

# 2026-2027 Schoolwide Plan



TANGIPAHOA  
PARISH SCHOOL  
SYSTEM  
EST. 1896

**Chesbrough Elementary School**  
**PreK - 5th grade**

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

School Chesbrough Elementary School

SPS 67.1

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%

☐ UIR - Academic - Urgent Intervention Required for Academics:

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

☐ Economically Disadvantaged

☐ Hispanic/Latino

☐ Black

☐ White

☐ Students with Disabilities

☐ English Learners

☐ Two or more Races

☐ UIR - Discipline - Urgent Intervention Required for Discipline:

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

## Frequently Ordered Title I Supplies 2026 - 2027

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

| Item/s Needed<br><b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>                                                                  | 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                                                                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/> | \$5,000        |
| Copy Machine, Black and White Printer<br>(never housed in an office / instructional use only)                                                                                                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/> | \$5,000        |
| Service Contracts, Repair Cost, Rebuild Kits<br>(Title I copiers only)                                                                                                                                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/> | \$2,000        |
| Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs                                                                                                                   |                                     | <input checked="" type="checkbox"/>                                           |                                     | \$5,000        |
| Replacement Student Mice, Headphone, Keyboard, Earbuds,                                                                                                                                                           |                                     | <input checked="" type="checkbox"/>                                           |                                     | \$1,000        |
| Laminator, Laminating Film                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/> | \$1,000        |
| Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies                                                                                                                                                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/> | \$2,000        |
| Accelerated Reader (AR) Licenses, PBIS Digital Rewards                                                                                                                                                            |                                     |                                                                               |                                     | \$0            |
| LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools                                                                                                                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>                                           |                                     | \$2,000        |
| <b>Must be used by STUDENTS</b><br>Manila Folders, Loose Leaf Paper, Primary Writing Paper<br>Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items) |                                     | <input checked="" type="checkbox"/>                                           |                                     | \$4,000        |
| <b>Must be used by STUDENTS</b><br>General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,                                               |                                     | <input checked="" type="checkbox"/>                                           |                                     | \$6,000        |

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| Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards<br>Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                     |  |         |
| <b>Must be used by STUDENTS</b><br>Dry Erase Supplies: Individual Lap Boards, Erasers, Markers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                     | <input checked="" type="checkbox"/> |  | \$3,000 |
| <b>Science Materials:</b> PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     | <input checked="" type="checkbox"/> |  | \$3,000 |
| <b>Math Materials:</b> Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     | <input checked="" type="checkbox"/> |  | \$3,000 |
| <b>ELA Materials:</b> Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     | <input checked="" type="checkbox"/> |  | \$3,000 |
| <b>Social Studies Materials:</b> Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     | <input checked="" type="checkbox"/> |  | \$2,000 |
| <b>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.</b><br><br>Communication is essential<br><br><b>Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:</b> 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) | <input checked="" type="checkbox"/> |                                     |  | \$1,600 |

## 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 students with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

*The school shared through social media and communication outlets about the stakeholder meeting. The information was offered through translation on class dojo. The school invited a diverse group of stakeholders including parents of EL students, students with disabilities, regular education students, community members, teachers, administrators, and leadership team members. The committee met on the following:*

- *Analyzed data*
- *Decided effectiveness ratings of the 2025/26 schoolwide plan*
- *Completed the current comprehensive needs assessment by reviewing data and setting priorities*
- *Discussed parent and family engagement activities that educate families on analyzing data, curriculum, assessment, and interventions*
- *Created goals for SWP based on priority needs*

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

*None at this time.*

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

*Stakeholders are included through survey results, parent conferences, and meetings.*

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

*Social Media, Communication Tools (Classdojo), Notes home, PTA/Family Meetings, parent conferences, SAT Meetings, Robo calls and hypersign.*

**Translation Services:**

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

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

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

Translator APP will be utilized

Notes home will be in the primary language of the family. Translation can be read through the use of our school wide communication platform, Class Dojo.

