2026-2027
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Tucker Elementary
1st-2nd Grade

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

School _Tucker Elementary School- Non-tested grades
SPS 67.6

Letter Grade _C__

Check all that apply (verify with principal): Designation of our feeder school, D.C. Reeves

___ CIR - Comprehensive Intervention Required

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

_X__ UIR - Academic - Urgent Intervention Required for Academics:

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

____ Economically Disadvantaged
____ Hispanic/Latino
____ Black
____White
_X_Students with Disabilities
____ English Learners
____ Two or more Races

_X__ UIN- Urgent Intervention Needed

Schools that earned a D or F in any student group in the current year

Frequently Ordered Title I Supplies 2025 - 2026

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

Item/s Needed **All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities**	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	10,000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	7,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	1,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	12,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,		X		2,000
Laminator, Laminating Film		X		2,222
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies		X		1,000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards		X		4,000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools				
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)		X		5,000
Must be used by STUDENTS		X		3,000

General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		**X**		3,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		**X**		3,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		**X**		1,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		**X**		2,500
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		**X**		1,000
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential **Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:** Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year),consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	**X**			4,000

1.1 Family and Stakeholder Engagement

The SWP/SIP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.

The SWP/SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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

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

- A sampling of parents which included parents of English learner and students with disabilities as well as community members such as business owners, churches and recreational organizations were invited to volunteer as stakeholders.
- End of the Year ELA Progress Monitoring Assessments, Eureka Math2 End of Module Assessments, Social Studies Chapter Assessments, and Science End of Module Assessments performance bands as well as sub-group data for first and second grade is displayed in a labeled pie chart and the identification of a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator and Title 1 Coordinator).
- JCAMPUS Discipline data disseminated and presented in bar graphs, each bar graph explained in detail, and a model of identifying a strength and opportunity of growth modeled by Stakeholder meeting facilitator (Curriculum Facilitator and Ass. Principal).
- Parent Survey and Teacher Survey and Staff survey results analyzed and disseminated by ILT (Instructional Leadership Team) members and strengths and opportunities of growth presented to Stakeholders.
- Referred to 25-26 SWP, presented our school wide attendance data and identified and presented goals reached.
- Administration modeled reviewing data in Comprehensive Needs Assessment (CNA) and rating effectiveness of 25-26 SWP. Stakeholders reviewed data and determined effectiveness into mixed groups assigned specific sections of the SWP. Groups presented their effectiveness ratings and discussed data used to determine effectiveness ratings.
- Stakeholders participated in helping to decide PFE Activities that provide training to parents and families about data analysis or curriculum and assessments for the 2026-2027 school year.

Provide examples of changes made to the school wide plan based on input from families/parents: did anything happen in the stakeholder meeting that persuade the whole team at the meeting to change something on the school wide plan

- Parent meetings have changed from monthly to quarterly and will also be held via ZOOM.
- D.C. Reeves' visit to Tucker will be eliminated due to them not visiting in the past 2 years.

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

- Parents are encouraged to attend quarterly parent meetings either in person or via zoom
- Stake-holder meetings
- Early June Stakeholder Meeting
- District Parent Survey with feedback opportunity
- School-wide and Classroom DOJO Communication
- Email communication
- Weekly Homesheets/Newsletters
- Parent/Teacher communication binders

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

- Parent Meetings (Quarterly) How parents can support learning at home, analyze school data, assessments, curriculum, and volunteer opportunities
- Volunteers for school-sponsored curriculum-related events
- Monthly Newsletter-specific examples of how parents can help at home and stay informed of school activities
- IEP/504 Meetings
- Teacher/Parent Conferences
- Meet and Greet
- Parent Night
- Math and Literacy Night
- Stakeholder meetings
- Social Media(Facebook)
- Report Cards
- School Messenger
- JCampus
- Class Dojo App

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**.**

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.

All notes sent home will be in the primary language of the family.

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
September ● **Parent Night/Annual Title 1 Meeting** Parents/Guardians will be taught about the SWP, school wide data and answer any questions. Teachers will briefly discuss expectations, curriculum, and teach parents/guardians how to analyze BOY DIBELS screening, and end of module data. Parents/Guardians will also have an opportunity to sign up for parent/teacher conferences.	**SWP Goal (s):** 1,3,8,10, 11, 12, 13, 14,	**Budget Decisions/Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** copy paper cardstock **Estimated Cost:** $500	**Effectiveness Measures:** Parent Surveys Agenda Sign-in Sheet

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://youth.gov/youth-topics/family-engagement https://files.eric.ed.gov/fulltext/EJ1156936.pd				**Evaluation / Effectiveness Results (guide revision to the SWP):**
March • **Math and Literacy Night** Math and Literacy Night will be held to educate parents and families to better understand the Tier 1 curriculum through engaging learning opportunities. Examples of opportunities include writing, phonics, fluency, math strategies. Parents will engage in learning experiences that connect directly to standards and classroom curriculum.	**SWP Goal (s):** 1, 3, 8, 10, 11, 13, 14	**Budget Decisions/Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** colored card stock copy paper **Estimated Cost:** $500	**Effectiveness Measures:** Parent Survey Agenda Sign-in Sheet

