2026-2027
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Perrin Early Learning Center
Pre-K/Kindergarten

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

School: Perrin Early Learning Center

SPS: 70.2

Letter Grade: C

Check all that apply (verify with principal):

_____ 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 **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	1500
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	3100
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)		X		1600
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	1100
Replacement Student Mice, Headphone, Keyboard, Earbuds,		X	X	500
Laminator, Laminating Film	X	X	X	1200
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	1200
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				
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		800
Must be used by STUDENTS 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,		X		800

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		400
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		600
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		1100
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X		1100
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		X		600
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential **Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:** Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year),consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X		750

1.1 Family and Stakeholder Engagement

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

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

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

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

- **Parents will be invited and encouraged to complete the Panorama Survey (March).**
- **Parents and community members will be invited to assist in the design of the Schoolwide Plan and discuss the Parent/Family Engagement section of the School Wide Plan (June).**
- **Members of the SWP Team including parents and community members will be invited to attend the effective measurement review and design meetings. These meetings will result in the writing of the SWP (June, April, or May)**

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

- **Notes sent home will include Spanish translations for ELL families.**
- **A plan for Positive Action Class or Transition Class for students including SEL support as a disciplinary alternative/option.**

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

- **SWP meetings are held to discuss programs and activities that involve the school, family and community in order to help students reach their potential. (quarterly)**
- **PBIS meetings are held to discuss school-wide discipline goals, positive reinforcements, and community involvement (monthly).**
- **Panda PAWS Meetings are held with parent volunteers to discuss and plan upcoming parent involvement activities (monthly).**

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

- **Home Communication Folders are used to inform parents of student progress, student behavior, and important school-wide information (daily).**

- **Newsletters/calendars are sent home about school events and important dates (monthly).**
- **Teachers provide information about classroom instruction and important dates (weekly).**
- **School Website provides updated information about school events, other important dates and teacher's webpage. (Monthly)**
- **School Facebook page provides updated information about school events, other important dates and teacher's webpage. (Weekly/Monthly)**
- **Teachers will use a mobile communication app to inform parents of student progress, student behavior, and important school-wide information and events (as needed).**
- **A schoolwide telephone call-out will be made to inform parents of special activities, events, and important information.**

Translation Services:

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

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

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

Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on state academic standards, state and local assessments, and how

to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.				
PARENT/FAMILY ENGAGEMENT ACTIVITY	**SWP GOAL(S) ADDRESSED**	**BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application)**:	**ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY**	**EFFECTIVENESS**
Parent/Family Engagement Activities: ● **Parents and families are invited to attend the following events:** ○ Parent Orientation (August) ○ Open House/Annual Title I Meeting (August) ○ Night of Learning for ideas to support students' work with curriculum (March) ○ Panda PAWS (Parents At Work for Students) meetings (monthly) ○ Parent/Teacher conferences (as needed) These are events where students and families will participate in activities dedicated to gathering information for schoolwide planning, setting goals, addressing curriculum needs and discussions about student data regarding progress or intervention needs. Activities will include ways to teach families how to assist their students in ways that promote academic success.	**SWP Goal (s):** **3-7**	**Budget Decisions/Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples **Estimated Cost:**	**Effectiveness Measure:** sign -in sheet, agenda, pictures

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

https://ies.ed.gov/ncee/rel/Products/Resource/100627</td><td></td><td></td><td></td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
<tr><td>Parent/Family Engagement Activity:

● Parent Orientation- This is an opportunity for parents to meet the teacher for the 2026-2027 school year. Parents will learn teachers' expectations for student performance within the grade level curriculum, ways to communicate with the teacher, positive behavior expectations, and homework procedures. Teachers will also provide information regarding the TItle I Program and results from the Panorama Surveys. (August)</td><td rowspan="2">SWP Goal (s):

3-7</td><td rowspan="2">Budget Decisions/Coordination:

✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td rowspan="2">Items Needed:

copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples

Estimated Cost:</td><td>Effectiveness Measure:

sign -in sheet, agenda, pictures</td></tr>
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https://ies.ed.gov/ncee/rel/Products/Resource/100627</td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
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<td>Parent/Family Engagement Activity:

● Open House/Annual Title I Meeting - The teacher will inform parents about Title I and how it benefits their students and the school. Teachers will teach parents how to access and navigate the curriculums and intervention programs used to support ELA, Math, Science, Social Studies and SEL. Teachers will also discuss with parents the academic data to be collected throughout the school year and how it will be used to adjust instruction to enhance student success. The teachers will also provide information to parents on how they can use this data to support their child's academic success at home. (August)</td>
<td rowspan="2">SWP Goal (s):

3-7</td>
<td rowspan="2">Budget Decision /Coordination:

✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td rowspan="2">Items Needed:

copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples

Estimated Cost:</td>
<td>Effectiveness Measure:

Sign -in sheet, agenda, pictures</td>
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https://ies.ed.gov/ncee/rel/Products/Resource/100627</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>Parent/Family Engagement Activity:

Night of Learning- Students and their families will rotate through math, science, social studies, SEL and ELA literacy activities/stations for a shared experience. These activities and strategies are designed to teach parents to understand the</td>
<td>Goal (s):

3-7</td>
<td>Budget Decision /Coordination (must be reflected in the budget in the Consolidation Application):

✓ Title I
❑ Title II</td>
<td>Items Needed:

copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart</td>
<td>Effectiveness Measure:

Sign-in sheet, agenda, pictures, prizes</td>
</tr>
</table>

importance of early literacy and encourage reading and learning at home. (March)		❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ✓ Other	paper, paper clips, staples	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southeast/family_involvement_k-3.asp			**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	**SWP Goal (s):**	**Budget Decision /Coordination** :	**Items Needed:**	**Effectiveness Measure:**
• **Panda PAWS (Parents At Work for Students) -** During the school year, a parental involvement committee, Panda PAWS (Parents At Work for Students), will meet monthly to discuss curriculum, data from assessments and adjustments being made to instruction to support academic success in the classrooms in order to increase student achievement. Sharing data and teaching families how to assist the students in ways that promote academic success through data analysis, use of curriculum and assessments will also be included as a component of the meeting. (Monthly)	**3-7**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples	Sign -in sheet, agenda, pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				**Evaluation / Effectiveness Results (guide revision to the SWP):**

https://link.springer.com/article/10.1007/s10648-005-3949-7			**Estimated Cost:**	

Parent/Family Engagement Activity:	**Goal (s):**	**Budget Decision /Coordination (must be reflected in the budget in the Consolidation Application)**:	**Items Needed:**	**Effectiveness Measure:**
• **Parent/Teacher Conferences** Conferenes will be held with parents, as needed, to review their child's academic data and inform them of how they are progressing through the curriculum. Pre-K teachers will meet with parents two times per year, once during the fall semester and once during the spring semester or more often as needed. Kindergarten Teachers may meet with parents on professional development days in the fall and spring semesters or more often as needed. During these conferences, teachers will teach parents how to use the data to support their children and provide them with intervention strategies to assist their child to improve their academic success.	**3-7**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ✓ Other	copy paper, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples	Sign-in sheet, agenda, pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://link.springer.com/article/10.1007/s10648-005-3949-7			**Estimated Cost:**	**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**
96% of teachers responded favorably that their work is meaningful and that it matters to them.	33% of students missed 15 days or more.
Pre-K students increased ELA scores from 6% average or above on the Beginning of Year to 85% basic or above on the ELA End of Year Assessment.	56% of families responded favorably that they think their child will ask for help at school.
Schoolwide, 69% of Kindergarten students were proficient or above in all Math End of Year Checkpoints.	28% of staff responded favorably that trust exists between school leaders and staff.
Schoolwide, 69% of Kindergarten students were proficient or above in all ELA End of Year Checkpoints.	89% of families responded favorably thinking it is likely that someone from the child's school will bully him or her online.
Schoolwide, more than 77% of Kindergarten students were basic or above on the Science End of Year Checkpoint.	52% of teachers responded favorably that they feel satisfied with