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

| PARENT/FAMILY ENGAGEMENT ACTIVITY                                                                                                                                                                                                                                                                                                                           | SWP GOAL(S) ADDRESSED                               | BUDGET (\$ USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):                                                                                                                                                                                                                                                                                                                                                                                             | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY                                                                                                                 | EFFECTIVENESS                                                                                                                                                                           |
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| <p><b>Parent/Family Engagement Activity:=</b></p> <p><i>Open House-parents sign up for parent conferences, learn about Class Dojo and the Student Progress Center. Parents learn how to access student attendance, grades/assignments. Parents learn about Tier 1 curriculum being used in each classroom or ELA, Math, Science and Social Studies.</i></p> | <p><b>SWP Goal (s):</b></p> <p><b>1-4, 7-11</b></p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Paper</i><br/><i>Folders</i><br/><i>Ink</i><br/><i>Colored Paper</i></p> <p><b>Estimated Cost:</b><br/><b>\$500</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>Sign In Sheets</i><br/><i>Parent Panorama Survey</i><br/><i>Agenda</i><br/><i>EOY Assessment Data</i><br/><i>Parental data from Dojo</i></p> |
| <p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="#">Parent involvement and student academic performance: A multiple mediational analysis -</a></p>                                                                                    |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                           | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>                                                                                                           |

|                                                                                                                                                                                                                                                                                                     |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                  |                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <a href="#">PMC</a><br><br><a href="#">Class Dojo</a>                                                                                                                                                                                                                                               |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                  |                                                                                                                    |
| <b>Parent/Family Engagement Activity:</b><br><br><i>Literacy Night (October)-Parent Training in DIBELS-parents learn how to assist students with reading at their level and reading with their child. Parents learn about State DIBELS testing. Parents also learn reading strategies for home.</i> | <b>SWP Goal (s):</b><br><br><b>1-9</b> | <b>Budget Decisions/Coordination:</b><br><br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other | <b>Items Needed:</b><br><br><i>Folders</i><br><i>Ink</i><br><i>Paper</i><br><i>Colored Paper</i> | <b>Effectiveness Measure:</b><br><br><i>Agenda</i><br><i>Parent Panorama Surveys</i><br><i>EOY Assessment Data</i> |
| <b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br><br><a href="#">A Guide to Building Reading Fluency at Home</a>                                                                              |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Estimated Cost:</b><br><b>\$1000</b>                                                          | <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>                                             |

|                                                                                                                                                                                                                                                                                                                                |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                          |                                                                                                                                                                        |
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| <b>Parent/Family Engagement Activity:</b><br><br><i>Parent Conferences</i><br><br><i>Teachers meet with parents (phone/zoom/in-person). At the conference, teachers discuss curriculum, academic performance, and student data. Teachers discuss the Tier I curriculum strategies to better help parents support students.</i> | <b>SWP Goal (s):</b><br><br><b>1-11</b> | <b>Budget Decision /Coordination:</b><br><br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other | <b>Items Needed:</b><br><br><i>Folders</i><br><i>Paper</i><br><i>Ink</i> | <b>Effectiveness Measure:</b><br><br><i>Parent Panorama Survey</i><br><i>Parent Conference Sign Up</i><br><i>SAT Documentation Forms</i><br><i>EOY Assessment Data</i> |
| <b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br><br><a href="#">Curricular Resources Annotated Reviews</a>                                                                                                              |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Estimated Cost:</b><br><b>\$250</b>                                   | <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>                                                                                                 |
| <b>Parent/Family Engagement Activity:</b><br><br><i>Math Night</i>                                                                                                                                                                                                                                                             | <b>SWP Goal (s)</b><br><br><b>1-9</b>   | <b>Budget Decision /Coordination :</b><br><br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II                                                                                                                                                                                                                                                                                                | <b>Items Needed:</b><br><br><i>Paper</i><br><i>Ink</i>                   | <b>Effectiveness Measure:</b><br><br><i>Sign-In Sheet</i><br><i>Parent Panorama Survey</i>                                                                             |

|                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                              |                                                  |                                                                                                 |
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| Parents will visit the school to learn about the math standards and assessments. Parents will learn math strategies and support to assist students at home.                                                       |  | <input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other | Copier<br>Copies<br><br>Estimated Cost:<br>\$500 | Math proficiency results<br><br>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):<br><br><a href="#">Evidence-Based Educational Practices for Math</a> |  |                                                                                                                                                                                                                                                                                              |                                                  |                                                                                                 |

## 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 <b>STRENGTHS</b> Listed IN CNA                                                  | OVERALL <b>WEAKNESSES</b> LISTED in CNA                                                               |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Core - K-5 Departmentalized Tier I curriculums                                          | Less than 25% of students with disabilities were proficient in ELA, Science, Social Studies and Math  |
| Underperforming students (Bottom 25%) were overall 17% proficient in Math               | Underperforming students (Bottom 25%) scored less than 15% proficient on DIBELS                       |
| Attendance rate 93%                                                                     | Truancy - 125 students                                                                                |
| 594,306 Positive Class Dojo Points were awarded.                                        | Discipline - 175 referrals                                                                            |
| 27% of students with disabilities were proficient in Math                               | Engagement 44%                                                                                        |
| Family Support 79%                                                                      | Overall proficiency in Science is 33%                                                                 |
| 78% of 3rd grade students were proficient on DIBELS from targeted intervention supports | 137 referrals happened inside the classroom                                                           |
| School wide discipline referrals decreased from 259 to 175 (32%).                       | Overall 3rd grade Social Studies proficiency is 27%                                                   |
| Staff-Leadership Relationships 84%                                                      | Overall our average proficiency for all grade levels in Math, ELA, Science, and Social Studies is 47% |