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://youth.gov/youth-topics/family-engagement https://files.eric.ed.gov/fulltext/EJ1156936.pd				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	**SWP Goal (s):.**	**Budget Decision /Coordination**:	**Items Needed:**	**Effectiveness Measures:**
● **Quarterly Parent Meetings:** Parents are invited to attend Parent/Teacher Quarterly Meetings either in person or via ZOOM. During these meetings, parents/family members are taught how to use the Tier 1 curriculum resources that are sent home. These resources will be used to help support student learning. Parents/guardians are also taught how to interpret and understand data and assessments	1,2,3,5,6,8,9, 10,11,12,13,14	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Substitutes **Estimated Cost:** $3,000	Sign-In sheets Agendas Parent Surveys PBIS Data

such as DIBELS 8, Amira, and weekly graded assessments. Parents will also be encouraged to help with attendance of their child.				
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf https://youth.gov/youth-topics/family-engagement				**Evaluation / Effectiveness Results (guide revision to the SWP)**
Parent/Family Engagement Activity: • **May:** Orientation for future 1st grade students - Kindergarten students from Perrin Elementary will travel to an orientation at Tucker Elementary School. Tucker Elementary teachers will teach parents and family members about the curriculum shift/changes from kindergarten to 1st grade. For	**SWP Goal (s)** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	**Budget Decision /Coordination** : ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Pencils **Estimated Cost:** **$100**	**Effectiveness Measures:** Parent Survey Parent Sign-In Sheet

example, the shift from skills based assessments to weekly grades. Tucker Elementary teachers will also model how to interpret current/past data to help familiarize parents/family members with their school's data collection.				
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1156936.pdf				**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

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

  and

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

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA

65% of first grade white students were proficient or above on the EOY ELA assessments	19% of 2nd grade students with disabilities scored proficient or above on the EOY ELA
52% of first grade black students were proficient or above on the EOY ELA assessments	58% of second grade students were proficient or above on the average of EM2 Modules 1-6 assessments.
46% of ELL 2nd grade students scored proficient or above on the average of EM2 Modules 1-6 assessments.	53% of students with disabilities in 1st grade were proficient or above in the average of EM2 Modules 1-6 assessments.
72% of 2nd grade ELL students scored proficient or above on the social studies content assessment	48% of absences this school year were black students.
98.7% of students had 0 out of school suspensions.	27% of ELL 2nd grade students were proficient or above on the ELA EOY assessments
ELA and Math both had a score of level 3 on the LDOE Curriculum Implementation Scale	43% of Homeless students in first grade and second grade were proficient or above on the EOY ELA Assessments.
85% of the staff feels that the school leadership treats the staff fair.	48% of teachers responded favorably that students in his/her class have the ability to learn all the material presented in his/her class
2nd grade Science had a score of level 2 on the LDOE Curriculum Implementation Scale	37 of the referrals are white students.
64% of teachers responded favorably that their students were able to control his/her emotions when need be	43% of referrals were conducts or habits injurious to his/her associates
91% of families responded favorably to how safe their child feels at school.	60% of families responded favorably to the question-How often do you worry about violence at your child's school?
87% of teachers responded favorably that they feel optimistic the school will improve in the future	1st grade Science is a Level 1 on the LDOE Curriculum Implementation Scale
74% of hispanic/latino students scored proficient or above on the average of EM2 Module 1-6 Assessments	Social Studies is a Level 1 on the LDOE Curriculum Implementation Scale
86% of teachers responded favorably to a positive working environment.	32% of teachers feel they are trusted to teach in the way they think is best
81% of students missed fewer than 15 days	56% of black students scored proficient or above on the average of EM2 Module 1-6 assessments
93.69% school attendance rate	26% of 1st grade students with disabilities scored proficient or above on the EOY ELA

82% of the staff feels that the relationships between staff and students is respectful	60 school incidents for conduct or habits injurious to his/her associates.
82% of Economically Disadvantaged 2nd grade students scored proficient or above on the EM2 Modules 1-6 Assessments.	59% of students in both 1st and 2nd grade scored proficient or above on the DIBELS assessment
	53% of students in both 1st and 2nd grade scored proficient or above on the EOY ELA

