**	**Panorama Survey Results** **Classroom Observation** **SEL events** **SEL in daily schedule** **Discipline Data**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.panoramaed.com/				**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.5 STUDENT OPPORTUNITIES

Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Extended Learning Opportunities within and beyond the School Day and the School Year **After School Programs (ESSER Funds)** **Summer Learning Camp (ESSER Funds)** • Students who maintain the required GPA have an opportunity to participate in BETA club and the BETA convention. • 4H • Computer Literature Class • Journey to Careers Class • IBCA Class • Field trips- All grade levels Prek-8th must attend at least 1 field trip per year. Teachers must justify the educational purpose of the field trip according to the standards.	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** 1, 3-7, 8-9	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	**Items Needed:** Materials for lessons Bus cost Entrance fees **Estimated Cost:** **$5000**	**Effectiveness Measure:** Number of students attending the Summer School Number of students attending the After-school Program Number of students participating in BETA Number of students participating in 4-H Number of students earning High School credits

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncsl.org/research/education/expanding-leaming					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): • P.E. (all students Prek-8lh) • Speech for qualifying students • Talented Art, Theatre, Music, and Gifted (Kindergarten-8th grade qualifying students only) • English I for 8th grade qualifying students • **Journey to Careers** • **Computer Lit** • **IBCA**	**ED Priority(s):** 2-4, 6,7, 9-15, 17-18	**SWP Goal(s):** **1, 3-7,9**	**Budgets used to support this activity:** ✓ Title I ❑ Title II ❑ LA4 ✓ IDEA ❑ Title III ❑ Title IV ❑ Perkins ❑ JAG X Magnet ✓ Other	**Items Needed:** P.E. materials, document camera, mice Headphones Estimated Cost: $2000.00	**Effectiveness Measure:** # of students participating in computer enrichment classes. # of students passing Journey to Careers # of students passing Computer Lit # of students completing evaluation for ICBA # of students qualifying for Talented Theater, art, music, and gifted classes # of English 1 students Number of students participating in Spanish Classes

					Evaluation / Effectiveness Results
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: SAT team Counselor Montessori peace and Grace/Courtesy Classroom/Behavior Management training in the Montessori Philosophy 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/ED560670.pdf	**ED Priority(s):** **1, 8, 13, 16**	**SWP Goal(s):** **7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	**Items Needed:** Montessori Materials for Grace and Courtesy Substitutes Stipends **Estimated Cost:** $3000	Effectiveness Measure: SAT Logs Discipline Data Professional Development completed for classroom/behavior management # of counselors housed on campus Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	**ED Priority(s):**	**SWP Goals**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. • Montessori Book Study • Montessori Curriculum/Philosophy Training	2-4, 6,7, 9-15, 17-18	**1, 3-7,9**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	• **Substitutes** • **Stipends** • **See individual Prior Approval for specific items needed** • **Books for book study** **Estimated Cost:** **$2500**	• Teacher attendance at trainings **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_6					

Professional Learning Communities (PLCs):	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• PLCs will be used for teachers to analyze and review student work/data, collaborate horizontally and vertically with planning lessons utilizing the Tier I and/or the Montessori Curriculum. • PLCs will be led by: Classroom Teachers. Leadership Team Members. Content Leaders. Montessori Certified teachers • Specialists, Administrators, District Staff, and other Specialists.	2-4, 6,7, 9-15, 17-18	**1, 3-7,9**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	**Refreshment** **Markers** **Chart paper** **Pens** **Pencils** **Sticky notes** **highlighters** **Index cards** **Estimated Cost:** $2,000	PLC held ILT meetings held Substitute claim forms
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.niet.org/research-and-policy/					**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. **Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):** https://www.niet.org/research-and-policy/	**ED Priority(s):** **2-4, 6,7, 9-15, 17-18**	**Goal(s):** **1, 3-7,9**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet Other	**Items Needed:** ● **Substitutes** ● **Stipends** ● **See individual** ● **Prior Approvals for specific items needed** ● **registration fees** ● **travel expenses** **Estimated Cost:** $5000	**Effectiveness Measure:** number of participants for planned trainings **Evaluation / Effectiveness Results (guide revision to the SWP):**

