**2021-2022  
Schoolwide Plan**



**Midway Elementary School**

**Pre-kindergarten – Grade 3**

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

**School: Midway Elementary School**

**SPS \_54.3\_\_**

**Letter Grade \_\_D\_\_**

**Check all that apply (verify with principal):**

**\_\_X\_\_ 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**

**\_\_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.

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| **Item/s Needed**  **All items purchased must be for student use 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, labels, ink, toner, masters, staples | X | X | X | $8000.00 |
| Copy machine, Duplicator, Printer | X | X | X | $5000.00 |
| Service Contracts | X | X | X | $1500.00 |
| Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs | X | X | X | $5300.00 |
| Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors | X | X | X | $600.00 |
| Laminator, Laminating Film | X | X | X | $10000.00 |
| Poster Maker, Poster Paper, ink | X | X | X | $1000.00 |
| Communication Folders, Planners | X | X | X | $1000.00 |
| Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors, | X | X | X | $400.00 |
| 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, Bulletin Board Boarder, glue, glue sticks | X | X | X | $3000.00 |
| Dry Erase Supplies: boards, erasers, cleaner, markers |  | X | X | $1500.00 |
| Science Refill Kits, other Science supplies, |  | X |  | $1500.00 |

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| 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** |
| The Scale Score Average for Grade 3 students reflected an Achievement Level of “Basic” for Mathematics on the LEAP 2025 assessment. | Comprehensive Intervention Required (CIR) - based on school performance score. |
| The rating for kindergarten - Grade 3 Math increased to a Level 3 on the Curriculum Implementation Scale. | Urgent Intervention Required (UIR) for discipline. |
| 75+% of Pre-kindergarten – Grade 2 students scored on or above level in Math on the District EOY assessment. | 80% of Grade 3 students scored unsatisfactory on LEAP 2025 writing performance. |
| Grades Pre-kindergarten & Grades 1 - 3 increased from level 1 to level 2 on ELA implementation scale. | The Scale Score Average for Grade 3 students reflected an Achievement Level of “Unsatisfactory” for Social Studies on the LEAP 2025 assessment. |
| 95+% of Pre-kindergarten students scored on level for District End-of-Year ELA and Math assessments. | 87% of Grade 3 students scored weak in science on the LEAP 2025 assessment. |
| 95% of our students had zero Out of School suspensions | Only 61% of our students missed fewer than 15 days |
| 78% of teachers responded favorably that they are confident that their school leaders have the best interests of the school in mind | 58% Grade 1 and 59% Grade 2 scored below level on District End-of-Year ELA Benchmark Assessments. |
| 92% of Grade 3 students responded favorably they have an adult at school they can count on. | 47% of Grade 3 students responded favorably that the behavior of other students hurt their learning. |
| 71% of Grade 3 students feel supported by the adults in school. | 29% of Grade 3 students responded favorably that when they are not in school they talk about ideas from their classroom. |
| All Grade K - Grade 2 teachers participated in the literacy master’s program, AIMS Pathways to Proficient Reading. 100% completed course. | 32% of teachers responded favorably that they matter to others at school. |
| 86% of administrators/teachers responded favorably that they were confident in supporting their students’ growth and development. | 18% administrators/faculty responded favorably to having colleagues with positive attitudes. |
| **DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2):**  2020-2021 LEAP 2025 Assessment Reports  2020-2021 Panorama Education Survey for teachers, staff, and Grade 3 students  2020-2021 Kindergarten - Grade 2 District ELA and Math End-of-Year (EOY) Benchmark Assessments  2020-2021 Pre-kindergarten ELA and Math End-of-Year (EOY) Benchmark Assessment  2020-2021 Curriculum Implementation Scale Ratings for Eureka Math, Wit and Wisdom Reading, CKLA, and ELA Guidebooks  2020-2021 Absence and Discipline Reports from OnCourse | |
| **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)*** | |
| 1. 80% of Pre-Kindergarten – Grade 2 students will increase at least one proficiency level on the District end-of-year (EOY) ELA and Math checkpoints. Students at the highest level will increase/maintain within their proficiency level. | |
| 1. Increase the % of grade 3 students who achieve mastery on their third-grade LEAP 2025 assessment in ELA from 12% to 15% and math from 21% to 25%. | |
| 1. Increase the % of students of color scoring mastery or advanced on the third grade LEAP 2025 assessment in math from 18% to 22%. | |
| 1. Increase the % of English Leaner students scoring basic or above on the third grade LEAP 2025 assessment from 35% to 40%. | |
| 1. Decrease the % of students who are chronically absent (15 or more days a year) from 39% to 30%. | |

