

2021-2022 Schoolwide Plan



Natalbany Middle School
4th-8th Grade

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

School: Natalbany Middle

SPS: 56.9

Letter Grade: D

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%

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

X Economically Disadvantaged

X Hispanic/Latino

X Black

X White

X Students with Disabilities

X English Learners

X Two or more Races

X UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples	X	X	X	\$8,000
Copy machine, Duplicator, Printer	X	X	X	\$8,000
Service Contracts	X	X	X	\$500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard, iPads, Projector, Document Camera, Bulbs	X	X	X	\$11,000
Mice, Headphone, Keyboard, USB Cord, Cat Cable		X		\$1,500
Laminator, Laminating Film	X	X	X	\$3,000
Poster Maker, Poster Paper, ink	X	X	X	\$1,500
Communication Folders, Planners	X	X		\$2,000
Bonders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors		X		\$400
General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, glue, glue sticks	X	X	X	\$1,500
Dry Erase Supplies: boards, erasers, cleaner, markers	X	X	X	\$500

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
All stakeholders know and understand all rules and expectations.	Lack of consistency amongst faculty with discipline
A 16% decrease in discipline incidents	Additional academic support is needed
Frequent job-embedded professional development	LEAP interim data in both ELA and Math
Consistent use of data	Student-to-student respect
NMS provides ample opportunity for stakeholders to be involved at the school	Teacher-to-student respect
A safe environment	Teacher-parent communication
49.8% of the students were successful in ELA on the state standardized assessment	Only 30.5% of students were successful in Math on the state standardized assessment
All stakeholders know and understand all rules and expectations.	Lack of consistency amongst faculty with discipline
A 16% decrease in discipline incidents	Additional academic support is needed
DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): Panorama Needs Assessment Surveys, 2020-2021 LEAP 2025 data was unavailable, therefore we analyzed 2020-2021 LEAP 360 Interim data, 2018-2019 LEAP 2025 data (due to the pandemic) as well as Subgroup data to measure the effectiveness and EOY discipline data.	
GOALS <ul style="list-style-type: none"> ● <i>Goals - Specific, Measurable, Achievable, Results-focused, and <u>T</u>ime-bound</i> ● <i>Academic Goals Aligned to the Most Current School Data Analysis</i> ● <i>Must Include Subgroup (s) Goal (s)</i> 	
1. NMS will increase parental involvement by 20% per event for the 2021-2022 school year.	
2. NMS will increase its school performance score by 3.1% going from 56.9 D to 60 C.	
3. NMS will increase ELA assessment index by 3 points from 49.8 to 52.8.	
4. NMS will increase Math assessment index by 3 points from 30.5 to 33.5.	
5. NMS will increase Social Studies assessment index by 3 points from 30.3 to 33.3.	
6. NMS will increase Science assessment index by 3 points from 33.7 to 36.7.	

7. NMS will increase the school performance of students with disabilities by 10%.
8. NMS will increase the school performance of LEP students by 10%.
9. NMS will decrease discipline incidents by 7%: from 235 to 218.

2. PARENT AND FAMILY ENGAGEMENT

- *The SWP 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 shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRES SED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place). Adjustments will be made per new social distancing expectations:</p> <p>Design</p> <ul style="list-style-type: none"> ● SWP stakeholder meeting in June. ● Parent participants will be able to give feedback regarding the SWP during meetings, activities and/ events. ● The Ticket Out the Door process will be utilized at said meetings, activities and/ events to ascertain strengths and weaknesses to be addressed by the school's leadership team. ● All parents will be invited and encouraged to participate in the annual Needs Assessment Surveys. ● The data from the Needs Assessment Surveys will be utilized to address strengths and weakness of the school. ● Five parents and/ community members will be involved 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper</p> <p>Estimated Cost: (see above)</p>	<p>Effectiveness Measure: Surveys, Ticket Out the Door</p> <p>Effectiveness Results:</p>