|  |                                                                                   |
|--|-----------------------------------------------------------------------------------|
|  | Overall proficiency for subgroup African Americans is 43% on LEAP across subjects |
|--|-----------------------------------------------------------------------------------|

**Narrative Summary from Comprehensive Needs Assessment:**

Chesbrough Elementary School concluded the academic year with a solid foundation in several areas. A major highlight includes strong performance in early childhood and foundational core subjects, where an average of 50% of students achieved proficiency in ELA and Math. Pre-Kindergarten classes excelled with 100% ELA proficiency among White students and 100% Math proficiency among Black students. Additionally, targeted intervention support led to remarkable reading growth, with 78% of high-performing third graders reaching proficiency on the DIBELS end-of-year screener. Beyond academics, the school community benefits from strong staff-leadership relationships, positive family support, and a highly active Class Dojo communication system that celebrated over 590,000 positive student behavior points. Overall school-wide discipline referrals also dropped by 32% this year.

Despite these successes, the data reveals critical opportunities for growth. The school holds an Urgent Intervention Needed (UIN) status due to significant performance gaps. Academic challenges are prominent in science, where overall proficiency is only 33%, and in second-grade math, where proficiency dropped significantly for students with disabilities and economically disadvantaged subgroups. Furthermore, underperforming students in the bottom 25% faced severe hurdles, scoring below 15% proficiency on literacy screeners and hitting 0% proficiency across multiple subjects on LEAP exams. School climate and student engagement remain low at 44%, which mirrors operational challenges including a 13.16% truancy rate and 175 discipline referrals, the vast majority of which occurred directly inside the classroom. While Chesbrough Elementary maintained an overall attendance rate of 92.62%, chronic absenteeism remains a critical challenge, with 125 students missing 15 or more days of school.

To boost student achievement, our school is focusing on three core areas: elevating academic proficiency across all subjects and grade levels (especially in early literacy and Science); closing the achievement gap for our students with disabilities and the lowest-performing 25%; and improving the school climate by boosting engagement while decreasing truancy and referrals.

**PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS**

- Increase overall proficiency in ELA in all grade levels
- Increase overall proficiency in Math in all grade levels
- Increase overall proficiency in Science in all grade levels
- Increase overall proficiency in Social Studies in all grade levels
- Increase overall proficiency for our bottom 25% of students in all subjects with interventions
- Decrease truancy rate

- Decrease the frequency of discipline referrals
- Increase overall proficiency in all grade levels and all subjects for our students with disabilities
- Increase student engagement for all students in all subject areas
- Increase overall proficiency in DIBELS for all grade levels
- Increase overall proficiency on LEAP for subgroup African Americans

**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: LDOE School Report Card, LEAP 2025 Spring Test Data, District Assessments for K-5 in all subjects in Multiple Measures, End of Year Benchmarks for ELA/Math in Pre-K, Gradebook data, DIBELS scores, Curriculum Implementation Scale, Panorama Surveys, Dojo Rewards Reports, and JCampus attendance, discipline, and demographics data.

### SCHOOLWIDE PLAN GOALS

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

1. By May 2027, K-5 ELA will increase 5 percentage points on the average of all District and State assessments from 51% to 56%.
2. By May 2027, K-5 MATH will increase 5 percentage points on the average of all District and State assessments from 49% to 54%.
3. By May 2027, K-5 Science will increase 5 percentage points on the average of all District and State assessments from 33% to 38%.
4. By May 2027, K-5 Social Studies will increase 5 percentage points on the average of all District and State assessments from 56% to 61%.
5. By May 2027, Dibels proficiency for grades K-3 will increase by 5 percentage points from 60% to 65%.
6. By May 2027, PreK ELA and math scores will be at 80% proficiency.
7. By May 2027, All students with disabilities will increase in proficiency on the average of all District and State assessments from 29% to 34%.
8. By May 2027, All underperforming students will increase in proficiency on the average of all District and State assessments from 23% to 28%.
9. By May 2027, the school climate and engagement scores on the Panorama survey will increase by 5 percentage points from 55% to 60%.
10. By May 2027, the number of discipline referrals will decrease by 3 percentage points from 175 referrals to 168.
11. By May 2027, the number of students missing 15 days or more of school will decrease by 5 percentage points from 32% to 27%.