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

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

Strategies for Workforce Talent:	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
All new teachers are assigned a mentor who will check in weekly and document meetings. All teachers participate in weekly PLCs. Uncertified teachers are given an opportunity to gain certification through a district initiative, Teach Tangi, at no charge. Specified Montessori trainings Opportunities for observations in other settings	2-4, 6,7, 9-15, 17-18	**1, 3-7,9**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	**Refreshments** **Training** **support** **substitutes** **travel expenses** **Estimated Cost:** **$1,000**	Teacher retention rate Certified teacher percentage Success of teachers mentored for Alternative Cert. Program Montessori Training for teachers new to our school Collaboration meetings to support teachers with strategies and analyzing data.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.ets.org/praxis/prepare/tips/**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
*Prek students complete the application process for a magnet seat at Roseland. *8th grade Farewell (May 2027) *8th grade trip to visit high schools (May 2027) *Prek/K/8th Closing Ceremonies (May 2027) *Pinning Ceremony (December 2026) * offer curriculum to earn high school credit (Throughout the year) *Opportunities to gain high school credit grades 6-8 (Throughout the year)	2-4, 6,7, 9-15, 17-18	1, 3-7,9	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Magnet ❑ Other	Refreshments 8th grade Tour of high schools End of year ceremonies for PK/K/8th **Estimated Cost:** **$2,000**	Survey Parental feedback **Students earning high school credits by participating in:** English 1 Algebra 1 Journey to Careers Computer Literacy IBCA
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					
Planning for Successful Transitions Across Grade Levels					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

4. Regular Monitoring and SWP Revision

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

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

- The SWP is monitored multiple times during the school year using multiple types of data. The SWP will monitored in the beginning (August 2026), middle (January 2027), and end (May 2027) of the year using data from Dibels BOY, MOY, and EOY assessments (K-3); ELA End of Unit Culminating Writing Tasks, Math End of Module Assessments (K-8), Science District Unit Assessments (k-8); Social Studies Chapter Assessments (K-8); Amira BOY, MOY, and EOY Benchmark (K-2); Amira Boost (3-8) BOY, MOY, and EOY Benchmark Assessment.
  We will also complete a Panorama Survey Data 3 times a year; Fall 2026, Winter 2027, and Spring 2027.

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 in December 2026 and May 2027 to determine the effectiveness of the school wide plan.

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

- The SWP will be rated for effectiveness in May 2027.
- Results will be shared with teachers at the beginning of the school year, August 2026 professional development day by administration and also during faculty meetings.
- Parents, Families, and Community members will learn of the evaluation results during Open House in September 2026.

2026-2027 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Rainey Iasigi**
- **Assistant Principal: Rebecca Reid**
- **Montessori Specialist: Breanna Salario**
- **Lead Teacher: April Bentivegna**
- **Student: Harper Kitchen**
- **Teacher: Grace Loiselle**
- **Sped Teacher: Rebecca Gros**
- **Parent/Family: Yadira Cervantes**
- **Parent/Family: Erin Dunnington**
- **Parent/Family: Joanna Robinson**
- **SAT Chair/Test Coordinator: Amy Ballard**
- **Staff: Patrice Bell**
- **Community Member: Tina Milton (Roseland PD; Resource Officer)**

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: Rainey Iasigi**
- **Assistant Principal: Rebecca Reid**
- **Montessori Specialist: Breanna Salario**
- **Lead Teacher: April Bentivegna**
- **Student: Harper Kitchen**
- **Teacher: Grace Loiselle**
- **Parent/Family: Erin Dunnington**
- **SAT Chair/Test Coordinator: Amy Ballard**

You may add more members. Provide title and name of each member.

SCHOOL ASSURANCES

I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- **Evidence of the use of a comprehensive needs assessment**
- **Measurable goals**
- **Parent and family engagement activities aligned with assessed needs**
- **Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment**
- **Plans for transitioning incoming and outgoing students in the school community**
- **Professional development aligned with assessed needs and strategies to attract and keep high quality teachers**
- **Coordination and integration of federal, state, and local resources, services, and programs**
- **Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs**
- **An schoolwide action plan with timelines and specific activities for implementing the above criteria**

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Dr. Rainoy P. Iasigi — 6/16/26

Principal Signature **Date**

April Bentivegna — 6/16/26

Chairperson, Schoolwide Improvement Team Sature **Date**