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Tucker Elementary School is an elementary school that serves 566 first and second grade students. 79% of those students are labeled as economically disadvantaged. Tucker Elementary School has a SPS score of 67.6(C) and based on our feeder school, D. C. Reeves is listed as both UIR & UIN. The social studies LADOE Curriculum Implementation Scale score is a 1 in both 1st and 2nd grade. The science LADOE Curriculum Implementation Scale score is a level 2 in 2nd grade. First grade continues to stay at a level 1 on the LADOE Curriculum Implementation Scale. ELA and Math in both grades scored a level 3. A focus on bridging the gaps between proficiency in core subject areas from the primary grades to the LEAP grades is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment and an increase in Social-Emotional Learning (SEL). Strengths include 99% of students with zero out of school suspension and 91% of families responding favorably to whether their child feels safe at school, based on the Family Engagement Survey. The attendance rate of the number of students missing fewer than 15 days has increased from 78% last year to 81% this year. Tucker's attendance rate for the 2025-2026 school year was 93.69%. 53% of students in first grade with disabilities scored proficient or above on the EOY Math Data while 51% of 2nd grade students with disabilities scored proficient or above. 66% of white students in first grade scored proficient or above on the EOY ELA Assessments, while 50% of second grade white students scored proficient or above. 52% of black students in first grade scored proficient or above on the EOY ELA assessments and 61% of ELL students scored proficient or above. 46% of Black students in second grade scored proficient or above on the EOY ELA assessments and 27% of ELL students scored proficient or above. 54% of Hispanic students scored proficient or above on the EOY ELA Assessments. According to the Winter 2026 Teacher Survey 87% of teachers felt optimistic that Tucker Elementary would improve in the future. According to the Winter 2026 staff survey, 85% of staff members feel that they are treated fairly. Tucker has a positive working environment of 82% by staff and 86% by teachers according to the 2026 Staff Winter Survey and 2026 Teacher Survey.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase the number of first grade and second grade students with disabilities that scored proficient or above on EM2 Modules 1-6 assessments from 52% to 53%.
- Increase effective implementation of Science and Social Studies curriculum.
- Decrease behavior incidents that conduct or habits injurious to his/her associates from 60 to 55.
- Increase the number of first grade black students scoring proficient or above on EOY ELA assessments from 52% to 55%.
- Increase the percentage of students scoring Proficient or Above Level in ELA, Math, Social Studies and Science.
- Increase the percentage of students missing fewer than 15 days per school year.
- Increase the percentage of students that are able to learn all the material presented in class.
- Increase the number of second grade black students that scored at or above level on the EM2 Modules 1-6 from 56% to 58%.
- Decrease the number of parents who worry about violence at their child's school.
- Increase the number of first grade and second grade Hispanic students that scored at or above level on the End of the Year ELA student assessments from 54% to 56%.
- Increase the number of first grade and second grade ELL students that scored proficient or above level on the EOY ELA data assessments (which includes DIBELS, CKLA and Wit & Wisdom) from 44% to 46%.
- Increase the number of second grade students with disabilities that scored at or above on the Science EOY assessment from 95% to 97%.
- Increase the number of second grade homeless students that scored proficient or above on EOY ELA assessments from 33% to 35%.
- Increase the number of first grade students with disabilities who scored proficient or above in EOY ELA Assessments from 26% to 28%.

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Positive Behavior Intervention Support (PBIS) Program, OnCourse Academic Data Reports(EOY ELA Assessments-CKLA, W&W, DIBELS, EM2 Module Assessments, PhD Science EOM Assessments, Bayou Bridges Assessments), JCAMPUS Discipline data, LDOE Attendance and Suspension Reports, Student Information System, Tangipahoa Parish School Systems Panorama Needs Assessment Surveys(1) Teachers, (2) Staff, (3)Family, (4) Teacher Perception, LDOE School Report Card, District Progress Monitoring Assessments for K-2, OnCourse Multiple measures, JCAMPUS Grade Distribution Report, Formative Assessments, Eureka Math2 Benchmark Assessments for 1-2, and the Curriculum Implementation Scale.

SCHOOLWIDE PLAN GOALS

- ***Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound***
- ***Academic Goals Aligned to the Most Current School Data Analysis***

● ***Must Include Subgroup (s) Goal (s)*** ● ***Aligned to District Goals***
1. Increase the % of first grade students who scored proficient or above on the ELA District Progress Monitoring Assessments from 59% to 61% by the end of the 2026-2027 school year, according to OnCourse Data.
2. Increase the % of second grade students who scored proficient or above on the ELA District Progress Monitoring Assessments from 48% to 50% by the end of the 2026-2027 school year, according to OnCourse Data.
3. Increase the % of first grade students who scored proficient or above on their EM2 Module 1-6 Assessments from 72% to 74% by the end of the 2026-2027 school year, according to OnCourse Data.
4. Increase the % of second grade students who scored proficient or above on their EM2 Module 1-6 Assessments from 58% to 60% by the end of the 2026-2027 school year, according to OnCourse Data.
5. The first grade implementation of the Science standards/curriculum will reach an attainment level of at least a 2 by the end of the 2026-2027 school year, according to the LDOE Implementation Scale.
6. The second implementation of the Science standards/curriculum will reach an attainment level of at least a 2 by the end of the 2026-2027 school year, according to the LDOE Implementation Scale.
7. The first and second grade implementation of the Social Studies standards/curriculum will reach an attainment level of at least a 2 by the end of the 2026-2027 school year, according to the LDOE Implementation Scale.
8. The implementation of SEL will decrease the number of school referrals by 2% from 54% to 52% by the end of the 2026-2027 school year, according to JCAMPUS discipline data.
9. The implementation of SEL will decrease the number of conducts or habits injurious to his/her associates referrals by 2% (43% to 41%) by the end of the 2026-2027 school year, according to JCAMPUS discipline data.
10. Increase the daily average attendance from 93.6% to 94.6% by the end of the 2026-2027 school year, according to JCAMPUS.
11. Increase the % of first grade hispanic students scoring proficient or above on the EOY District ELA Progress Monitoring Assessments from 66% to 68% by the end of the 2026-2027 school year, according to OnCourse Data.
12. Increase the % of second grade hispanic students scoring proficient or above on the EOY EM2 Module 1-6 Assessments from 60% to 62% by the end of the 2026-2027 school year, according to OnCourse Data.
13. Increase the % of students with disabilities who scored proficient or above on the EOY District ELA Progress Monitoring Assessments from 23% to 25% by the end of the 2026-2027 school year, according to OnCourse Data.
14. Increase the % of 2nd grade ELL students that scored proficient or above on the EOY Math Assessment (EM2 Module 1-6 Assessments) from 46% to 48% by the end of the 2026-2027 school year, according to OnCourse Data.
15. Increase the % of African Americans that scored at or proficient on the EOY Math Assessment (EM2 Module 1-6 Assessments) from 56% to 58% by the end of the 2026-2027 school year, according to OnCourse Data.