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| 1. **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 SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and***   ***uniform format and, to the extent practicable, provided in a language that the parents can understand.***   * + ***Each school are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*** | | | | |
| **PARENT/FAMILY ENGAGEMENT ACTIVITY** | **GOAL(S) ADDRESSED** | **BUDGET(S) USED TO SUPPORT ACTIVITY** | **ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY** | **EFFECTIVENESS** |
| **Describe how all parents will be involved in the design and** **evaluation of the SWP (include the month that activity will take** **place):**   * Parents will receive a “State of the School” address from the principal in **September.**  This will include the SWP.  They will be given a feedback sheet to render feedback.  The administration will then disaggregate the data and make changes accordingly. Due to CoVid safety protocols, all meetings will be virtual. * All parents will be invited and encouraged to participate in a Needs Assessment Survey in **February**.  The results of the survey collected and utilized to determine strengths and weaknesses of the school.  Changes will be made accordingly. * Five parents and/or community members will be involved in the design of the School Wide Improvement Plan and to address the Parent and Family Engagement portion of the SWP. At the Stakeholders meeting in **June**, parents will evaluate the effectiveness of the School Wide Plan and set priorities and goals for the following school year. Meetings will follow following pandemic safety protocols. * P.A.L.S. (Parents are Life Savers) will serve as a Midway school wide parent volunteer organization.  P.A.L.S. will assist in designing, reviewing, and revising parent and family engagement activities and events.  Meetings will take place in **September**, **January,** **March**, and **May**. Meetings will be held following pandemic safety protocols.   Implementation:   * Parents will assist in the implementation of the SWP through in-person and/or virtual attendance of family event planning meetings and as volunteer workers at the family events.  P.A.L.S. (Parents are Life Savers) will serve as a parent volunteer organization.  P.A.L.S. will assist in implementing parent and family engagement activities and events. Meetings will be held following pandemic safety protocols. * Monthly newsletters will be sent home to educate and inform parents on how to help the students reach targeted school wide events. * School website, social media, and phone/email broadcasts will be used to inform and educate parents of school wide meetings, events, and activities.   Evaluation:   * Parents will complete a Title 1 Needs Assessment.  A parent letter will be sent home at the end of the school year requesting feedback of all programs, including Title 1. * The results of the SWP will be presented at the next year Open House, as well as at the “State of the School” address for parents, community members, and students, following pandemic safety protocols. * Parents and community members will be presented with the school’s overall academic performance at the State of the School meeting, following pandemic safety protocols. | **Goal(s):**  **1 -5** | **Budgets** used to  support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:**  **$800.00** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
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| **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**   * Data Analysis Review:  In **August** and **September** the school’s academic performance will be presented to parents and community members, following pandemic safety protocols.  Parents and community stakeholders are invited to make suggestions for improving the school’s academic performance. * SWP Meetings:  In-person and/or virtual meetings will be held in **September,** **January**, **March**, and **May** to discuss programs which bring school, families, and the community together to help every student achieve their potential.  Parents and P.A.L.S. will be directly involved in the decision making process by informing families of community and school programs for students such as mentoring, tutoring, and business partnerships. * PBIS Meetings:  In-person and/or virtual meetings will be held monthly to discuss school wide discipline goals, positive reinforcements, family, and community involvement. | **Goal(s):**  **1 - 5** | **Budgets** used to  support this activity:   * Title I * Title II * LA4 IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets  **Effectiveness Results:** |

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| **Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:**   * Home Communication Folders:  Communication folders will be sent home daily to inform parents of student’s progress within grade-level curriculum, graded assignments, and important school wide information. * Monthly Newsletters:  Information will be provided about classroom curriculum, important dates, and family involvement activities. * OnCourse:  Information will be provided on OnCourse to parents about classroom curriculum, assignments, and important dates. * School Website:  Updated information will be provided on the school website regarding events.  This will provide easy access to the student progress center, school board website, and teacher web pages. * School Messenger: Robo-calls and/or email blasts will be used to inform parents of important school wide information and upcoming events.  Different languages can be utilized to reach Hispanic parents if needed. This will also utilized in case of emergencies. * Social Media:  The school utilizes Facebook and other social media as a means of communicating with parents.  This social media account also allows for two-way communication since parents and students are able to message accordingly. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Nicky folders (i.e. Home Communication folders)  **Estimated Cost:**  **$1000.00** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Translation Services:**   * Schools should ensure that all staff communicate with LEP families in a language they understand and notify LEP families of any program, service, or activity communicated to English-speaking families,to the extent practicable**.**   ***(****Title VI of the Civil Rights Act of 1964)*   * Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a translator. * Spanish copies of important information, homework, and parent communication will be utilized when needed. * On our campus we have three staff members to translate for our Spanish speaking families and three staff members who can interpret in sign language, all as needed. * An iPAD will be used to employ a translator app that translates for students and parents as needed. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters  iPad, Spanish copies of various notes and newsletters  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |

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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.*** | | | | |
| **Parent Family Engagement Activity: 1-2**   * Kindergarten Orientation:  Parents and kindergarten students will be invited to school to meet the teachers for the 2020-2021 school year, following pandemic safety protocols. Parents will be instructed on how to access instructional kindergarten resources, teacher expectations for Kindergarten student performance within their curriculum, positive discipline, and homework procedures. This event will also include how to access On Course Classroom, as well as passcodes and sign-ins. This will be held in **August** by appointments. * Pre-kindergarten Orientation:  Parents and pre-kindergarten students will be invited to meet their teachers for the 2020-2021 school year, following pandemic safety protocols. Parents will be instructed on how to access instructional pre-kindergarten resources, teacher expectations for pre-kindergarten student performance within their curriculum, positive conscious discipline, and additional family involvement opportunities. This will include how to access On Course Classroom, as well as passcodes and sign-ins.  This will be held in **August.** | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Light snacks and refreshments will be provided to parents and families for these activities.  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity: 3-5**   * Meet and Greet:  This is an opportunity for parents and students to meet their child’s teachers for the 2020-2021 school year. Parents will be able to drop off school supplies and ask questions, following pandemic safety protocols.  This event will take place in **August**. * Open House:  This is an opportunity for parents and students to meet their child’s teacher for the 2020-2021 school year, following safety protocols. Parents will be provided information on the logistics of the school day, such as, carpool, check in/check out/ eating lunch with a student, birthday parties, PBIS events, and other school-wide procedures. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade level curriculum, positive discipline, and homework procedures.  We will also include how to access On Course Classroom, as well as passcodes and sign-ins.  This will be held in **September**. At this meeting parents will be encouraged to join P.A.L.S. (Parents are Life Savers) * State of the School Meeting:  Parents will be provided with information on the academic performance of the school, instructional goals, PBIS events/rewards. The principal will also review the SWP and parents will be able to provide written feedback on the plan.  At this meeting, the parents will be encouraged to join the P.A.L.S. (Parents are Life Savers). This meeting will be held in late **September**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity: 6-7**   * Grandparents Breakfast:  Grandparents and students are invited to attend the grade level breakfasts celebrating grandparents, following pandemic safety protocols.  Students will perform before or after breakfast.  These events will be held in **October**. * K.I.S.S.: (Kids Invite Someone Special) Students will invite someone special to have lunch with them to celebrate diverse families following pandemic safety protocols. Each grade level will have a different month:  Pre-K in **November**, Kindergarten in **December**, 1st grade in **January**, 2nd grade in **February**, and 3rd grade in **March**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPad, Decorations –Students will use paper and other items to decorate such as table decorations and background/frame for photos, photo processing  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity: 8-9**   * Christmas Programs:  Parents and families are invited to attend/view the grade level Christmas program, following safety protocols where students will participate in class performances. Activities are aligned to the Louisiana State Standards.  These events will take place in **December.** * Daddy/Daughter and Mommy/Son Social:  Parents and students are invited to participate in a social gathering celebrating families, following safety protocols.  Student activities promoting the event are aligned to the Louisiana State Standards.  These events are held as follows:  Daddy/Daughter in **February** and Mommy/Son in **April**. * Mornings with Moms and Dining with Dads:  Parents and students are invited to participate in a breakfast or lunch event celebrating families, following safety protocols.  Student activities promoting the event are aligned to the Louisiana State Standards.  These events will be held in **May**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Decorations –Students will use paper and other items to decorate such as table decorations and background/frame for photos, photo processing  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity: 10-11**   * Math and Literacy Night:  Students and their families will rotate through various places on campus following safety protocols for a variety of shared activities and experiences.  Families will participate in stations designed to deepen their understanding of the Tier 1 Curriculum.  This event will be held in **November**. * Black American History Month Program:  Parents and families are invited to attend/view, following pandemic safety protocols the Black History Month Program where students will participate in an event dedicated to the outstanding accomplishments of famous African Americans throughout history.  Students will perform before a school wide assembly and it will be a livestreamed and/or video taped for parents on the school’s Facebook page.  Activities are aligned with Louisiana State Standards.   This event will be held in **February**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * DEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, Decorations –Students use paper and other items to decorate such as table decorations and background/frame for photos, photo processing  **Estimated Cost:**  **$200.00** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity: 12-13**   * Dr. Seuss Week:  Parents, community members, and students are invited to participate in classroom activities, following pandemic safety protocols celebrating literacy and promoting reading.  These week-long activities are aligned to the Louisiana State Standards.  This event will be held in **March**. * Testing Informational Meeting:  Parents are invited to participate in an in-person/virtual meeting, following pandemic safety protocols on LEAP testing. Parents and Grade 3 students can view released test items and receive state testing information and family resources. This event will be held in **March**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity: 14-15**   * Awards Day:  This is a celebratory event for students and parents. Students will be presented certificates and awards for achievement and honor recognition.  This event will be held in **May.** * Closing Ceremonies: Parents will be invited to attend/view, following pandemic safety protocols a closing ceremony for our Pre-kindergarten and Kindergarten students. Students will perform and receive a certificate of completion. This event will be held in **May.** | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads, certificates, Decorations –Students use paper and other items to decorate such as table decorations and background/frame for photos, photo processing  **Estimated Cost:**  $200.00 | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets  **Effectiveness Results:** |
| **Parent Family Engagement Activity: 16-18**   * PBIS Store:  A store is held 4 times per year for students to visit and purchase items using their Claw Cash.  Donations are accepted to get items to stock the store and fundraisers are held to sustain the PBIS account.  These events are held in **September**, **November**, **December**, **February**, and **April**. * Parent Conferences:  Every 3 weeks students receive either progress reports or in 6 weeks, report cards.  Parents are invited and encouraged to attend conferences to address academic or curriculum concerns, grades, student strengths and/or weaknesses.  If there is a discipline concern, the teacher and the parent will collaborate to develop a plan of action to assist the student.  These conferences can be held at any point during the year. * P.A.L.S.:  During the school year, a parent involvement committee will be implanted.  Meetings are held to discuss programs which will bring the community, school, and families together to help every student achieve their highest potential.  Parents are directly involved in the decision making process by informing families of community programs  for students including mentoring programs, tutoring, school district and public library resources, as well as business partnerships.  These meetings are held in **September**, **January**, **March**, and **May**. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets  **Effectiveness Results:** |