### 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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| <b>Rigorous, Standards-Based Curriculum:</b><br><i>Eureka - EM2</i><br><i>CKLA</i><br><i>Wit &amp; Wisdom</i><br><i>PhD Science</i><br><i>LA Guidebooks</i><br><i>Social Studies-Bayou Bridges</i><br><i>LDOE Resources for Literacy, Math, Social Studies, and Science</i><br><i>Unique curriculum</i><br><i>PreK - Frog Street, Heggerty, EM2</i>                                                                                                                                    | <b>ED</b><br><br><b>Priority(s):</b><br><br><b>1-5</b> |  | <b>SWP Goal(s):</b><br><br><b>1-8</b> | <b>Budget Decisions/Coordination:</b><br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless Fund<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other | <b>Items Needed:</b><br><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, post-its, tape, paperclips</i><br><br><b>Estimated Cost:</b><br><b>\$2,000</b> | <b>Effectiveness Measure:</b><br><br><i>EOY Data Results from District Multiple Measures and State Assessments</i> |
| <b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b><br><br><a href="http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1">http://www.rtinetwork.org/learn/research/selectingcorecurriculum-tier1</a>                                                                                                                                                                 |                                                        |  |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   | <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>                                             |
| <b>Use of Academic Assessments to Improve Instruction:</b><br><br>Data Analysis is completed to create a long range plan. The long range plan is the template for weekly instructional team meetings to prepare for collaboration, where new learning/strategies are developed from instructional team meetings based on student academic needs are then field tested and presented in collaboration meetings.<br>In collaboration, teachers identify needs from academic student data | <b>ED</b><br><br><b>Priority(s):</b><br><br><b>1-5</b> |  | <b>SWP Goal(s):</b><br><br><b>1-8</b> | <b>Budget Decisions/Coordination:</b><br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> Title II<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless Fund<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other | <b>Items Needed:</b><br><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i><br><br><b>Estimated Cost:</b><br><b>\$2,000</b>                             | <b>Effectiveness Measure:</b><br><br><i>LEAP, Dibels, PreK Assessments, District Assessments, State Assssments</i> |

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| (LEAP, common assessments, Dibels, TS Gold, district checkpoints, DRDP)<br>Teachers learn new strategies to implement in the classroom to impact student learning. Teachers also bring back student work for progress monitoring and instructional feedback.                                                                |  |  |  |  |  |                                                                 |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<br><br><a href="https://www.curriculumassociates.com/blog/meaningful-education-data-meetings">https://www.curriculumassociates.com/blog/meaningful-education-data-meetings</a> |  |  |  |  |  | Evaluation / Effectiveness Results (guide revision to the SWP): |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                               |
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| <b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b><br><br><i>Inclusion</i><br><i>Unique</i><br><i>Vizzle</i><br><i>Amira</i><br><i>Lexia Core 5</i><br><i>Zearn</i><br><i>Amplify Boost</i><br><i>Hatch</i><br><i>Tiered Interventions with highly qualified teachers</i><br><i>LDOE Resources</i><br><i>Self-Contained with Tier I Curriculum</i><br><i>Goals and objectives on Individual IEPs</i> | <b>ED Priority(s):</b><br><br><b>1-5</b> | <b>SWP Goal(s):</b><br><br><b>1-8</b> | <b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <b>Items Needed:</b><br><br><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i><br><br><b>Estimated Cost:</b><br><b>\$8,000</b> | <b>Effectiveness Measure:</b><br><br><i>Student Progress Reports, Intervention data, district assessment proficiency data</i> |
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| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://iod.unh.edu/sites/default/files/media/InclusiveEd/researchsupport-final.pdf">https://iod.unh.edu/sites/default/files/media/InclusiveEd/researchsupport-final.pdf</a></p>                                                                                                                                                                                                                                                                                                            |                                                 |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>                                     |
| <p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>Amira</li> </ul> | <p><b>ED Priority(s):</b></p> <p><b>1-5</b></p> | <p><b>SWP Goal(s):</b></p> <p><b>1-8</b></p> | <p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p><b>Estimated Cost:</b></p> <p><b>\$1,000</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>EOY Data-ELPT Data</i></p>                                             |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.cs.cmu.edu/~listen/pdfs/AI_ED_2001_WRMT_WC_camera_ready.pdf">https://www.cs.cmu.edu/~listen/pdfs/AI_ED_2001_WRMT_WC_camera_ready.pdf</a></p>                                                                                                                                                                                                                                                                                                                                    |                                                 |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> <p><b>Students ELPT Scores:</b></p> |