1.3 STRATEGIES FOR IMPROVEMENT

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

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

Core Instruction

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

Rigorous, Standards-Based Curriculum:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measures:**
• Tier I Curriculum-district level resources and strategies along with scope and sequence to ensure alignment in all classrooms. • K-2 ELA curriculum based on Wit & Wisdom, CKLA series which provides a variety of engaging literature and multiple opportunities for writing & examining art. • Eureka Math2- strategies used to help make math concepts more concrete to support student understanding at a deeper level • Boost, Zearn, and Amira computer-based programs are used to allow students the ability to work on their independent level and earn points for mastery.	1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	AR License Sentence Strips Notebooks/ELA Post-it Notes Anchor Charts Teacher Desks (ONCE) Partition (ONCE) Charging Tower (ONCE) **Estimated Cost:** 8,000	Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments

• ONCE (early reading program) for first grade. • PhD Science will be utilized to plan rigorous and engaging lessons for students. • Bayou Bridges Curriculum, LDOE Social Studies Standards, Course Framework, and Resources • Accelerated Reader (AR) will be used as an extra intervention					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf https://www.rand.org/content/dam/rand/pubs/research_reports/RR1700/RR1773/RAND_RR1773.pdf https://www.coreknowledge.org/wp-content/uploads/2017/01/CKLA-Research-Overview-2016.pdf https://mindplay.com/wp-content/uploads/2019/07/MindPlay-Virtual-Reading-Coach-Does-It-Afect.pdf https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Use of Academic Assessments to Improve Instruction:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measures:
• Tier I Assessments-grade level teachers use curriculum assessments to determine mastery of content and future instruction • Student Learning Targets-To determine mastery of content and future instruction students complete end of module assessments as well as district chosen progress monitoring for ELA, and DIBELS 8. • DIBELS 8-administered three times a year, in addition to progress monitoring for students not meeting benchmark	1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	dry erase markers Ticket holders (to use as dry erase boards for math) dry erasers All-In-One Magnetic Phonics Kit **Estimated Cost:** **$8,000**	Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments

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

https://us.sagepub.com/sites/default/files/upm-assets/16416_book_item_16416.pdf

https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention

Technical-Manual-1.pdf https://files.eric.ed.gov/fulltext/ED557610.pdf				

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measures:**
• Curriculum: Unique Learning System Common Standard Based Instruction • RTI (Response to Intervention) • Tutoring • Assessments: CBAs (Curriculum Based Assessments) , SLTs (Student Learning Targets), DIBELS, Sensory Board/room, technology assisted tools	1, 2, 5, 7, 12, 14	1,2,3,4,13	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Salary and Benefits **Estimated Cost:** 25,000	Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf https://files.eric.ed.gov/fulltext/ED557610.pdf http://www.rtinetwork.org/learn/research/field-studies-rti-programs https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6195&context=dissertations					

Strategies, Curriculum, and Assessments Specific to English Learners:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Tier I Curriculum ELL Sidebar Supports **Describe the EL program at your school, including how and what services are provided to the EL students:** • Amira • Boost Reading • ONCE (early reading program) for first grade. • Tangipahoa Parish Family Engagement Center • District and School-Site Translator • ESL Tutor Advocates meets with students and teachers as needed	2, 5, 7, 10, 11	1,2,3,4,7,8, 9, 10,11,12,14	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Translator Salary and Benefits **Estimated Cost:** $30,000	Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

https://mindplay.com/wp-content/uploads/2019/07/MindPlay-Virtual-Reading-Coach-Does-It-Afect.pdf https://il-cms.imaginelearning.com/media/pdf/foundations/LNL-%20How%20Imagine%20Language%20and%20Literacy%20Aligns%20with%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://scholarworks.calstate.edu/downloads/08612p13v?locale=en				