Additional activities may be added

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| 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:**   * SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. * The Instructional Leadership Team (ILT) will meet weekly to discuss the SWP and the progress that has been made. During these meetings, feedback is elicited for ideas for the following year. * The SWP team will meet 3-4 days throughout the year to work on Title I School Planning. Team members will need substitutes to cover their classes. * The SWP at the end of the year to collect and analyze data for the Comprehensive Needs Assessment (CNA), plan, and write the SWP for the following year based on the data and effectiveness results. This will take place in late **May** and **June.** | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Stipends**  **Substitutes**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:**  **$3300.00** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Rigorous, Standards-Based Curriculum:**   * Tier 1 Curriculum:   Wit and Wisdom and CKLA (K-2)  DIG Curriculum (Pre-Kindergarten)  Eureka Math (Pre-Kindergarten – Grade 3)  ELA Louisiana Guidebooks (Grade 3)  PhD Science (Kindergarten – Grade 3)  Social Studies: K-2 aligned with Louisiana GLEs through Wit and Wisdom and Grade 3 aligned with Louisiana GLEs through district virtual content  Character First Education – SEL (Kindergarten – Grade 3)  The lessons in the Tier 1 curriculum provide differentiated instructional strategies that meet the needs of ALL of our students.  This curriculum allows teachers to provide evidence-based strategies to meet the challenges of the rigorous state academic standards in math, ELA, and science.  Document cameras, Chromebooks, Smartboards, and IPADS are used throughout the instruction to provide differentiated instruction, support our goal of meaningful discussions that increase student understanding and engagement and support hands-on activities.  Administrators and Curriculum Coach will act as an instructional coach for a grade level and/or a specific content ensuring that Tier 1 curriculum is effectively taught at a high level of student mastery. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports |
| **Effectiveness Results:** |
| **Use of Academic Assessments to Improve Instruction:**   * **SLT (Student Learning Targets):**  SLTs are detailed, measurable ELA, Math, Science, and Social Studies goals for students in grades Pre-k through 3rd grade which will be used to guide instruction. * **Common Weekly Assessments:**  Grades K-3 will use a variety of formal and informal assessments to measure student performance that meets criteria for content curriculum within a given time-frame.  Assessments will be analyzed for strengths and weaknesses and to address areas to improve during weekly collaboration meetings. * **Post Module/Unit Test**:  Grades K-3 are administered end of module/unit tests to measure academic progress and to improve instruction.  An analysis of the post-test before teaching the unit/module provides for “backward design” instruction.  Student assessments will be analyzed for strengths and weaknesses following the tests.  Action plans are developed to address identified areas to improve during grade level collaboration meetings. * **Individual Student Plans:**  Diagnostic assessments will be used to address unfinished learning. Assessments throughout the year will be used to adjust the student plans as needed. (k-3) * **LEAP 360:**  Students in Grade 3 will take 2 interim assessments for ELA and Math which focuses on preparation for state standardized testing. * **LEAP 2025:**  Statewide standardized testing in all core subjects is taken by students in Grade 3.  Test results obtained in the summer will be used to direct instruction the following academic school year. * **K-2 Benchmark Assessments:**  Students in grades K-2 will be administered a beginning-of-year (BOY) mid-year (MOY) and end-of-year district (EOY) assessment for ELA and Math.  The BOY and EOY assessments will be used to measure academic growth and drive subsequent instruction.  Test results obtained following the end of the year assessments are used to direct instruction this following academic school year. * **District Science and Social Studies Checkpoints:** Students in Grade 3 will be administered 1-2 checkpoint assessments. The data will be used to measure academic growth, monitor progress, and drive subsequent science and social studies instruction. * **Pre-kindergarten Assessments:** Students in pre-kindergarten classes will assess students with a beginning-of-year (BOY), mid-year (MOY), and end-of-year (EOY) assessment in ELA and Math. These assessments will be used to monitor academic growth and drive classroom instruction. Test results obtained following the end-of-year assessments are used to direct instruction the following academic school year. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Stipends, substitutes, computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports |
| **Effectiveness Results:** |