## Interventions for At-Risk Students

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                                                                  |
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| <p><b>Describe the Process for Determining Student Participation in School and Classroom Interventions:</b></p> <p><i>At the end of the year students are placed in interventions based on a Pupil Progress List that is created identifying students who were:</i></p> <ol style="list-style-type: none"> <li>1. <i>Promoted with interventions</i></li> <li>2. <i>in the SAT process.</i></li> <li>3. <i>Retained</i></li> <li>4. <i>Administratively placed</i></li> </ol> <p><i>Student data is analyzed based on academic proficiency. Students who are scoring below proficient are placed in Tier 2 and 3 interventions.</i></p> <p><i>Students score “well below level” on DIBELS, are placed in Tier 2 and Tier 3 interventions. Teacher support is provided to these students through small group interventions.</i></p> <p><i>Amira and Lexia diagnostic testing is utilized to place students at their current level in order to remediate through computer based interventions.</i></p> <p><i>All students utilize the Tier 1 math intervention program, Zearn. Teachers will analyze EOM assessments to place math students in Tier 2 small group interventions</i></p> | <p><b>Goal(s):</b></p> <p><b>1-8</b></p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/> <i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p><b>Estimated Cost:</b><br/> <b>\$500</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>Student data from intervention groups. SAT Logs</i></p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> |
| <p><b>List the Opportunities and Interventions for Students in Need:</b></p> <p><i>Lexia Core 5 for 3-5 literacy</i><br/> <i>K-2 Amira and Boost</i><br/> <i>Math interventions-small group, Zearn</i><br/> <i>LDOE Literacy Strategies</i><br/> <i>Vizzle-LEAP Connect Assessment</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Goal(s):</b></p> <p><b>1-8</b></p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>                                                                                                                                                                             | <p><b>Items Needed:</b><br/> <i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet</i></p>                                                                                       | <p><b>Effectiveness Measure:</b></p> <p><i>EOY Data - District and State Assessment proficiency data for all students and High Risk Students (bottom 25%)</i></p>                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                              |
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| <p><i>High Risk Interventionist for Math</i><br/> <i>High Risk Interventionist for ELA</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                               | <input type="checkbox"/> Homeless<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other                                                                                                                                                                                                                                                                                                                  | <p><i>protectors, index cards, expo marker, document cameras, 2 High Risk Interventionists</i></p> <p><b>Estimated Cost:</b><br/> <b>\$28,500</b></p>                                                                                                                               | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>                                                                                                                                |
| <p><b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <p><i>Throughout the year, all student data is placed on school wide data sheets. All diagnostics, DIBELS, LEAP, benchmark, discipline and report card grades are tracked on the data sheets to determine students' needs. Students are progress monitored through the school year through data sheets and multiple measures to identify students in need of Tier 2 and Tier 3 interventions. Weekly, the SAT team meets to discuss student needs and adjusts Tiers and schedule SAT meetings accordingly. Data is collected throughout this process to determine student needs for 504 plans and IEPs and which students are considered High Risk (bottom 25%) and need to receive interventions.</i></p> | <p><b>Goal(s):</b><br/> <b>1-8, 10-11</b></p> | <p><b>Budget Decisions/ Coordination:</b></p> <p> <input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> General Fund<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> Other         </p> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p> <p><b>Estimated Coast:</b><br/> <b>\$500</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>SAT Meeting Forms</i><br/> <i>Proficiency data for underperforming students</i></p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> |

