2022-2023
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM

EST. 1896

==**Spring Creek Elementary**==
==**Pre-K-5th Grade**==

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

School Spring Creek Elementary

SPS   60.8

Letter Grade C

Check all that apply (verify with principal):

_____ CIR - Comprehensive Intervention Required

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

_____UIR - Academic - Urgent Intervention Required for Academics:

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

       _____Economically Disadvantaged
       _____Hispanic/Latino
       _____Black
       _____White
       _____Students with Disabilities
       _____English Learners
       _____Two or more Races

_____UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed **All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities**	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner, Masters, Staples	X	X	X	$3000
Copy Machine, Duplicator, Printer		X	X	$1000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	$2000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X	X	$600
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		$500
Laminator, Laminating Film	X	X		$600
Poster Maker, Paper for Poster Maker, ink	X	X	X	$500
Communication Folders, Planners	X			$500
Accelerated Reader (AR) Licenses		X		$3000
LEAP 2025 Test Prep Materials, ACT Prep Materials		X		$500
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		$1000
Must be used by STUDENTS General Supplies: Pens (under $1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out,		X		$1000

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels		x		$1000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		$3000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		$500
ELA Materials: Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles		X		$500
Social Studies Materials: Globes, Maps				

1.1 Family and Stakeholder Engagement

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

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

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

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and student with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments: All parents will be invited to attend a school wide planning meeting in July 2022 to review data and help decide effectiveness ratings of last year's SWP, review data to assist in writing the CNA, and provide input in writing the SWP by helping create our goals and activities based on the priorities in the CNA.

Provide examples of changes made to the schoolwide plan based on input from families/parents: All parents in attendance were in agreement with the plan. They discussed ways to include more parental activities such as grandparents day, Thankgiving/Christmas lunches for families, etc. We plan to have these activities but we did not include them in the plan because they did not meet the criteria for PFE, which is to provide materials and training to help parents work with their children to improve academic achievement.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: Parents/stakeholders will be encouraged to attend school wide planning team meetings, PTO meetings and assemblies to provide input.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.: Parents will be notified of the school's upcoming events throughout the year through monthly newsletters, emails, automated calls, school facebook page, and website. Teachers will be required to contact parents during the month of August to build positive relationships with parents or to discuss any parental concerns. Parent conferences will be scheduled in October for students who earned a C or below in the first grading period and throughout the year. Teachers will use their Oncourse webpage and post a weekly newsletter to inform parents of upcoming objectives, homework assignments, pictures, and school events.

Translation Services:

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

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

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

Translator APP will be utilized

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: ● Meet and Greet/Open House - Parents will be invited to come and meet their child's teacher(s) before the school year begins. Teachers will present information on curriculum and how to access student data.	**SWP Goal (s):** **1-8**	**Budget Decisions/Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** **Colored Paper** **Ink** **Communication Folders** **Planners** **Toner** **Paper, Pencils** **Cardstock**	**Effectiveness Measure:** **Agenda** **Sign-In sheets** **Parent Exit Ticket** **Parent Attendance**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf				
Parent/Family Engagement Activity: **PJ Literacy Night- Students will participate in stories and activities led by the faculty and staff while parents will engage in math/ELA activities.**	**SWP Goal (s):** **1-8**	**Budget Decisions/Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** **poster paper, cardstock, ink, toner, laminating film, poster machine paper and ink, masters, staples copy machine service contracts,**	**Effectiveness Measure:** **Agenda Sign-In sheets Parent Exit Ticket Parent Attendance**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf				

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
K-2 Math Night / PhD Science Night - Students and Parents will participate in activities that will offer parents the opportunity to engage with the Eureka and PhD science curriculum.	**1-8**	● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other		**Agenda Sign-In sheets Parent Exit Ticket Parent Attendance**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf			**Estimated Cost:**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: **LEAP Night - Sessions will be held by 3rd-5th grade teachers to assist parents with strategies to help their child be successful on the LEAP test.**	**SWP Goal (s)** **1-8**	**Budget Decision /Coordination** : ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:**	**Effectiveness Measure:** **Agenda Sign-In sheets Parent Exit Ticket Parent Attendance**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				**Evaluation / Effectiveness Results (guide revision to the SWP):**

https://www.communityhubs.org.au/wp-content/uploads/2017/10/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf		Estimated Cost:	

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**
        and
- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
There were only 9 discipline referrals this year.	Simulated SPS Score dropped from68.9 (2019) to 60.8 (2021).
79% of students in K-2 scored basic or above on the EOY Math Benchmark.	UIN in African Americans and Students w/Disabilites Subgroups.
Math was a Level 3 in K-5 on the LADOE Implementation Scale.	35% of students scored Mastery or Advanced on LEAP ELA.
98% of students had 0 out of school suspensions.	24% of students scored Mastery or Advanced on LEAP Math.
38% of students demonstrated top growth.	18% of students scored Mastery or Advanced on LEAP Science.
92% of faculty responded believe their colleagues respect them.	12% of students scored Mastery or Advanced on LEAP Social Studies.
100% of parents responded favorably to what extent are drugs a problem at your child's school.	59% of students responded favorably to when you are not in school, how often do you talk about ideas from class.
97% of students responded favorably to do you have a teacher or other adult from school who you can count on to help you, no matter what.	Science and Social Studies were a Level 0-1 on the LADOE Implementation Scale.
77% of parents responded favorably to how motivating are the classroom lessons at your child's school.	41% of our students had 15 or more absences.