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| **Strategies, Curriculum, and Assessments Specific to Students with Disabilities:**   * **Learning Walkthroughs:** Classroom visits by administration and curriculum coaches that focus on constructive academic feedback aimed at improving teachers’ instructional techniques in core subjects, student engagement, and classroom management will be made weekly. Instructional feedback will be given to classroom teachers to allow for reflection on effective teaching strategies and student engagement. * **Inclusion for Grades K-3:** Special Education Teachers support students in the classrooms, collaborate with regular education teachers, and monitor support provided by paraprofessionals on specific student needs. Modifications and accommodations as directed by the students’ IEPs are provided to students with disabilities. * **Tier 1 Curriculum:** All students with disabilities will have access to Tier 1 curriculum with appropriate accommodations and modifications. * **Unique Curriculum:** The Unique Program will be utilized for specific students with disabilities in the Level 4 Special Education setting as needed when indicated by student data. * **System 44:** Students in Grade 3 with reading disabilities who would benefit from phonics instruction as determined by SPI assessment, will receive daily computer directed and teacher instruction using System 44. * **504 Accommodations:** Students in Grades K-3 who qualify for 504 accommodations will receive appropriate support in all areas of classroom instruction. The curriculum coaches will provide additional support to teachers as needed for implementation of effective teaching strategies and assessments. MindPlay computer directed instruction will be provided for students when indicated by student data. * **Behavior Intervention Plans:** Students in grades K-3 will be provide a BIP as needed and directed by IEP/IAP. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Stipends, substitutes, computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives, rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.    **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports |
| **Effectiveness Results:** |
| **Strategies, Curriculum, and Assessments Specific to English Learners:**   * 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.   **Describe the EL program at your school, including how and what services are provided to the EL students:**   * Teachers will support language development through appropriate instruction and the use of translator apps when needed. * Curriculum coach will provide bi-weekly training on effective EL teaching strategies during collaboration meetings. * An EL teacher will meet with identified EL students 1-2 days/week to provide needed instruction. * A trained EL paraprofessional will meet with identified EL students 1-2 days/week. * **Imagine Learning** computer directed learning will be provided for students when indicated by student data. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Word dictionaries, translator apps, computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, DEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation rubric, observation data/reports |
| **Effectiveness Results:** |

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| ***Interventions for At-Risk Students*** | | | | |
| **Process for Determining Student Participation in School and Classroom Interventions:**   * Data is reviewed by administration, lead teacher, curriculum coaches, and specialists * Administration and curriculum coaches reviews possible failures reports, K-2 Benchmark data and Grade 3 LEAP scores. * ILT will review benchmark assessment scores. * Teachers, administrators, and curriculum coaches review Student Cumulative Folders and student assessment data. * Under performing students and “bubble” students are identified by teachers. * Weekly grade level collaboration meetings are held to analyze student work and track class and student data. * Focus plans are developed by each teacher to address student weaknesses. * Weekly school SAT meetings are held to review data and determine changes to be implemented for students not making adequate progress as determined by the data. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation rubric, observation data/reports |
| **Effectiveness Results:** |
| **Opportunities and Interventions for Students in Need:**   * **MindPlay:** Students K-3 who are identified at risk for reading based on student data, teacher recommendations, and tests scores will use this program up to 150 minutes/week. Students will be monitored within the program using student data reports. * **System 44:** Students in Grade 3 with phonics deficits as determined by assessment, will receive 30 minutes of daily computer directed and/or teacher instruction using System 44. Progress will be monitored within the program using student data reports. * **ZEARN:** Students K-3 identified as at risk for math, based on student data, teacher recommendations, test scores, or “placed with interventions” will use this program. Students will use the program during Computer Lab weekly, and in the classrooms using iPads and Chromebooks. * **Daily Interventions**: Interventions are embedded within the Tier 1 ELA and math curriculum and will be provided by classroom teachers and paraprofessional interventionists. Students will be provided 30 minutes of daily intervention instruction. Progress will be monitored by student performance reports. * **Daily Accelerate Learning**: Students K-3 identified as at risk for ELA and/or math will be provided 30 minutes of accelerate instruction during enrichment pull outs, “i before e”. * **Imagine Learning:** EL students identified as at risk for ELA will receive 30 minutes of weekly computer directed learning using Imagine Learning program * **EL Student Support:** EL students identified as at risk in ELA and math, based on student data, will receive weekly support services from teacher/paraprofessional | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Word dictionaries, translator apps, computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, observation data/reports |
| **Effectiveness Results:** |
| **Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:**   * **SAT (Student Assistance Team):** The school/local SAT will track progress of students experiencing continued difficulty academically and/or behaviorally. The local SBLC team will consist of the chairperson, administrator, curriculum coach, teacher, parent, speech therapist, behavior interventionist, etc. * **SAT Collaboration**: The district team will complete evaluations of students experiencing continued difficulty academically and/or behaviorally. The team will consist of the chairperson, administrator, curriculum coach, Pupil Appraisal team, teacher, parents, speech therapist, school nurse, behavior interventionist, etc. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Coast:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, observation data/reports |
| **Effectiveness Results:** |