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| <p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <p><i>Students have specific IEP set goals that are measurable.</i><br/> <i>Lexia Core 5</i><br/> <i>Zearn</i></p> | <p><b>ED</b></p> <p><b>Priority(s):</b><br/> <b>1-5</b></p> | <p><b>SWP Goal(s):</b><br/> <b>1-8</b></p> | <p><b>Budget Decisions/ Coordination:</b></p> <p> <input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> LA4         </p> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers,</i></p> | <p><b>Effectiveness Measure:</b></p> <p><i>IEP Goals</i><br/> <i>Alternate Assessment Data</i><br/> <i>District and State Assessment subgroup</i></p> |
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| <p><i>Unique<br/>Amira<br/>Amplify Boost</i></p>                                                                                                                                                                                                                                                                                                                                                                                         |                                           |                                    | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Homeless<br><input type="checkbox"/> General Fund<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> Other                                                                                                                                                                                                                                    | <p><i>notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p>                                                                                                          | <p><i>data</i></p>                                                                                                |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.naset.org/publications/the-practical-teacher/determining-measurable-annual-goals-in-an-iep">https://www.naset.org/publications/the-practical-teacher/determining-measurable-annual-goals-in-an-iep</a></p>                                                   |                                           |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Estimated Cost:</b><br/><b>\$7,000</b></p>                                                                                                                                                                 | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>                                     |
| <p><b>Interventions Specific to <u>English Learners</u>:</b></p> <p><i>District EL support<br/>Amira Program</i></p>                                                                                                                                                                                                                                                                                                                     | <p><b>ED<br/>Priority(s):<br/>1-5</b></p> | <p><b>SWP Goal(s):<br/>1-8</b></p> | <p><b>Budget Decisions/Coordination:</b></p> <p>✓ Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> General Fund<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> Other</p> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> | <p><b>Effectiveness Measure:</b></p> <p><i>EOY ELPT Data</i></p>                                                  |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.brookings.edu/blog/brown-center-chalkboard/2017/06/02/english-learners-and-the-growing-need-for-qualified-teachers/">https://www.brookings.edu/blog/brown-center-chalkboard/2017/06/02/english-learners-and-the-growing-need-for-qualified-teachers/</a></p> |                                           |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Estimated Cost:</b><br/><b>\$1,000</b></p>                                                                                                                                                                 | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> <p><b>Students ELPT Scores:</b></p> |

## 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.

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| <p><b>Activities to Address Social and Emotional Well Being:</b></p> <p><i>Character Strong monthly SEL topic with morning announcements and built in time in the schedule for lessons.</i></p> <p><i>School counselor will provide lessons based on student needs (bullying, testing, being kind, etc.) She will also conduct restorative practices with students and student groups.</i></p> | <p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p> | <p><b>SWP Goal(s):</b></p> <p>1-11</p> | <p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> | <p><b>Effectiveness Measure:</b></p> <p><i>Panorama Survey Results</i></p>    |
| <p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3702&amp;context=etd">https://rdw.rowan.edu/cgi/viewcontent.cgi?article=3702&amp;context=etd</a></p>                                                                  |                                                        |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Estimated Cost:</b></p> <p><b>\$2,000</b></p>                                                                                                                                                              | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> |

## 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**.

|                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                   |
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| <p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.):</p> <p>Steve Carter Tutoring Program</p>                                                                                                                                                 | <p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p> | <p><b>SWP Goal(s):</b></p> <p>1-8</p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers, document cameras</i></p> <p><b>Estimated Cost:</b></p> <p><b>\$1,000</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>Student Attendance</i></p> <p><i>Proficiency data on the underperforming students (bottom 25%)</i></p> |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx">https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx</a></p> |                                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>                                                                     |
| <p>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> <p><i>Students have opportunities to engage in Art class and music class alternating weeks. Students have PE, library, and interventions/enrichment for student learning support.</i></p>         |                                                        |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                        |                                                                                                                                                   |

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

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

| Strategies Used to Prevent and Address Problem Behavior:                                                                                                                                                                                                                                                                                                                       | ED<br>Priority(s): | SWP Goal(s): | Budget Decisions/<br>Coordination:                                                                                                                                                                                                                                                                                                                                      | Items Needed:                                                                                                                                                                                                                          | Effectiveness Measure:                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p><i>SAT (Student Assistance Team)</i><br/> <i>PBIS</i><br/> <i>Dojo Points/Dojo Store (Redeem points)</i><br/> <i>Counselor provides restorative practices for students and student groups.</i><br/> <i>Character Strong</i></p>                                                                                                                                             | 1-5                | 1-11         | <p>✓ Title I<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Title IV<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Homeless<br/> <input type="checkbox"/> General Fund<br/> <input type="checkbox"/> Perkins<br/> <input type="checkbox"/> Other</p> | <p><i>Folders, Paper, Pens, Crayons, charts, copies, printer ink, construction paper, glue, markers, notebooks, pencils, labels, sheet protectors, index cards, expo markers</i></p> <p><b>Estimated Cost:</b><br/> <b>\$1,000</b></p> | <p><i>SAT logs</i><br/> <i>Dojo Data</i><br/> <i>Discipline Data</i></p> |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/sblc.pdf?sfvrsn=4">https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/sblc.pdf?sfvrsn=4</a></p> |                    |              |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                        | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>   |