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: ● DIBELS 8- administered three times a year to measure phonemic awareness and fluency for 1st grade students and fluency and comprehension for 2nd grade students, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies ● CKLA Screening Assessments are administered in the fall to identify student's strengths and weaknesses. Interventions for at-risk students are provided based on their needs ● Teacher determines appropriate interventions and/or screenings to meet individual student needs, progress monitoring which includes students reading aloud and retelling in order to determine the level of fluency and comprehension. Data will be collected on the students to monitor growth and their ability to perform in comparison to their peers. ● Weekly Grades/Report Cards	**Goal(s):** 1,2,3,4,11, 12, 13, 14, 15	**Budget Decisions/ Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **headphones** **Estimated Cost:** **$1500**	**Effectiveness Measure:** Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments **Evaluation / Effectiveness Results (guide revision to the SWP):**

• At the end of the school year, students with a failing grade in a core subject will be **(PI)** promoted to the next grade with interventions • ZEARN Interventions-students complete current missions/modules that correlate with district Scope and Sequence. • Amira, Boost, ONCE (early reading program) for first grade.				
List the Opportunities and Interventions for Students in Need: • School-wide Intervention Time-Helping Hands-Academically weaker students will receive more intense and more frequent interventions targeted to their needs. • Computer based programs (BOOST and Amira) are used to improve phonemic awareness and reading comprehension. • Teacher/parents collaboration to assist students. • Zearn Interventions • Amira Interventions • Amplify Teacher Resources and Boost Interventions • ONCE (early reading program) for first grade.	**Goal(s):** 1,2,3,4,11, 12, 13, 14, 15	**Budget Decisions/ Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** headphones **Estimated Cost:** **$12,000**	**Effectiveness Measures:** Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments **Evaluation / Effectiveness Results (guide revision to the SWP):**
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • The teacher will contact the parent/guardian about academic, behavioral, or speech concerns . The teacher may refer the students to the SAT team chairperson, and collect intervention data on the student.	**Goal(s):** 1,2,3,4,8, 9, 10, 11, 12, 13, 14, 15	**Budget Decisions/ Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless	**Items Needed:** Para-Salary/ benefits Collection Binders **Estimated Coast:** $30,000	**Effectiveness Measures:** Log sheets from SAT m Meetings **Evaluation /**

• If behavioral observations are needed, a behavioral interventionist will be contacted to complete classroom observations of the student. • The Student Assistance Team (SAT) including the chairperson, speech therapist, parents, administrator, teacher, the school counselor or RKM counselor, nurse and behavior interventionist (if necessary) will meet to discuss the students that are struggling academically or behaviorally. They will look at data collected by the teachers and decide on further interventions. The team will decide if the 504 Committee or the Pupil Appraisal Team needs to be contacted to determine the need for a full team evaluation.		❑ General Fund ❑ Perkins ❑ Other		**Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>Students with Disabilities</u>:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measures:**
• Unique Learning System promotes standards-based learning and literacy instruction with classroom teacher and/or resource teacher • Multisensory Instruction • SAT-IEP, Special Services • Amira/BOOST reading • Zearn Interventions • ONCE (early reading program) for first grade. • Follow individual goals and objectives on IEPs • Follow accommodations of 504 plans	1, 2, 5, 7, 12, 14	1,2,3,4, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	headphones **Estimated Cost:** $1200	SSpring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments Science EOY assessments

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

https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf

https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf

https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6195&context=dissertations

https://journals.sagepub.com/doi/10.1177/2158244014530411

https://www.naesp.org/sites/default/files/Callender_MA12.pdf</td>
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<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>Interventions Specific to English Learners:

• Amira
• Students will be assigned and visited by district advocates and tutors
• Amplify (BOOST Reading)
• ONCE (early reading program) for first grade.</td>
<td>ED Priority(s):

2, 5, 7, 10, 11</td>
<td>SWP Goal(s):

1,2,3,4, 11, 12,14</td>
<td>Budget Decisions/ Coordination:
❑ Title 1
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

dry erase boards
dry erase markers
headphones</td>
<td>Effectiveness Measures:

Spring 2027
DIBELS 8 scores
District EOY Assessments
EM2 Assessment Data
Parent Surveys
Social Studies chapter assessments
Science EOY assessments</td>
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<td colspan="2">Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

https://amplify.com/wp-content/uploads/2019/12/Burst_Reading-Assessment-Now-mCLASS-Intervention-Technical-Manual-1.pdf

https://il-cms.imaginelearning.com/media/pdf/foundations/LNL-%20How%20Imagine%20Language%20and%20Literacy%20Aligns%20w</td>
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<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
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</table>

ith%20Research%20on%20Effective%20Reading%20Instruction%20Foundations.pdf https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://www.proquest.com/openview/230272bde6d9047958afd5d73fef9b11/1?pq-origsite=gscholar&cbl=18750&diss=y				

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measures:
• Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support • PBIS Events-School-wide target behaviors for school to work towards. • Character Strong Lessons(SEL)/Awards-weekly lessons and weekly awards which recognize positive	2, 5, 6, 7, 9,	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other		Teacher Survey Teacher perception Survey Parent Survey Discipline Data Character Strong Usage Data Report

student behavior related to the weekly character traits. ● Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support ● Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day. ● Gator Buds (Check-in/Check-out) program. Students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement ● Parish Behavior Interventionist/ SAT Committee ● School Counselor ● School Wellness Team ● Utilization of restorative practices to build positive relationships and classroom/school community ● Panorama- Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.					