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| **Interventions Specific to Students with Disabilities:**   * **Computer Assisted Instruction**: Individualized instruction, tutorials, practice, or simulation activities on the computer will be used to reinforce skills, enhance learning, and supplement or used in conjunction with teacher directed instruction. * **Visuals:** Teachers will use visuals, such as drawings, illustrations, and pictorial representations to assist students in accessing information and concept development. * **Graphic Organizers:** Teachers will use a variety of pictorial representations, charts, tables, Venn diagrams, etc. that assist students in organizing academic information. * **System 44:** Students in Grade 3 with reading disabilities who would benefit from phonics instruction as determined by SPI assessment, will receive daily computer directed and teacher System 44 instruction. * **Modification of Text or Curriculum:** Special Education teachers will adapt the text or curriculum as needed to ensure students are able to access text and/or solve problems. Reduction of non-essential text, outlining text, paraphrasing, placing an emphasis on key points, using a variety of vocabulary strategies, and use of audio text and visuals will be used to facilitate learning. * **Behavior Plans**: Special Education teachers will develop behavior plans for students needing additional behavior support. Teachers will work with regular education teachers, behavior interventionists, parent, administrator, etc. to develop and implement an appropriate behavior plan for the student. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, observation data/reports |
| **Effectiveness Results:** |
| **Interventions Specific to English Learners:**   * English Learners will participate in language and math computer programs weekly to enhance the acquisition of English language * EL teacher/paraprofessional will meet quarterly or as needed with regular education teachers to discuss student progress within the curriculum. * Teachers will use translator apps as needed and support language development through appropriate instruction. * Teachers will incorporate a variety of specific EL interventions provided by the curriculum coach. * A trained EL teacher/paraprofessional will meet with identified EL students 1-2 days/week. * Imagine Learning computer directed learning will be provided for students as indicated by student data. * The LA Connectors for English Learner**s** will be utilized by classroom teachers to support EL students in making meaning of content specific ELA, math, social studies and math curriculum. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  word dictionaries, translator apps, computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.    **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, LEAP interim data/ reports, Sign-in sheets, agenda, data reports, photos, exit tickets, observation reports, ELPT data |
| **Effectiveness Results:** |