## 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.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                        |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                           |                                                                                                                                                               |
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| <b>Title I School Planning:</b> <ul style="list-style-type: none"> <li>SWP Meetings</li> <li>Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</li> </ul>                                                                                                                                                                                       | <b>ED</b><br><br><b>Priority(s):</b><br><br><b>1-5</b> | <b>SWP</b><br><b>Goal(s):</b><br><br><b>1-11</b> | <b>Budget Decisions/</b><br><b>Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <b>Items Needed:</b><br><br><b>Substitutes</b><br><b>Stipends</b><br><b>See individual Prior</b><br><b>Approval for specific</b><br><b>items needed</b>                                                                                                                                   | <b>Effectiveness Measure:</b><br><br><i>Agendas</i><br><i>Sign-in Sheets</i><br><i>All district and state</i><br><i>assessment proficiency</i><br><i>data</i> |
| <b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b><br><br><a href="https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_2">https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_2</a>                                                                                                                                                        |                                                        |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Estimated Cost:</b><br><b>\$14,000</b>                                                                                                                                                                                                                                                 | <b>Evaluation / Effectiveness</b><br><b>Results (guide revision to</b><br><b>the SWP):</b>                                                                    |
| <b>Professional Learning Communities (PLCs):</b><br><br><i>Administration will meet weekly to complete a huddle meeting establishing school needs and solutions.</i><br><i>Pre-Instructional Leadership Team (admin and teacher leader) will meet weekly to create a meeting agenda for instructional leadership team meeting following the NIET need, new learning, development, application, and evaluation.</i><br><i>Instructional Leadership will also meet weekly to determine the needs and new learning based on student needs and student data/work samples.</i> | <b>ED</b><br><br><b>Priority(s):</b><br><br><b>1-5</b> | <b>SWP</b><br><b>Goal(s):</b><br><br><b>1-11</b> | <b>Budget Decisions/</b><br><b>Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <b>Items Needed:</b><br><br><i>Folders, Paper, Pens,</i><br><i>Crayons, charts,</i><br><i>copies, printer ink,</i><br><i>construction paper,</i><br><i>glue, markers,</i><br><i>notebooks, pencils,</i><br><i>labels, sheet</i><br><i>protectors, index</i><br><i>cards, expo markers</i> | <b>Effectiveness Measure:</b><br><br><i>Teacher Effectiveness Data</i><br><i>Student EOY Data</i>                                                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                               |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                       |                                                                                                                                                                                                        |
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| <p><i>Teachers will participate in a weekly collaboration meeting to discuss curriculum, student needs, standards, effective strategies for student engagement and instruction and analyze student data and work.</i></p> <p><i>Grade levels collaborate as needed.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                               |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Estimated Cost:</b><br/><b>\$1,000</b></p>                                                                                                                                                      |                                                                                                                                                                                                        |
| <p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1194725.pdf">https://files.eric.ed.gov/fulltext/EJ1194725.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                               |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                       | <p><b>Evaluation / Effectiveness Results</b> (guide revision to the SWP):</p>                                                                                                                          |
| <p><b>Professional Development: Other Professional Training –</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• classroom management</li> <li>• behavior disorders</li> <li>• Teacher leaders work with teachers to collaboratively plan lessons using Eureka, Guidebooks, Wit and Wisdom, CKLA, PhD science, and Bayou Bridges</li> <li>• Intervention training for Lexia, DIBELS</li> </ul> <p><i>All teachers will attend professional development provided by Kagan for teaching and student engagement strategies to address student needs. Current discipline data reflects a need for classroom engagement for all students and teachers.</i></p> | <p><b>ED</b></p> <p><b>Priority(s):</b></p> <p><b>1-5</b></p> | <p><b>Goal(s):</b></p> <p><b>1-11</b></p> | <p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals for specific items needed</p> <p>-Kagan PD</p> <p><b>Estimated Cost:.</b><br/><b>\$21,000</b></p> | <p><b>Effectiveness Measure:</b></p> <p><i>Redelivery Training Agenda/Sign in W/T Data of Strategies Utilized</i></p> <p><i>Student EOY proficiency data</i></p> <p><i>Student discipline data</i></p> |