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://www.naesp.org/sites/default/files/Callender_MA12.pdf				**Evaluation / Effectiveness Results (guide revision to the SWP):** .

1.5 STUDENT OPPORTUNITIES

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

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.):	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measures:**
• Field Trips-curriculum-based, off campus learning opportunities	1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14	1,2,3,4, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless		Spring 2027 DIBELS 8 scores District EOY Assessments EM2 Assessment Data Parent Surveys Social Studies chapter assessments

• Before/After School Clubs-opportunities for students to participate in after school activities (Choir, Tiny Picassos, Basketball Club, etc.) • Choir- Christmas Concert- Downtown Ponchatoula, Parish Music Festival- Ponchatoula High School • Tiny Picasso Art Club- Art Gallery Viewings • Video Conference Lessons provide STEM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom • Ponchatoula Community Center After-School Tutoring Program-fun based learning and support.			❏ General Fund ❏ Perkins ❏ Other		Science EOY assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://scholarworks.calstate.edu/downloads/08612p13v?locale=en https://files.eric.ed.gov/fulltext/EJ1031445.pdf https://files.eric.ed.gov/fulltext/EJ1230758.pdf https://www.researchgate.net/publication/297565260_Nurturing_the_arts_in_programs_for_gifted_and_talented_students					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

- Music, PE, Library, Art , Computer
- Inclusion as defined in specific student IEPs
- Limited English Proficient (LEP) Program-tutor provided
- Gifted Teachers-Academic and Enrichments
- Speech and Language Pathology
- Occupational Therapy
- Adaptive P. E.
- Physical Therapist
- Assistive Technology
- Student Resource Officer
- Afterschool Program(tutoring)-Community Center
- Community Outreach Events: Coats for kids, TARC, United Way (in parish), Teacher Certification Program (in parish), Field Day (PHS Athletics), Tangipahoa Library- Summer Outreach Program, First Baptist Church (Blessing Bags)
- School Wellness Team-Students will engage in activities at school and home that improve student health and academic achievement through nutrition, physical activity and the management of students' chronic health conditions.
- Panorama- Students will engage in SEL activities at school and home that improve students knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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 Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measures:
• Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support • PBIS Events-School-wide target behaviors for entire school to work toward • Character Strong Lessons (SEL)	2, 5, 6, 7, 9	1,2,3,4,5,6,7, 8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General	paper	Teacher/Student perception data Parent Survey Discipline Date

Awards-weekly lessons and weekly awards which recognize positive student behavior related to the weekly character trait ● Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support ● Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day ● Gator Buds (Check-in/Check-out) program. Students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement ● Parish Behavior Interventionist/ SAT Committee ● School Counselor ● School Wellness Team ● Utilization of restorative practices to build positive relationships and classroom/school community ● Panorama- Students will engage in SEL activities at school and home that improve students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.			Fund ❑ Perkins ❑ Other		

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://assets-global.website-files.com/5d3725188825e071f1670246/60bf970915720b202ceafcd8_Evidence%20Base%20PBIS%20043020.pdf https://www.ascd.org/el/articles/sel-what-the-research-says https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3120067/ https://www.naesp.org/sites/default/files/Callender_MA12.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measures:**
• SWP/Stakeholder Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analysis, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. • Eureka Math2, CKLA, Wit & Wisdom, PhD Science, and Bayou Bridges Learning walks in peer teacher classrooms • Administration and Teacher Leader Cadre members attend the Teacher Leader Summit in order to receive tools and	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Substitutes Stipends See individual Prior Approval for specific items needed	Spring 2027 DIBELS scores LEAP 2027 scores EOY District ELA Progress Monitoring Assessments EM2 Assessments, PhD Science EOM Assessment Social Studies EOU Assessments Panorama Survey Agenda Sign-in sheets

training which will enable all faculty members at Tucker to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect ● Support from Curriculum Specialists with the continued ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum. ● Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka Math2) ● Ongoing PD to reinforce and build PBIS program. ● Ongoing PD to address needs based on data.				**Estimated Cost:** **$6,000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Learning Communities (PLCs):	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measures:
● Grade Level meetings which follow the PLC protocol discuss Tier I Curriculums (Eureka Math2, Wit & Wisdom, CKLA, PhD Science, Bayou Bridges). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. ● Teams will be created in 1st and 2nd grade to review/analyze curriculum-based assessments that target curriculum goals and student growth. Some of these tests will be used to track student data and growth. Teams will also create and gather activities that reinforce and support implementation of tier I curriculum. ● Title I contact person assists in making information available to teachers and faculty members. ● Teachers' leadership roles are shared throughout the grade level. ● Teachers will collaborate during weekly PLCs(Professional Learning Communities) to analyze student data, classroom data, and school wide data in comparison to district data for the purpose of determining individual growth plans and student learning targets. ● Teams of teachers will meet to plan and organize lessons and lesson materials needed to effectively implement Science scope and sequence. ● Teacher leaders support and lead PLC meetings	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1,2,3,4,5,6,7, 8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**substitutes** **Estimated Cost:** $5000	Spring 2027 DIBELS 8 scores LEAP 2027 scores EOY District ELA Progress Monitoring Assessments EM2 Assessments Parent Survey