	their job right now.
81% of teachers responded favorably that when thinking about growth mindset in particular, they are confident they can support students' growth and development.	Only 63% of Hispanic students scored proficient or better on the Kindergarten End of Year combined District ELA Assessment.
86% of kindergarten EL students scored proficient or better on the Spring DIBELS Assessment	Our Out of School suspension rate increased 3.3% from 1.7% to 5%.
Kindergarten DIBELS data showed 16% growth from 2024-2025 End of Year to 2025-2026 End of Year data.	There was a decrease in certified teachers in teaching positions from 75% (2024-2025) to 61% (2025-2026).
Based on end of year data we have 120 (93%) of our pre-k students High Performing and 9 (7%) of our pre-k students Under Performing in Math.	Only 29% of our students with disabilities scored proficient or better on the End of Year DIBELS Assessment.
Based on end of year data we have 119 (92%) of our pre-k students High Performing and 10 (8%) of our pre-k students Under Performing in ELA.	Discipline Data showed a significant increase in the number of office referrals from 155 referrals (2024-2025) to 276 (2025-2026).
	Only 41% of our students with disabilities scored proficient or better on the Eureka Math Module 2 Assessment.
	Only 63% of our white students scored proficient or better on the PhD Science End of Year Module 4 Assessment.
	Only 79% of our African American students scored proficient or better on the Social Studies Module 4 (WW) Assessment.

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

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

Narrative Summary from Comprehensive Needs Assessment:

Perrin Early Learning Center is a Pre- Kindergarten and Kindergarten school with 77% Economically Disadvantaged students. 83% of the students in Pre-K scored average or above on the End of Year District Math Assessment. In addition, 85% of the Pre-Kindergarten students scored average or above on the End of Year District ELA Assessment. 69% of Kindergarten students scored proficient or better on the End of Year District ELA Checkpoints and 69% scored proficient or better on the End of Year District Math Checkpoints. 84% of Kindergarten students scored proficient or better on the Wit and Wisdom Module 4-The Continents EOM Assessment for Social Studies and 77% of Kindergarten students scored basic or above on the PhD Science EOY Checkpoint, Progress Monitoring #4. Additionally, the Math, ELA, Social Studies and Science LADOE Curriculum Implementation scores were rated as a 2. We are working to achieve a 94% daily attendance rate for the 2026-2027 school year. PBIS data indicates a positive learning environment and reinforcement for positive behavior on campus. Strengths include 95% of students with zero out of school suspensions and data reflects that 96% of teachers on our campus responded favorably that their work is meaningful and that matters to them. During the 2026-2027 school year decreasing the number of office referrals will continue to be a priority. Also, interventions will be a focus for all students, but specifically for our students with disabilities, homeless students and our ELL students. Furthermore, a positive work environment will continue to be promoted to foster a sense of belonging among faculty and staff creating an environment where students want to come and learn.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- School leadership will foster an environment in which staff, parents, and the community work together to improve student achievement.
- Increase the number of students that enter kindergarten ready.
- Increase effective implementation of core curriculum in ELA, Math, SEL, Social Studies and Science through ongoing collaboration with the Instructional Leadership Team.
- Increase intervention opportunities for our students with disabilities, ELL students and our students that are homeless to increase their scores on built in checkpoints as well as End of Year Assessments.

- Increase the quality of PBIS events and participation.

- Decrease the number and severity of behavior incidents within the classroom.

- Increase the quality of enrichment opportunities for students.

- Increase support for non-certified teachers as well as certified teachers.

- Increase SEL opportunities that promote and encourage supportive teacher and student relationships.

- Increase the daily attendance rate to 94% of students present at school each day.

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Panorama Survey Results, TS Gold EOY Checkpoint, District EOY Math and EOY ELA Assessments for Pre-K and Kindergarten, Discipline Data, PBIS Data, School-Created Science Kindergarten EOY Assessment, 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. Over the course of one school year, (2025 - 2026 to 2026 - 2027), **we will increase the current teacher certification rate of 61% to 71 %, which is a growth of 10%.**
2. Over the course of one school year, (2025 -2026 to 2026 - 2027), **Teacher retention rate will increase from 81% to 85%.**
3. Over the course of one school year, (2025 - 2026 to 2026 - 2027), **Students missing more than 14 days will decrease from 33% to 25% which is a decrease of 8%.**
4. Over the course of one school year, (2025 - 2026 to 2026 - 2027), **the number of office referrals will decrease from 276 to 200 for the school year.**
5. Over the course of one school year, (2025 -2026 to 2026 -2027), **Kindergarten students scoring proficient or above on the end of the Year Math District Checkpoints will increase from 69% to 72%, which is a growth of 3%**