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| <p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model">http://www.rtinetwork.org/essential/tieredinstruction/tiered-instruction-and-intervention-rti-model</a></p> <p><a href="https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement--">https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement--</a></p> |  |  |  | <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> |
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| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• School Administrators will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.</li> <li>• The district website advertises teacher openings.</li> <li>• District leaders attend recruitment fairs at local colleges and universities in the fall and spring.</li> <li>• Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.</li> <li>• The TPSS provides an alternate certification program.</li> <li>• Praxis workshops are available for TPSS faculty.</li> <li>• Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.</li> <li>• Placement of student teachers through local universities.</li> <li>• A district created applicant list is available for principal review, interview and recommendation for hire.</li> </ul> |                                                               |                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                              |                                                                                                                                                                                                  |
| <p><b>Strategies for Workforce Talent:</b></p> <ul style="list-style-type: none"> <li>• <i>Mentorship program for teachers new to the school.</i></li> <li>• <i>PLCs once weekly</i></li> <li>• <i>Instructional Leadership Team Meetings</i></li> <li>• <i>Effectiveness Stipends</i></li> <li>• <i>Stipends for PD</i></li> <li>• <i>District Level PD</i></li> <li>• <i>New Teacher Orientation</i></li> <li>• <i>In-district certification for non-certified teachers.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>ED</b></p> <p><b>Priority(s):</b></p> <p><b>1-5</b></p> | <p><b>Goal(s):</b></p> <p><b>1-11</b></p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Paper, folders, pens, ink, copiers</i></p> | <p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Assessment of new certifications on boarded</p> <p>List of content leaders</p> <p>Mentors/assigned new teachers</p> |

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| <ul style="list-style-type: none"> <li>District level content leaders, etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       |                                                                                                       |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://www.ets.org/praxis/prepare/tips/">https://www.ets.org/praxis/prepare/tips/</a></p>                                                                                                                                                                                                                                                                                                                                                                       |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Estimated Cost:<br/>\$1,000</p>                                                                                    | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>                                |
| <p><b>1.8 STUDENT TRANSITION</b></p> <p>Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       |                                                                                                       |
| <p>Transition Activities for Incoming and Outgoing students:</p> <p><i>Incoming students:</i><br/> <i>Orientations for both preK and kindergarten families in August, where they visit classroom, meet teachers, learn about the school.</i><br/> <i>Administration offers tours of the school for new parents/families and students as needed. New families needing a tour should contact the office to set up a date and time. In May, 5th grade students visit SMS for a campus tour, to meet staff, and learn about the school. In May, coaches come and talk to our 5th grade students about physicals and tryouts.</i></p> | <p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p> | <p><b>Goal(s):</b></p> <p>1-11</p> | <p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li>✓ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><i>Paper, pens, folders, copier, sticky notes</i></p> <p>Estimated Cost:<br/>\$500</p> | <p><b>Effectiveness Measure:</b></p> <p><i>Sign-In Sheets</i><br/> <i>Panorama survey results</i></p> |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                        |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       |                                                                                                       |

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| <a href="https://www.jstor.org/stable/27536796">https://www.jstor.org/stable/27536796</a> |  |  |  | <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b> |
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| <b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>McKinney Vento:</b> 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.</p> <p><b>Food Services:</b> All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p><b>Special Education:</b> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</p> | <p><b>English as a Second Language (ESL):</b> 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.</p> <p><b>21<sup>st</sup> Century Programs:</b> Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</p> <p><b>Headstart Preschool Programs:</b> 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.</p> |

#### 4. Regular Monitoring and SWP Revision

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

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

*At the beginning of the school year, the SWP is reviewed by the faculty and staff. The goals are reviewed at every instructional leadership team meeting and collaboration meeting. Focus areas are addressed at these meetings to achieve the goal. Data (assessment, instructional, discipline) is reviewed and student work is analyzed for next steps in addressing and meeting the school goals.*

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:

- *In the summer the SWP committee will meet to write the SWP and make necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2027 an effectiveness meeting will be held to review the 2026-2027 SWP and determine its effectiveness, results of strategies, student data, and family and parent engagement activities.*

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

- *Information from the effectiveness meeting in July/August 2027, when data is released from LDOE, will be shared on the school's website, discussed with faculty and staff at the end of our school year faculty meeting and our parent activities.*

## 2026-2027 Committee

### Members

#### School Improvement Planning Committee

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

**Members Include:**

- Principal: *Veronica Richardson*
- Assistant Principal: *Rachel Gonzales*
- Student: *Isabelle Besse*
- Teacher: *Krystal Price*
- Parent/Family: *Amanda Barber*
- Community Member: *Tommy Simmons*

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: *Veronica Richardson*
- Student: *Adalyn Boyte*
- Teacher: *Krystal Price*
- Teacher: *Nikki Varnado*
- Parent/Family: *Amanda Barber*
- FED: *Karen Zanders*

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.

*Veronica Richardson*

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Principal Signature

*6/5/2026*

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Date

*Rachel Gonzales*

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Chairperson, Schoolwide Improvement Team Signature

*6/5/2026*

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Date