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf https://files.eric.ed.gov/fulltext/EJ1207956.pdf https://books.google.com/books?id=uvk3AwAAQBAJ&lpg=PR11&ots=Gzw690gS8l&dq=instructional%20leadership%20team%20meetings%20effectiveness&lr&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false				**Evaluation / Effectiveness Results (guide revision to the SWP):**	
Professional Development: Other Professional Training – • New teachers will complete learning walks. They will participate in discussions about their observations with the curriculum coach. • 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.	**ED Priority(s):** 1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14	**SWP Goal(s):** 1,2,3,4,5,6,7, 8, 9, 10, 11, 12,13,14,15	**Budget Decisions/ Coordination**: ❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Substitutes Stipends See individual Prior Approvals for specific items needed	**Effectiveness Measures:** Spring 2027 DIBELS scores LEAP 2027 scores EOY District ELA Progress Monitoring Assessments EM2 Assessments PhD Science EOM Assessment Social Studies chapter Assessments Panorama Survey Agenda Sign-in sheets

• Support from Curriculum Specialists Tier I ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum. • Support from Curriculum Specialists with the continued implementation of Math Curriculum (Eureka Math2) • Support from Curriculum Specialists with the implementation of Bayou Bridges. • Support from Curriculum Specialists with the implementation of PHD Science. • Ongoing PD to reinforce and build PBIS program. • Ongoing PD to address needs based on data. • Administration and Teacher Leader Cadre members attend the Teacher Leader Summit in order to receive tools and training which will enable all faculty members at Tucker to provide all students the opportunity to a) build knowledge of the world; b) read meaningful texts; c) express ideas through writing and speaking; d) solve complex math problems; e) attend a school that treats everyone with dignity and respect • Eureka Math2, CKLA, Wit & Wisdom, and PhD Science, Bayou Bridges Learning walks in peer teacher classrooms				**Estimated Cost:** $8,000	

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/programs/readingfirst/support/stakeholderlores.pdf https://www.edutopia.org/teacher-development-research-keys-success https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf http://www.scsk12.org/memo/files/files/learning%20walk2.pdf https://files.eric.ed.gov/fulltext/EJ1207956.pdf				**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

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

Strategies for Workforce Talent:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measures:**
• PLCS once weekly • ILT meetings • New teacher orientation • Effectiveness stipends • Uncertified teachers are given an opportunity to gain certification through a district incentive. Parish certification programs are offered at no charge • Funds and resources are provided by the district to assist teachers in preparing to take the Praxis test to qualify for certification in their field. • Workforce talent addressed at the district level.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:** **$0**	Spring 2027 DIBELS 8 scores LEAP 2027 scores EOY District ELA Progress Monitoring Assessments EM2 Assessments PhD Science EOM Assessment Social Studies EOU Assessment Parent Survey Agenda Sign-in sheets Copy of certificates, Praxis Tickets/Scores
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.edutopia.org/teacher-development-research-keys-success https://learningforward.org/wp-content/uploads/2018/03/wiebke301.pdf https://files.eric.ed.gov/fulltext/EJ795876.pdf https://www.researchgate.net/publication/49610114_The_Effectiveness_of_Teach_for_America_and_Other_Under-certified_Teachers https://books.google.com/books?id=uvk3AwAAQBAJ&lpg=PR11&ots=Gzw690gS8l&dq=instructional%20leadership%20team%20meetings%20effectiveness&lr&pg=PR11#v=onepage&q=instructional%20leadership%20team%20meetings%20effectiveness&f=false					

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measures:**
• Meet and Greet-yearly meeting to help incoming students and parents to meet the teacher before school begins • Parent Night-yearly meeting to help incoming students and parents learn goals and expectations for the classroom and school • Perrin visits Tucker- Kindergarten students and their parents take a field trip to Tucker to help incoming kindergarten students learn goals and expectations for the classroom and school • Tucker visits DC Reeves- Tucker will attempt to arrange a visit to DC Reeves for outgoing second grade students and their parents to have a tour of the school. • IEP meetings including current and future service providers	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ,14	1,2,3,4,7,8, 9, 10, 11, 12,13,14,15	❑ Title 1 ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	buses **Estimated Cost:** **$2,000**	Spring 2027 DIBELS LEAP 2027 scores EOY District ELA Progress Monitoring Assessment EM2 Assessments PhD Science EOM Assessment Social Studies EOU Assessment Panorama Survey Agenda Sign-in sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearing house):					

https://files.eric.ed.gov/fulltext/EJ1156936.pdf https://journals.sagepub.com/doi/10.1177/2158244014530411				**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

4. Regular Monitoring and SWP Revision

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

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

- Title I Contact Person along with the curriculum coach, and leadership team members will identify curriculum content to be assessed. They will create assessments that will allow teachers to evaluate student strengths, weaknesses, and growth. The assessments will be administered in the

Fall, Winter and Spring to determine growth and success of the plan being implemented. Adjustments to the plan will be made in the Fall, Winter and Spring if necessary.