6. Over the course of one school year, (2025 -2026 to 2026 -2027), **Kindergarten students scoring proficient or above on the end of the Year ELA District Checkpoints will will increase from 69% to 72%, which is a growth of 3%**
7. Over the course of one school year, (2025 -2026 to 2026 -2027), **Pre-Kindergarten students scoring average or above on the End of the Year ELA district assessment will increase from 85% to 87%, which is a growth of 2%.**
8. Over the course of one school year, (2025 -2026 to 2026 -2027), **Pre-Kindergarten students scoring average or above on the End of the Year Math district assessment will increase from 83% to 85%, which is a growth of 2%.**
9. Over the course of one school year, (2025 -2026 to 2026 -2027), **80% of Kindergarten students will score proficient or above on the End of the Year School-Wide Science Checkpoint.**
10. Over the course of one school year, (2025-2026 to 2026-2027) **80% of Kindergarten students will score proficient or above on the End of Year School-Wide Social Studies Checkpoint.**
11. Over the course of one school year, (2025-2026 to 2026-2027) **32% of our students with disabilities will score benchmark or above on the End of Year DIBELS Assessment.**

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 <u>Believe to Achieve: Educational Priorities</u> the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: ● TIER I Curriculum provides lessons with differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence based strategies to meet the challenges of the state academic standards. ● CKLA, Wit and Wisdom, Eureka Math Squared, PHD Science, Bayou Bridges, Amira, Zearn, Boost, Frog Street, Heggerty, Hatch, Unique Learning System	ED Priority(s): 1-5	**SWP Goal(s):** **5-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Document cameras, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post it notes, laminating film, poster maker and paper, colored copy machine, colored card stock, file folders, sheet protectors	**Effectiveness Measure:** Assessment Data, Agendas, Sign-In Sheets, Walk-throughs, Evaluations

				Estimated Cost:	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://bestevidence.org/category/reading/reading-elementary/					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Use of Academic Assessments to Improve Instruction: ● **Common Weekly Assessments:** Kindergarten teachers use various means of formal and informal ELA, Math, Social Studies and Science assessments to measure student performance meeting criteria for content curriculum within the given time frame. ● **Student Learning Target (SLT):** Student Learning Targets are detailed, measurable ELA and Math goals for students in grades Pre-Kindergarten to Kindergarten, which guides instruction throughout the academic year. ● **District Benchmark Assessments:** Pre-Kindergarten and Kindergarten students are given District Checkpoints in both ELA and Math	ED **Priority(s):** 1-5	**SWP Goal(s):** **5-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Document cameras, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post it notes, laminating film, poster maker and paper, colored copy machine, colored card stock, file folders, sheet protectors	**Effectiveness Measure:** Assessment Data

throughout the year to determine academic growth of students.				**Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://bestevidence.org/category/reading/reading-elementary/ https://bestevidence.org/category/mathematics/mathematics-elementary/ https://bestevidence.org/category/science/science-elementary/					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to Students with Disabilities: ● Unique Learning System ● Inclusion Classes/Blended Classes for PreKindergarten and Self-Contained classrooms for Kindergarten students - Special Education teachers support PreKindergarten and Kindergarten students in the classroom and collaborate with the regular education teacher on specific student needs. ● Special Education and General Education Teachers will address	**ED Priority(s):** 1-5	**SWP Goal(s):** **1, 4-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Document cameras, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post it notes, laminating film, poster maker and paper, colored copy machine, colored card stock, file folders, sheet	**Effectiveness Measure:** Special Education/Inclusion Class Schedules, Student Assessment Data