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| ***Support and Extended Learning*** | | | | |
| **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):**   * **Technology:** All students Pre-kindergarten - Grade 3 have access to technology weekly to enhance learning. Students learn, participate in learning activities, receive academic support, and reinforce grade level curricula through computer assisted instruction. * **Physical Education:** All students participate in weekly physical education classes. Students review and master manipulative and gross motor skills and begin to apply these skills into games and specific sport activities. The physical education program is designed to assist with physical development and coordination. * **Library:** All students engage in reading enrichment classes weekly. Students are taught comprehension skills and integrated curriculum through read alouds, audiobooks, and literacy activities. * **Art:** Some students will participate in art education weekly. Students are taught a basic understanding of art and use a variety of media incorporated into projects throughout the year. * **Talented Theater:** Some students will participate in talented theater weekly. Students will be taught a variety of theatrical skills including dramatic readings, acting, and improvisation. * **Talented Music:** Some students will participate in talented music weekly. Students will be taught a variety of musical skills including voice and/or instrumental music performance, reading music, and music skill development. * **Academically Gifted Program:** Some students will participate in the Gifted Program for exceptionally high achieving academics. The program will enhance the students’ academic learning through a variety of learning activities. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.    **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, DEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports |
| **Effectiveness Results:** |
| **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 Program:** ELA and Math acceleration learning program, art/music, and SEL will be offered to Grade 2-3 students after school 2 hours/day for 4 days/week (M -Th). The program will begin in October and conclude in April. Bus transportation will be provided. Teachers will be provided with up to 2 hours of planning/week following district guidelines. * All students are allowed to participate in two class field trips following pandemic safety protocols in an academic school year, once in the fall/winter and once in the winter/spring. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film, poster maker, poster paper, document cameras, Smart Boards, IPADs, dry erase boards/ markers, chart paper, sticky notes, pencils, pens, markers, scales, highlighters, math kits, headphones**,** manipulatives,  rulers, writing logs for reading, science, math, and social studies, science kits, science materials/ equipment, handwriting paper, art materials for all curriculums, such as construction paper, paper clips, play dough, glue, string, cardstock, tape, etc.  **Estimated Cost:** | **Effectiveness Measure:**  K-2 Benchmark data, LEAP 2025 data/reports, DEAP interim data/reports, Sign-in sheets, agenda, data reports, photos, exit tickets, curriculum implementation scale, observation data/reports |
| **Effectiveness Results:** |
| ***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas*** | | | | |
| ***Implementation of a schoolwide tiered model to prevent and address problem behavior:*** | | | | |
| **Strategies Used to Prevent and Address Problem Behavior:**   * **PBIS (Positive Behavior Intervention Support):** PBIS team members meet monthly to review discipline data in order to determine areas of need and celebration. Data is disseminated to grade levels by PBIS committee members. The committee, along with the faculty and staff, sets behavioral expectations for the learning community. These expectations are reinforced daily through classroom instruction, classroom procedures, school-wide routines, and individual short term and long term incentives. Students earning the required amount of Class DoJo points participate in monthly school-wide events. Each six weeks students may purchase items using “Claw Cash” earned from meeting daily expectations from the PBIS Rewards Store. * **DRP (Discipline Revolution Program):** This program will utilize restorative practices to address problem behaviors.  It also teaches equity and addresses social emotional learning. * **Check In/Check Out:** This strategy will be used to prevent and address problem behaviors of identified students needing additional support. Individual Behavior Plans will provide support for students in need of behavioral RTI. Students will check in/check out daily with an assigned administrator or faculty member who will collaborate weekly with a regular teacher. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Bond Money * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| ***Strategies for Assisting Students in the Transition from One School to the Next:*** | | | | |
| **Transition Activities for Incoming and Outgoing Students:**   * **Pre-kindergarten**: Students entering this program will participate in PK Orientation where they and their parents will tour the school, meet the teachers, and visit the classrooms and personnel before the first day of school, following pandemic safety protocols. This event will take place in early **August** * **Kindergarten:** Students entering our program will participate in Kindergarten Orientation where they and their parents will tour the school, meet the teachers, and visit the classrooms and personnel before the first day of school, following pandemic safety protocols. This event will take place in early **August**. * **Pre-kindergarten/Kindergarten Delayed Entry Transition**: Half of the students will attend classes for their first two days of school, the 2nd half will attend classes the following two days of school. All students will attend on the 5th day of their classes. * **Meet and Greet**: The school will host a Meet and Greet for all incoming students and their parents, following pandemic safety protocols. This event will take place in early **August.** * **Outgoing Grade 3 Students:** The principal of our feeder school will visit our Grade 3 students at our school in **May** to welcome them to 4th Grade. * **Outgoing Grade 3 Students:** All Grade 3 students will tour our feeder school, Natalbany Middle School in **May,** following pandemic safety protocols. Students will tour the school and visit personnel to assist in the transition to the middle school campus. * **New students:** Throughout the year, as new students enroll in the school, they will meet with an administrator to acclimate them to the school. The Mission Statement, Schoolwide Expectations, routines, and procedures are displayed throughout the campus allowing new students to view expectations. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |

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| ***Professional Development*** | | | | |
| ***High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction*** | | | | |
| **Professional Learning Communities (PLCs):**   * **Collaboration Meetings:** Every teacher will meet with their grade level for 50 minutes of weekly collaboration. The curriculum coaches will lead the meeting in conjunction with the administrator that is coaching that grade level. Teachers will analyze student work and data to identify needs, then identify effective, evidence based instructional strategies to address the needs of their students. Teachers will implement new learning and instructional practices to increase student mastery of state content standards. Teachers will track data to determine if the strategy is meeting the needs of their students, and adjust as needed. * **Grade Level Planning:** Grade levels will meet during a common planning time every 3 weeks to address upcoming lessons, activities, and additional grade level concerns. The curriculum coaches/administrators will facilitate meetings and provide information as needed. * **Strengths-Based Coaching:** Administrators, lead teacher, and curriculum coaches will observe teachers within their assigned grade level/department weekly. Teachers will be provided weekly feedback and evidence based action plans every other week with one-on-one face to face coaching. Feedback on alternate weeks will be provided through email. * **Faculty Meetings:** Teachers will meet virtually/in-person as needed to address schoolwide student needs. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |
| **Professional Development:**   * Other Professional Training:   \* Conferences/Trainings  Teachers will identify and attend conferences/trainings relevant to their subject area/grade level. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.   * **District sponsored Professional Development:**   Teachers will attend district sponsored professional development days. These PD will focus on implementation of Tier 1 Curriculum, effective teaching strategies for diverse learners, technology, System 44, Pre-kindergarten curriculum, and LEAP 2025.   * **Teacher Leaders/Content Leaders:** Teacher and Content leaders will attend professional development throughout the academic school year to review curriculum, receive updated information regarding curriculum, and implement evidence based teaching strategies. * **Building Capacity Professional Development:** The Assistant Principal, Curriculum Coaches, and Lead Teacher will attend District sponsored Building Capacity professional development. They will participate in a variety of learning activities to increase their knowledge and capacity to support teachers and students. * **NIET Professional Development:** Principal, Lead Teacher, and Curriculum Coaches will attend professional development provided throughout the year by the state to learn how to support teachers and students through effective observation and actionable feedback. * **PBIS Team:** Members of the team will attend professional development throughout the year to discuss discipline and effectively plan to reduce absenteeism, behavior interruptions and distractions in the classroom. * **Teacher Development:** Teachers will attend half day of professional development/PLC to analyze student data, develop a plan for interventions, and conduct student conferences related to student progress. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **-Substitutes**  **-Stipends**  **-See individual**  **Prior Approvals**  **for specific items**  **needed**  Computers, ink, paper, copiers, toner, laminator, laminating film. Computers, ink, paper, copiers, toner, laminator, laminating film. Poster maker, poster paper, document cameras, smart boards, iPads, dry erase boards and markers, sticky notes, chart paper, pencils, highlighters projector, Chromebooks, iPads  **Estimated Cost:**  **$700.00** | **Effectiveness Measure:**  Sign-in sheets, agenda, data reports, social media “likes/shares” flyers, photos, exit tickets |
| **Effectiveness Results:** |