- CKLA data will be collected in August and DIBELS 8 data will be collected in September and two other times to determine students' reading strengths and weaknesses. Using the information collected, students will receive interventions that are targeted to meet their individual needs. Computer programs and reading interventionists will be utilized to assist teachers in supporting student growth. Student data, common formative assessments, and test scores will be used to identify students who are not showing adequate growth are performing below grade level expectations. Those students will receive additional support and be referred to SAT to be tracked and evaluated. Student progress will be collected, sorted by subgroups and analyzed to identify subgroups that may be at risk. Modification to the plan will be made to support those subgroups.
- Our PBIS planning team will analyze and report data by subgroups to the leadership team. This information will be discussed and then shared with collaboration pods. The PBIS team will also create weekly incentives to motivate students to show dependable behavior. The PBIS plan will be used to monitor student performance. Morning announcements will be incorporated to reinforce the weekly character skill. The plan will be reviewed monthly but the ILT and PBIS team and adjustments to incentives will be made at that time, if needed.

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

- The SWP Committee will meet after important data gaining points (DIBELS, SLTs, End of Module Assessments, Progress Monitoring).
- The SWP will be monitored and adjusted if needed. The plan will be evaluated by the Leadership Team and Stakeholders to determine if adjustments should be made to achieve end of the year goals. Student academic and discipline data will be collected and evaluated. Data will be collected to identify base knowledge of all students and subgroups in the fall. Additional testing will be administered in the winter and spring. In addition, weekly assessments will serve as indicators of student growth, strengths and weaknesses. Our focus will be on improving academic achievement and behavioral data school wide. Phonemic awareness and reading fluency will be a central focus for first grade students. Reading fluency and comprehension will be the focus for second grade students. While analyzing the plan, subgroups and trends will be identified and modifications will be made to target students who are falling behind or are at risk.
- Stakeholders will evaluate the plan mid-year to identify areas that may need to be adjusted to meet goals. At that time, notes will be taken, and adjustments will be noted to improve the plan for the upcoming year. In the spring, we will meet again to measure success and present additional resources and will be implemented in the upcoming year. Academic data, Needs Assessment Surveys, discipline data, and the Curriculum Implementation Scale will be analyzed to identify strengths and weaknesses to be considered in future planning.
- SWP will be rated for effectiveness by the stakeholders in early June 2027.

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

- Results will be shared with teachers during leadership meetings and PLCs in September 2026 Results will be shared during faculty meetings and strengths and weaknesses will be discussed. Results will be shared with parents and community members during Parent Night/Annual Title 1 Meeting and parent meetings. Assessment results are reported to stakeholders during parent meetings, Parent Night in September, monthly PLCs, monthly parent newsletters, school website, and teacher websites. Parents will receive individual student reports, daily work, weekly tests, and report cards.

2026-2027 Committee Members	
<u>School Improvement Planning Committee</u> **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** ● **Principal: Keondra Jackson** ● **Assistant Principal: Danielle Miller** ● **Assistant Principal: Ashley Penton** ● **Title 1 Contact Person: Megan Averitt** ● **Curriculum Support Teacher: Julie Moore** ● **Parent/Family: Britney Allen, Dana Petkovich** ● **Teacher: Alana Tallo** ● **Community Member: Lauren Larzelere-Charlie Heath, Inc. Penni Saul-Niagara Water** **You may add more members. Provide title and name of each member.** **Teacher: Amber Johnson** **Teacher: Lauren Rose** **Teacher: Jennifer Smith** **Teacher: Lauren Perry** **Teacher: Katie Walker**	**<u>Parent/Family Engagement Committee</u>** **Responsible for the Implementation of the PFE Activities in the SWP** **Members Include:** ● **Principal: Keondra Jackson** ● **Assistant Principal: Danielle Miller** ● **Assistant Principal: Ashley Penton** ● **Title 1 Contact Person: Megan Averitt** ● **Curriculum Support Teacher: Julie Moore** ● **Parent/Family: Britney Allen, Dana Petkovich** ● **Teacher: Alana Tallo** ● **Community Member:Lauren Larzelere-Charlie Heath, Inc. Penni Saul-Niagara Water** **You may add more members. Provide title and name of each member.** **Teacher: Amber Johnson** **Teacher: Lauren Rose** **Teacher: Jennifer Smith** **Teacher: Lauren Perry** **Teacher: Katie Walker**

Teacher: Sarah Dowd	**Teacher: Sarah Dowd**

SCHOOL ASSURANCES

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

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

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

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

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

_____ _____

Principal Signature Date: 6-10-26

_____ _____

Chairperson, Schoolwide Improvement Team Signature Date: 6-10-26