individual goals and objections as written in their IEP's.				protectors	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://bestevidence.org/category/special-and-remedial-education/				**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Strategies, Curriculum, and Assessments Specific to English Learners: ● 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. **Describe the EL program at your school,**	ED Priority(s): 2-3	**SWP Goal(s):** **1, 4-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Document cameras, pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post it notes, laminating film, poster maker and paper, colored copy machine, colored card stock, file folders, sheet protectors	**Effectiveness Measure:** ELPT Assessment Data

including how and what services are provided to the EL students: ● Amira Learning ● An ESL support teacher will pull small groups to provide instruction to the ESL students and to support the classroom teacher.				**Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://bestevidence.org/2021/02/19/special-and-remedial-education/					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions: ● All assessment data is received and reviewed by administration, counselors, and specialists. ● The School Leadership Team reviews Benchmark Assessment scores. ● Collaboration meetings are held weekly where teachers review Benchmark Assessment scores, Weekly Common Assessments, and DIBELS Data (Fall, Winter, Spring). Teachers chart their class data in the collaboration room. ● Intervention groups are created based upon DIBELS Data from (Fall, Winter, Spring) and from progress monitoring of Eureka Math Squared, CKLA, Wit &	**Goal(s):** **1-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders	**Effectiveness Measure:** DIBELS Data, Benchmark Assessment Data, Agendas, Sign-In Sheets **Evaluation / Effectiveness Results (guide revision to the SWP):**

<table>
<tr>
<td>Wisdom, Bayou Bridges and PhD Science.
● Differentiated instructional plans are developed by teachers to address student weaknesses in any subject area.</td>
<td></td>
<td></td>
<td>Estimated Cost:</td>
<td></td>
</tr>
<tr>
<td>List the Opportunities and Interventions for Students in Need:
● Students are identified by the teacher based upon DIBELS assessment data. Progress will be monitored by the teacher through progress monitoring interventions based on progress.
● Amira and Boost will be used by all Kindergarten students as an intervention support for ELA
● Eureka Math Interventions- Students are identified for interventions by the teacher based upon exit ticket results and teacher observations. Students are progress monitored through Eureka Module Checkpoints.
● Zearn will be used by all Kindergarten students as an intervention support for Math
● Small group instruction will be used to target gaps in learning and provided to all students based on individual needs.</td>
<td>Goal(s):

1-7</td>
<td>Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:
pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders

Estimated Cost:</td>
<td>Effectiveness Measure:

DIBELS Data, EOY Math and ELA DIstrict Assessment Data

Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td>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 with the student. The teacher may refer the student to the SAT Team Chairperson, and collect intervention data on the student.
● If behavioral observations are needed, a behavior interventionist will be contacted to complete classroom observations of the student.
● The Student Assistance Team (SAT Team) including the chairperson, speech therapist, parents, administrator, and teacher (the school counselor or RKM counselor,</td>
<td>Goal(s):

1-7</td>
<td>Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders</td>
<td>Effectiveness Measure:

Log sheets from SAT meetings

Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
</table>

nurse, and behavior interventionists will be included if necessary) will meet to discuss students struggling academically or behaviorally. They will look at data collected by the teacher and decide on further interventions. The team will decide if the Pupil Appraisal Team needs to be contacted to determine the need for a full team evaluation or the student may be referred to the 504 committee for screening and/or evaluation.			**Estimated Coast:**	

Interventions Specific to <u>Students with Disabilities</u>:	ED **Priority(s):** 2-3	**SWP Goal(s):** 4-7	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders **Estimated Cost:**	**Effectiveness Measure:** Assessment Data
• 504/IEP Accommodations and Behavior Intervention Plan (BIP)- Teacher implements students' goals to address students' exceptionality. • Individualized Education Plans (IEP) • Graphic Organizers- Utilizing visual representations that help organize academic information. • Computer Assisted Instruction- Drill and practice, tutorial or simulation activities on the computer to enhance learning, reinforce skills and supplement traditional teacher directed instruction. • Modification of text or curriculum to ensure comprehension. • Peer Buddy- Students receive help from one or two students with reading and math activities to help master learning objectives(s). • Use of visuals- Making information comprehensible with pictorial representations (pictures/drawings). • Address individual goals and objectives					