<p>in the design of the School-wide Improvement Plan.</p> <ul style="list-style-type: none"> • Members of the SWP team will be invited and encouraged to attend SWP meetings in August and October 2021 for review/design; January and March 2022 for review/revision. The results from the meetings will be utilized to further strengthen the on-going SWP. • The school's website, newsletters, social media sites and daily broadcasts serves as a means by which parents are given an opportunity to provide constructive feedback about the school. <p>Implementation</p> <ul style="list-style-type: none"> • Parents assist in the implementation of the SWP through attendance of family event planning meetings and working at the events. • Newsletters are sent home to educate parents on how to help their students reach targeted school-wide goals. • School website and broadcasts are used to inform parents of school-wide meetings, events and activities. <p>Evaluation</p> <ul style="list-style-type: none"> • Parents will complete the Title I Needs Assessment Survey. A parent letter will be sent home at the end of the school year requesting parent feedback of all school-wide programs, including Title I. • Ticket Out the Door responses will be used to provide feedback as well. • SWP stakeholder meeting in June • The results of the 2021-2022 SWP will be provided for parents and students. • Parents will be provided and have access to our school's academic performance. • In August, parents will be presented with results on how successful we were at meeting our goals set in the SWP. • Open House September 2021 <p>Design, Implementation and Evaluation are on-going throughout the school year.</p>				
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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> ● PBIS: <i>Monthly</i> meetings are held to discuss school-wide discipline goals, positive reinforcements and community involvement. ● SWP: <i>Quarterly</i> meetings are held to discuss programs which will bring the community, school and families together to help every student achieve their full potential. Parents are directly involved in the decision making process by informing families of community programs for students such as mentoring, tutoring and business partnerships. ● Data Analysis Review: Presentation to parents and community members in August 2021. The SWP will be reviewed by stakeholders prior to submission. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper</p>	<p>Effectiveness Measure: Sign-in sheets, agenda, surveys, ticket out the door, reports</p>
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<p>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> ● Open House September 2021 ● Home Communication folders: Used to inform parents of student's progress within grade-level curriculum 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board</p>	<p>Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports</p>

<p>(graded assignments) and important school-wide information.</p> <ul style="list-style-type: none"> ● Monthly Newsletters: Information is provided about classroom curriculum and important dates. ● Teacher Webpage: Information is provided about classroom curriculum and important dates. ● Digital News: Used to communicate between school and stakeholders (parents, students, teachers and community members). ● Agendas: All students have agendas/planners to communicate with parents about classwork, homework and projected assignments. ● School Website: Updated information is provided regarding events as well as easy access to the student progress center, school district website and teacher webpages. ● School Messenger: Robo-call used to inform parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information. The language setting can be readjusted to effectively communicate with our families with little to no English proficiency. ● Social Media: The school utilizes social media platforms such as Facebook, Instagram and Twitter as a means of communicating with parents. These social media outlets allow for two-way communication between home and school. 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, manila folders, communication folders, page/sheet protectors, agendas/planners, newsletters</p> <p>Estimated Cost: (see above)</p>	Effectiveness Results:
<p>Translation Services:</p> <ul style="list-style-type: none"> ● 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. 	Goal(s): 1-9	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Items Needed:</p> <p>Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets, agendas, surveys, ticket out the door, reports</p>

<p><i>(Title VI of the Civil Rights Act of 1964)</i></p> <ul style="list-style-type: none"> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a translator. 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper</p> <p>Estimated Cost: (see above)</p>	<p>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging 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. Include the month that the activity will take place if applicable.

<p>Parent Family Engagement Activity:</p> <ul style="list-style-type: none"> Meet & Greet... In August of 2021, parents and/ guardians will have an opportunity to meet their child's teacher for the 2021-2022 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within grade-level curriculum, homework and planner procedures and learning environment expectations. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, decorations, refreshments</p> <p>Estimated Cost: \$500 + (see above)</p>	<p>Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements</p> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity:</p> <ul style="list-style-type: none"> Open House... In September of 2021, parents and/ guardians will have another opportunity to meet their child's teacher for the 2021-2022 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within grade- 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper</p>	<p>Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements</p>

level curriculum, homework and planner procedures and learning environment expectations. They will also be able to further discuss now any specific concerns regarding the student's academic and behavioral needs.		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	clips, tape, staples, Post-it notes, poster-maker paper, decorations, refreshments Estimated Cost: \$500 + (see above)	Effectiveness Results:
Parent Family Engagement Activity: <ul style="list-style-type: none"> Gumbo with Grands... To acknowledge and celebrate the importance of Grandparents, they will be invited to join their grandchild(ren) for lunch in which gumbo will be served (September 2021). Muffins with Mom... To acknowledge and celebrate the importance of mothers and mother figures, they will be invited to join their child(ren) for muffin time and receive important information about the school (September 2021). 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, refreshments Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements <hr/> Effectiveness Results:

Parent Family Engagement Activity: <ul style="list-style-type: none"> Pastries with Parents... To acknowledge and celebrate the importance of our families, they will be invited to join their child(ren) for pastry time and receive important information about the school (October 2021). Fall Festival/ Trunk or Treat... This event will be held in October 2021 to offer our students and others in the community a safe alternative to trick or treating for Halloween. Multicultural Month: in honor of diversity and unity, the children, faculty, staff, and administration will celebrate the various heritages of our school population (October 2021). 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, decorations, food, candy, activities and games, bags, refreshments Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements <hr/> Effectiveness Results:
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<p>Parent Family Engagement Activity:</p> <ul style="list-style-type: none"> • Donuts with Dad... To acknowledge and celebrate the importance of fathers and father figures, they will be invited to join their child(ren) for donut time and receive important information about the school (November 2021). • Veterans' Day Celebration: this day will be set aside to honor and homage to those that have served our country in the armed forces (November 2021). • Prayer Breakfast: members of the Tangipahoa Sheriff's Department and local churches will join us for a time of prayer and breakfast. Prayer will be led by the members of the Positive Characters and Decisions (PCD) club (December 2021). 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> DEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, decorations, refreshments</p> <p>Estimated Cost: \$500 + (see above)</p>	<p>Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity:</p> <ul style="list-style-type: none"> • Christmas program... Parents, guardians and family members are invited to attend a Christmas program where students will be participating in performances that high the holiday (December 2021). • Math & Literacy Night... Students and their families rotate stations at the selected off-campus community site to participate in a variety of experiences designed to deepen their understanding of the Tier 1 curriculum (January 2022). • Black History Month Program... Parents, guardians and family members are invited to attend a presentation in which students pay tribute to African Americans that have made an impact on our lives (February 2022). 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, decorations, refreshments</p> <p>Estimated Cost: \$500 + (see above)</p>	<p>Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements</p> <hr/> <p>Effectiveness Results:</p>

Parent Family Engagement Activity: <ul style="list-style-type: none"> Testing Informational Session ... Students and their families will receive information and tips on being successful when it comes to taking the state standardized assessment (March 2022). 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, decorations, refreshments Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements <hr/> Effectiveness Results:
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Parent Family Engagement Activity: <ul style="list-style-type: none"> Science Night... Students and their families rotate stations at the selected off-campus community site to participate in a variety of experiences designed to deepen their understanding of the Tier 1 curriculum (April 2022). Recognition and Awards Day... Students, Parents, Faculty and Staff will be recognized, honored and celebrated for achievements and contributions throughout the year (May 2022). 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, decorations, refreshments Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, agendas, surveys, ticket out the door, reports, pictures, videos and advertisements <hr/> Effectiveness Results:
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Additional activities may be added

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Title I School Planning: <ul style="list-style-type: none"> SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod,	Effectiveness Measure: Surveys, ticket out the door, data reports
				Effectiveness Results:

			Spiral, Actively Learn, Zearn, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> Tier 1 Curriculum: These lessons provide differentiated instructional strategies that meet the needs of all students (Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Mindplay). The curriculum allows teachers to provide researched/evidence-based strategies to meet the challenges of the state academic learning standards. We will also be using Study Island and ABC LEAP books for ELA, Math, Social Studies and Science. Document cameras, Chromebooks, Smartboards and other technology resources are used during instruction to turn individual assignments into class assignments to support student-to-student interaction through cooperative learning discussions thereby maintaining the students' attention and engagement. 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic,	Effectiveness Measure: Surveys, ticket out the door, data reports <hr/> Effectiveness Results:

			<p>Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends</p> <p>Estimated Cost: \$1200 + (see above)</p>	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Student Learning Target (SLT): SLTs are measurable, data-driven Math and ELA goals for students in grades 4-8 which will guide instruction throughout the academic school year. Pre and Post Unit Assessment: Grade 4-8 are given pre-tests in both ELA and Math prior to unit instruction to determine prior knowledge of students. Post tests will be administered in both ELA and Math following the completion of a unit to determine the academic growth of the students. Common Formative Assessments: Grades 4-8 use various means of formally and informally assessing in Math and ELA to measure student performance in meeting the criteria for content curriculum within a specified time frame. LEAP 360: Students in grades 4-8 will take the LEAP 360 diagnostic, practice and interim assessments in both ELA and Math. The aforementioned assessments 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka,</p>	<p>Effectiveness Measure: Surveys, ticket out the door, data reports</p>
				<p>Effectiveness Results:</p>

<p>assess students' knowledge standing as well as prepare them for state standardized testing.</p> <ul style="list-style-type: none"> LEAP 2025: Statewide standardized testing in all core content areas will be administered to all students in grades 4-8. Test results will be used to drive instruction as well as various components of the school-wide plan. 			<p>PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends</p> <p>Estimated Cost: \$1200 + (see above)</p>	
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<ul style="list-style-type: none"> Strategies, Curriculum, and Assessments Specific to Students with Disabilities: Unique, Learning Walkthroughs: Classroom visits made by administration and instruction/curriculum coach that focus on constructive academic feedback aimed at improving teachers' instructional techniques and curriculum prowess in core subject matter as well as classroom management. Feedback is provided with time allowed for debriefing and reflections to improve/enhance the learning environment. Inclusion for 4-8 grade Math and ELA: Special education teachers support students in the classroom and collaborate with general education teachers on specific student needs. <p>System 44 and Read 180: Students scoring below Basic are</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-</p>	<p>Effectiveness Measure: Surveys, ticket out the door, data reports</p> <hr/> <p>Effectiveness Results:</p>
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<p>evaluated and placed into reading intervention programs such as System 44 and Read 180 to provide intensified ELA instruction. Students participate in rotating stations each day to meet their individual needs.</p>			<p>Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends</p> <p>Estimated Cost: \$1200 + (see above)</p>	
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> ● Imagine Learning will be used with ELL students ● The LA Connectors for English Learners will be utilized 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. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> ● Limited English Proficiency (LEP): Meets as needed to discuss the students' needs and progress with curriculum and instruction. ● District Advocate: A district appointed liaison will work 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod,</p>	<p>Effectiveness Measure:</p> <p>Surveys, ticket out the door, data reports</p> <hr/> <p>Effectiveness Results:</p>

<p>with assigned leadership team members to devise a schedule for efficiently meeting the needs of LEP identified students, and discuss the students' needs and progress with curriculum and instruction. The advocate/liaison will assist LEP students with language development as well as skill development for state standardized testing.</p> <ul style="list-style-type: none"> Translator App: Administration, teachers, faculty and staff will utilize the Translator App when needed to communicate with students, parents and other persons as needed. <p>Imagine Learning.</p>			<p>Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Imagine Learning, Mindplay, Substitutes, Stipends</p> <p>Estimated Cost: \$1200 + (see above)</p>	
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Data is reviewed by administration, lead teachers, counselor, and other leadership team members. Administration reviews possible failure reports and LEAP scores. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p>	<p>Items Needed:</p> <p>Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers,</p>	<p>Effectiveness Measure:</p> <p>Surveys, ticket out the door, data reports</p>
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<ul style="list-style-type: none"> ● Leadership team reviews benchmark assessment data. ● Teachers review cum folders. ● Teachers review student demographics and testing history. ● Bubble students are identified. ● Collaboration meeting are held weekly to discuss students, view student work and track data. <p>At-risk students are brought to the attention of administration for SBLC consideration.</p>		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster- maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O- Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends	Effectiveness Results:
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			Estimated Cost: \$1200 + (see above)	
Opportunities and Interventions for Students in Need: <ul style="list-style-type: none"> ● Moby Max: All students who scored Basic, Approaching Basic, or Unsatisfactory on the state standardized assessment in Social Studies, Science, Math and ELA will use this program. Students are progressed monitored within the program. They will also attend computer lab regularly. ● RACE strategy: Students are taught how to apply this step by step response strategy of Restating, Answering, Citing evidence and Explaining to strengthen them with written responses. ● System 44 and Read 180: Students are identified as at risk by test scores and teacher recommendation. They are expected to participate in the program 4 days a week for 45 minute sessions per day scoring a minimum of 75% proficiency in each activity. Student progress will be monitored via student performance reports. ● Math Intervention: Students are identified as at risk by test scores and teacher recommendation. They are expected to participate in the program 4 days a week for 45 minute sessions per day scoring a minimum of 75% proficiency in each activity. Student progress will be monitored via student performance reports, and pre and post-test assessment. ● Jobs for America's Graduates (JAG): This program is designed to assist struggling students with obtaining career, soft, and life skills. Students are taught using the JAG curriculum. 	Goal(s): 1-9	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> X JAG <input type="checkbox"/> Other 	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies	Effectiveness Measure: Surveys, ticket out the door, data reports <hr/> Effectiveness Results:

			Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: <ul style="list-style-type: none"> School Building Level Committee (SBLC): this committee will perform a complete evaluation on students experiencing continued difficulty both academically and behaviorally. The SBLC committee will consist of a chairperson, administrator, pupil appraisal, speech therapist, regular education teacher, and parent. 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science,	Effectiveness Measure: Surveys, ticket out the door, data reports <hr/> Effectiveness Results:

			Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
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Interventions Specific to <u>Students with Disabilities</u>: <ul style="list-style-type: none"> • Unique • Graphic organizers: pictorial and visual aids that help with organizing academic information. • Computer assisted instruction: drill and practice, tutorial, simulation activities on the computer to enhance learning, 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers,	Effectiveness Measure: Surveys, ticket out the door, data reports
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<p>reinforce skills, and supplement traditional, teacher directed instruction.</p> <ul style="list-style-type: none"> ● Accommodations: teachers are provided with a copy of the student's IAP and IEP. Teachers are shown how to follow the plans by the lead SPED teacher. Accommodations might include, but are not limited to test read aloud, repeated directions, small group, extended time, etc. ● Modification of text or curriculum: adapting the text and/ or curriculum to ensure comprehension. Reduction of non-essential text outlining, paraphrasing, emphasis on main points, vocabulary and strategy review, and use of audio text will be used to facilitate learning. ● Tutor/Peer Buddy: students help one or two other students with reading and math activities to assist in achieving learning objectives. ● Use of visuals: making information comprehensible with concrete or pictorial representations. ● System 44 and Read 180: Students are identified as at risk by test scores and teacher recommendation. They are expected to participate in the program 4 days a week for 45 minute sessions per day scoring a minimum of 75% proficiency in each activity. Student progress will be monitored via student performance reports. Intervention for reading comprehension and writing will be provided by the classroom teacher. ● Behavior Intervention Plan (BIP): students are identified as at risk due to behavior concerns. They will have a behavior plan identifying strengths and weaknesses and a goal for the student. The students are held accountable through the use of a behavior tracking chart. Rewards and consequences are administered accordingly per individual student. Teacher are trained on how to use the behavior tracking chart effectively and the importance of the BIP. Meetings are held regularly to discuss the identified students. 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster- maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O- Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends</p>	<p>Effectiveness Results:</p>
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			Estimated Cost: \$1200 + (see above)	
Interventions Specific to English Learners: <ul style="list-style-type: none"> • LEP students will participate in a computer program to enhance their acquisition of the English language. Imagine Learning. • Limited English Proficiency (LEP): Meets as needed to discuss the students' needs and progress with curriculum and instruction. • District Advocate: A district appointed liaison will work with assigned leadership team members to devise a schedule for efficiently meeting the needs of LEP identified students, and discuss the students' needs and progress with curriculum and instruction. The advocate/liaison will assist LEP students with language development as well as skill development for state standardized testing. • Translator App: Administration, teachers, faculty and staff will utilize the Translator App when needed to communicate with students, parents and other persons as needed. 	Goal(s): 1-9	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies	Effectiveness Measure: Surveys, ticket out the door, data reports <hr/> Effectiveness Results:

			Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Technology for 4th-8th grade: all students will have access to technology daily to enhance learning. They will learn, participate in activities, and receive support that reinforces grade level curriculum. • Physical Education for 4th-8th grade: all students will participate in a physical education program weekly designed to assist them with physical development and coordination. They will review, master and apply the skills and concepts presented. • Eagle Awareness: students are given the opportunity to conduct the morning announcement, sharing important happenings in the school and most importantly, reflective thoughts and impartations on our CORE Values. <p>Clubs for 4th-8th grade: all students will have an opportunity to</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn,</p>	<p>Effectiveness Measure: Surveys, ticket out the door, data reports</p> <hr/> <p>Effectiveness Results:</p>
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participate in the select club of their choice biweekly: book, 4-H, bible, Zumba, board game, etc.)			Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips): After school tutoring: students will be monitored through teacher made, state test aligned, pre and post assessments to determine	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers,	Effectiveness Measure: Surveys, ticket out the door, data reports

success of the program. Student attendance will be monitored as well.		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster- maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O- Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax, Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends	Effectiveness Results:
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			Estimated Cost: \$1200 + (see above)	
<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> Positive Behavior Intervention Support (PBIS): PBIS team meets monthly to review discipline data and determine areas of need and celebration. The PBIS team along with faculty and staff set behavioral expectations for school culture and learning environment and is reinforced by short and long term incentives. Check-in/ Check-out and BIP: these processes provide additional support for those students that are in need of behavioral RTI. PBIS Rewards System: teachers are required to utilize the district provided PBIS Rewards System for awarding students. The teachers use of the system is monitored as well to convey the importance of the system. And teachers too are rewarded for various positive acts. 	Goal(s): 1-9	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, Chromebooks, docu-cams, Screencast-O-Matic, Nearpod, Spiral, Actively Learn, Guidebooks, Zearn, Eureka, PhD Science, Open SciEd, Quest for Success, MobyMax,	Effectiveness Measure: Surveys, ticket out the door, data reports <hr/> Effectiveness Results:

			Common Lit, Epic, Writing Revolution, LDOE Social Studies Resources, Read180, System 44, Unique, Imagine Learning, Study Island, ABC LEAP books (ELA, Math, Social Studies, Science), Mindplay, Substitutes, Stipends Estimated Cost: \$1200 + (see above)	
Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> Meet and Greet for all incoming 4th grade students (August 2021). Incoming 4th grade students from the feeder school will have an opportunity to visit the campus (May 2022). The school's routines and procedures are reviewed with new students that may enroll throughout the school year. Outgoing students: <ul style="list-style-type: none"> Arrangements will be made for 8th grade students to visit their feeder high school where they will have an opportunity to tour the campus, meet faculty and staff and receive pertinent information that will better prepare them for the next school year (May 2022). A summer reading list will be created and provided for the 8th grade students to prepare them for 9th grade reading. 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, folders, refreshments, rewards Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, surveys, agendas, ticket out the door <hr/> Effectiveness Results:

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Faculty Meetings/Team Time: a monthly meeting to address the leading school need. ● Grade level meetings: the teachers meet weekly to discuss the academic and behavioral needs of students. An administrator is present as needed to address concerns. ● PLC meetings: the teachers meet weekly with the curriculum coach to receive support in addressing specific needs regarding the Tier 1 curriculum. Student data is tracked via an Individual Growth Plan (IGP) and used to drive the support given. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, folders, Chromebooks, refreshments, Substitutes, Stipends</p> <p>Estimated Cost: \$1200 + (see above)</p>	<p>Effectiveness Measure: Sign-in sheets, surveys, agendas, ticket out the door, data reports, learning walkthroughs and observations</p> <hr/> <p>Effectiveness Results:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Other Professional Training: * Conferences/Trainings <p>Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p>	<p>Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper</p>	<p>Effectiveness Measure: Sign-in sheets, surveys, agendas, ticket out the door, data reports, learning walkthroughs and observations</p>