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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 provides 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:*** | | | | |
| * Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. * Teacher Certification: Teachers who are uncertified   will either begin or continue the certification process to acquire an alternative certification.  Some teachers are currently enrolled in Master’s Degree Programs while others are enrolled in other licensed programs. Teachers will provide documentation of their ongoing work to become certified teachers.   * Teacher Retention: Teachers work with curriculum coaches, lead teacher, teacher leaders, and administration to strengthen their skills as teachers. Weekly one-on-one coaching and feedback will be provided to all teachers to increase their knowledge and level of confidence in knowing subject  content, classroom management strategies, and professional expectations. | **Goal(s):**  **1 - 5** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  None at the school level    Estimated Cost: | **Effectiveness Measure:**  Increase in student achievement as measured by annual academic assessments |
| **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. |

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| 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:**  **SWP is monitored through:**   * DATA - weekly, monthly, each semester, and yearly * SLTs provide diagnostic, pre-, and post-test results * Progress Monitoring - data is collected, charted, and tracked bi-weekly * OnCourse Reports - behavior, academic grades, and attendance is monitored * Teacher Assessments - created and aligned with standardized test formats * SWP committee every six-weeks to monitor SWP plan. OnCourse and LEAP 360 data, mid-year assessments, and SLTs are used to measure the effectiveness of the plan. * ILT meets weekly to monitor SWP plan. OnCourse and LEAP 360 data, mid-year assessments, and SLTs are used to measure the effectiveness of plan. * Mid-year Benchmark Assessments and Interim LEAP 360 assessments are monitored and used to measure student progress. * Teachers adjust lessons according to students’ needs and progress. * Weekly common assessments, and end- of-unit/module assessments are reviewed during PLC and instruction is adjusted according to student need/progress. * Teachers will use student data to align instruction to student needs and provide remediation for achievement gaps. * Discipline, PBIS, and attendance reports * Professional Development documentation of sign-ins and agendas |
| **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 stakeholders will meet with the Leadership Team to evaluate the effectiveness of the School Wide Improvement Plan in **the summer of 2022.**. |
| **Describe how and when the evaluation results of the SWP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**   * Faculty Meetings in August * Report to the stakeholders at the Open House in September/October |

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| **2021-2022 Committee Members** | |
| **School Improvement Planning Committee**  **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP**  **Members Include:**   * **Principal: Tangee Daugereaux** * **Assistant Principal: Tara Henderson** * **Lead Teacher: Tracee Spring** * **Title I Coordinator/Curriculum Coach: Sandra Holley** * **Curriculum Coach: Natasha Perry** * **Student: Robert Bennett** * **Teacher: Dodie Hutchinson** * **Parent/Family: Chelsea Pennington** * **Community Member: Jennifer Owens**   **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: Tangee Daugereaux** * **Assistant Principal: Tara Henderson** * **Lead Teacher: Tracee Spring** * **Title I Coordinator/Curriculum Coach: Sandra Holley** * **Curriculum Coach: Natasha Perry** * **Student: Rylan Bennett** * **Teacher: Amanda Summers** * **Parent/Family: Chelsea Pennington**   **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.

Tangee Daugereaux\_\_\_\_\_\_\_\_\_\_\_\_\_\_ September 23, 2021   
 Principal Signature Date

\_\_\_\_\_Sandra B. Holley\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ September 23, 2021   
 Chairperson, Schoolwide Improvement Team Signature Date