<table>
<tr><td colspan="2">as written on the student's IEP</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td></td></tr>
<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://bestevidence.org/2021/02/19/special-and-remedial-education/</td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
<tr><td>Interventions Specific to <u>English Learners</u>:

District Programs and Services
● District Translator
● District Advocate
● Translator App
● Amira Learning
● Support from ESL teacher assigned to the campus</td><td>ED

Priority(s):

2-4</td><td>SWP Goal(s):

4-7</td><td>Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td>Items Needed:
pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders

Estimated Cost:</td><td>Effectiveness Measure:

ELPT Assessment Data</td></tr>
<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://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
</table>

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being: ● **School Counselor** - Teachers or Administration will refer students to the school counselor as needed or for ongoing counseling ● **RKM Counselor** - Teachers, Administration, and/or parents will refer students for counseling. Parents will complete RKM paperwork for students to see the counselor. ● **SEL Curriculum (Character Strong)** - Teachers will implement the district SEL Curriculum with daily lessons supporting students' overall social-emotional well-being.	ED Priority(s): 1-7	**SWP Goal(s):** 4		**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders	**Effectiveness Measure:** Counselor referrals

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://charactercounts.org/results/ https://ies.ed.gov/ncee/wwc/study/81474				**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.5 STUDENT OPPORTUNITIES

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

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): ● Community Field Trips (i.e. Fire Department Field Trip for Fire Prevention Week) ● Holiday Activities ● Virtual Field Trips	ED Priority(s): 2, 3, 5	**SWP Goal(s):** **1-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders **Estimated Cost:**	**Effectiveness Measure:** Parent notices, pictures, volunteer sign-in sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

- **Math Lab, Art/Music Lab, P.E., and Computer Lab** - Students attend each lab one day per week to enhance learning. Students participate in center activities that provide support and reinforce grade level skills from the curriculum.
- **Panda PAUSE** - Behavioral transition for students with support through SEL Curriculum and reentering the classroom prepared for academic success.
- **Speech** - Students receive speech therapy interventions based upon IEP goals and/or SAT Team recommendations.

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 Measure:**
● **Panda PAUSE -** A behavioral Positive Action Class/transition room for students with support through the SEL Curriculum and reentering the classroom prepared for academic success. ● **Counselors** - School Counselor and RKM Counselor referrals ● **Monthly and Quarterly PBIS Events -**Students earn Panda tickets/bucks through reinforced good behaviors and spend the tickets on the events. ● **Monthly Pandarific Students**- Teachers will choose students from their class who exhibit our PAWS Expectations. Parents are invited to a ceremony where their child is recognized with an award and may also choose an item from the	2, 4	**1-7**		✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ✓ General Fund ❑ Perkins ❑ Other	pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, paper clips, staples, Post-It notes, laminating film, colored cardstock, file folders	Discipline Data Reports, PBIS Data, Pandarific Student Data

Principal and Assistant Principal's Treasure Chests.					**Estimated Cost:**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/study/81474						**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.

<table>
<tr>
<td rowspan="2">Title I School Planning:
● SWP Meetings
● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.
● School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</td>
<td>ED

Priority(s):

2, 3, 4, 5</td>
<td rowspan="2">Goal(s):

1-7</td>
<td rowspan="2">Budget Decisions/ Coordination:
✓ Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td rowspan="2">Items Needed:

Substitutes
Stipends
See individual Prior Approval for specific items needed

Estimated Cost:</td>
<td>Effectiveness Measure:

Agendas, Sign-In Sheets, Stipend Forms, Substitute Forms</td>
</tr>
<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://ies.ed.gov/ncee/pubs/titlei_final/imple_b1.asp</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
</table>