<p>approvals for specifics.</p> <ul style="list-style-type: none"> • School teachers, faculty, staff and administration will participate in professional development opportunities on both the school and district level. • Vertical collaboration: there will be opportunities for the teachers to collaborate vertically within the school as well as with feeder schools. • PBIS Team: meet once a month after school and attend professional development opportunities that will assist in improving discipline and school culture. • Trust-Based Relational Intervention (TBRI): a holistic, research and theory based approach in dealing with student behaviors that allows for trauma-informed intervention practices. <p>School Support Institutes: professional learning sequence for school leadership teams to ensure that teachers are prepared to deliver high quality lessons. This training is grounded in content-specific instructional practices and aligned to Louisiana's Tier 1 curricula. Participants will leave with concrete steps to make meaningful changes that drive academic improvements for all</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, folders, Chromebooks, refreshments, Substitutes, Stipends -See individual Prior Approvals for specific items needed</p> <p>Estimated Cost: \$1200 + (see above)</p>	<p>Effectiveness Results:</p>
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- School Administrator 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 college 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 provided an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent:

<ul style="list-style-type: none"> Teacher Certification: teachers whom are uncertified will either begin/continue the certification process by either taking classes or the required tests to become alternatively certified. Teachers will provide on-going documentation of their attempts to becoming certified. Teacher Retention: teachers work with teacher leaders, administration and other members of the leadership team to improve their teaching capacity, this involves development in the area of content knowledge, classroom management, organization, organizational expectations, professionalism and their level of comfort in the classroom. 	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Copy paper, pens, pencils, toner, ink, colored paper, cardstock, markers, dry erase markers, dry erase board cleaner, paper clips, tape, staples, Post-it notes, poster-maker paper, Post-it chart paper, folders Estimated Cost: \$500 + (see above)	Effectiveness Measure: Sign-in sheets, surveys, agendas, ticket out the door, data reports, learning walkthroughs <hr/> Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

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

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:

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

- On-going data collection from various components addressed in the plan.
- SLTs weekly through teacher IGPs
- LEAP 360 Assessments (diagnostic, practice, interim)
- Progress Monitoring of programs data (System 44, Read 180, Unique, Imagine Learn, Study Island, etc)
- OnCourse Reports (behavior, attendance and academics)
- Common Formative Assessments designed by the teacher that are aligned to the state standardized assessment (teachers will implement a backwards design concept in adjusting lessons as needed and to provide remediation)
- SWP Committee meetings
- A discipline report will be submitted to the district at the end of every six weeks.
- Professional development documentation
- Learning walkthroughs
- On-going meetings to discuss student needs and follow-up to ensure needs are being met.
- SBLC meetings
- Monthly PBIS meetings

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

- The SWP Committee will meet quarterly or as needed according to planned dates to discuss the impact and effectiveness of school programs. June 2022 the SWP Committee will meet to close out the year to determine the effectiveness results in meeting the goals set in the plan as well as the family engagement policy. Any revisions needed will be made at this time as well as future planning efforts. Needs Assessment results, progress of teacher SLTs, curriculum implantation and other results will be discussed to plan for next steps. When LEAP 2025 results are received, additional meetings will be held to modify and adjust next steps as needed.

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

- August faculty meeting
- Open house

2021-2022 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Darlene Hammer
- Assistant Principal: Charlotte Seymore
- Assistant Principal: Robin Danos
- Curriculum Facilitator: Kristie Joiner
- Student: Hailey Zanders
- Teacher: Rebecca Stumpf
- Parent/Family: Catherine McCrea
- Community Member: Danyelle Sanders-Horton
- Counselor: Patricia Mabry

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Darlene Hammer
- Assistant Principal: Charlotte Seymore
- Assistant Principal: Robin Danos
- Curriculum Facilitator: Kristie Joiner
- Student: Hailey Zanders
- Teacher: Rebecca Stumpf
- Parent/Family: Catherine McCrea

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.

Darlene Hammer

Principal Signature

6/29/21

Date

Chairperson, School-wide Improvement Team Signature

Date