Professional Learning Communities (PLCs): ● **Teacher Collaboration** - meetings held weekly to discuss student data and strategies to support students with the curriculum. ● **Faculty Meetings** - held as needed to provide help to teachers/staff in ways to support students with the curriculum. ● **Leadership Team Meetings** - held once per week to discuss student and schoolwide and plan professional development needed for teachers/staff	ED **Priority(s):** 3-5	**Goal(s):** **1-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Substitutes** **Stipends** **See individual Prior Approval for specific items needed**	**Effectiveness Measure:** Agendas, Sign-In Sheets, Stipend Forms, Substitute Forms
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://ies.ed.gov/ncee/edlabs/regions/pacific/askarel/aar48.asp** **https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf**				**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Development: Other Professional Training – ● Conferences/Trainings - Teachers will identify and attend conferences/trainings relevant to their subject area/grade level. Teachers will redeliver information at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. ● District Sponsored Professional Development ● School Sponsored Professional Development ● PBIS Team- Representatives from the PBIS Team attend professional development when available/necessary	ED **Priority(s):** 1-5	**Goal(s):** 1-7	**Budget Decisions/ Coordination**: ✓ Title I ❑ 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 Measure:** Agendas, Sign-In Sheets, Stipend Forms, Substitute Forms

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf			**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

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

Strategies for Workforce Talent: ● Provide new teachers with a Mentor/Buddy Teacher from the Leadership Team to support them throughout the year. ● Support for teachers through Content Leaders at the district level via walkthroughs and feedback.	ED **Priority(s):** 1-5	**Goal(s):** **1-7**	**Budget Decisions/ Coordination**: ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Estimated Cost:**	**Effectiveness Measure:** Log Sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/study/77774					**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	ED Priority(s):	**Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	**Effectiveness Measure:**
● Parent Orientation - This is an opportunity for parents and teachers to meet the teacher for the 2026-2027 school year. Parents will learn teachers' expectations for student performance within the grade level curriculum, ways to communicate with the teacher, positive behavior expectations and homework procedures. (August) ● Pre-k students from Head Start Feeder schools will visit our campus. They will be a part of our incoming Kindergarteners. This event will take place in May 2027. Students visit our campus, take a tour, visit classrooms, and school personnel. ● Outgoing students who will be transitioning to the local feeder school will visit that school campus, take a tour, visit classrooms and school personnel (May).	3, 5	**1-7**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	pens, pencils, toner, colored paper, markers, dry erase markers, chart paper, Post It Notes, laminating film, colored cardstock, file folders, Post-It Chart Paper **Estimated Cost:**	Sign-In sheets, pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://eric.ed.gov//?q=descriptor%3a%22Family+School+Relationship%22&ff1=subFamily+School+Relationship&id=EJ1316944					

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

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

4. Regular Monitoring and SWP Revision

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

Describe how and when the SWP is monitored during the school year using multiple types of data including 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:

- Data (attendance, PBIS, discipline, assessments) are monitored weekly, monthly, by semester, and yearly.
- SLTs provide pre and post assessment results.
- Checkpoints are aligned to the curriculum and analyzed by teachers during collaboration to drive instruction.
- The SWP committee meets to monitor the plan. Data from OnCourse, mid-year assessments and SLTs are used to measure the effectiveness.
- Teachers make adjustments to lesson plans through annotations based on student needs.
- Professional Development is documented through agendas and sign-in sheets.

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 three times a year (September, January, and March) to see if all parts of the plan have been effective in meeting the needs of the school.
- Necessary revisions to the plan will be made in order to increase effectiveness.
- A Stakeholder's Meeting will be held one to two times a year to analyze the needs assessment and write goals for the school.

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 given to Parents and others in attendance at Parent Orientation and/or Open House both in August 2026.
- Results will be given to Faculty and Staff during a Faculty Meeting in August 2026.

2026-2027 Committee Members	
School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** ● **Principal: Megan Picou** ● **Assistant Principal: Kelly Mizell** ● **Student: Haddisyn Harris** ● **Teacher: Marie Adams** ● **Parent/Family: Cheyenne Warren** ● **Community Member: Clarence Williams, Annie Fisher, Carol Lusk, Ana Zuniga** **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: Megan Picou** ● **Assistant Principal: Kelly Mizell** ● **Student: Student: Haddisyn** ● **Teacher: Marie Adams** ● **Parent/Family: Cheyenne Warren** **You may add more members. Provide title and name of each member.**

SCHOOL ASSURANCES

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

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

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

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

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

_____ _____

Principal Signature Date

_____ _____

Chairperson, Schoolwide Improvement Team Signature Date