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

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

Narrative Summary from Comprehensive Needs Assessment:

Spring Creek Elementary is a small rural school with 74% Economically Disadvantaged students and 15% Students with Disabilities. SCE has an SPS score of 60.8, a significant drop from 68.9 in 2019, identifying our school as Urgent Intervention Needed in our subgroups, Students with Disabilities and African Americans. Students in grades Pre-K through 2nd grade scored significantly better on their end of the year benchmark assessments compared to our 3rd-5th LEAP scores. Only 18% of our students scored mastery or advanced in science and 12% in social studies making those our two lowest areas. We need to focus on bridging the gaps between proficiency in lower grades to LEAP grades. Our attendance rate was low this year, with 41% of our students missing 15 or more days. PBIS data shows that we have a positive learning environment at SCE. Strengths include 98% of our students with zero out of school suspensions and only 9 discipline referrals this year. Also, 97% of students responded that they have a teacher or other adult from school who you can count on to help you, no matter what. With no Covid restrictions, we need to increase our parental involvement for this coming school year.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **Increase achievement in subgroups of students of color and students with disabilities.**
- **Increase percentage of students scoring mastery or above in ELA, Math, Science, and Social Studies.**
- **Increase effective implementation of the core curriculum.**
- **Increase school attendance.**
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DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): Faculty, Student and Parent Panorama Surveys, Pre-K Gold, K-2 District ELA and Math Benchmark Assessments, Dibels EOY Screener, Oncourse Discipline Data, LADOE Principal's Portal, Grades 3-5 LEAP 2025, and Curriculum Implementation Scale

SCHOOLWIDE PLAN GOALS

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

1. By May 2023, increase the percentage of kindergarten students who are on or above level on all combined literacy assessments from 63% to 68%.

2. By May 2023, our SPS will increase from 60.8 to 65.0 as evidenced by LEAP scores and SPS calculations through the implementation of Tier 1 and TPSS approved curriculum in all subject areas at all grade levels to support student mastery.

3. By May 2023, the percentage of students of color scoring mastery or above on the LEAP 2025 will increase from 19% to 24%.

4. By May 2023, the percentage of students with disabilities scoring mastey or above on the LEAP 2025 will increase from 11% to 16%.

5. By May 2023, decrease the percentage of students who are chronically absent (15 or more days a year) from 41% to 35%

6. By May 2023, increase the percentage of third grade students who achieve mastery on their third-grade LEAP 2025 in ELA from 32% to 40%
7. By May 2023, increase the percentage of third grade students who achieve mastery on their third-grade LEAP 2025 in Math from 32% to 40%
8. By May 2023 decrease the percentage of students in 5th grade who are suspended from out of school from 2% to 1%.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of schoolwide strategies that the school is implementing to:

1. Use methods and instructional strategies that strengthen the academic program in the school
2. Increase the amount and quality of learning time
3. Help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education
4. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the <u>Believe to Achieve: Educational Priorities</u> the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

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

Rigorous, Standards-Based Curriculum:	ED	SWP Goal(s):	Budget Decisions/	Items Needed:	Effectiveness
Pre-K - ELA Dig Curriculum Wit & Wisdom; CKLA (K-2) Eureka Math (Pre-K-5th) Phd Science (K-5) Social Studies (District Digital Notebook) SPED- Unique Pre-K Teacher and Pre-K Paraprofessional is needed to provide quality instruction and additional support for early learners	**Priority(s):** **1, 2, 3**	1, 2, 3, 4, 6, 7	**Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Chart Paper, Post It Notes, Journals, sentence strips, colored pencils, index cards, tape, tape dispenser, scissors, white-out, bulletin board paper, paper clips, stapler, staplers, crayons, glue, glue sticks, highlighters, sheet protectors, student binders, dry erase cleaner** **Dry Erase Board, Dry Erase Markers and Erasers, Self-stick easel pad, manila folders, pocket folders, tab dividers, PHD Science refill kits, Stem activities for Stem Lab, Eureka math manipulatives Scholastic Newspapers, Weekly Readers, Close Reading materials, Information Text Articles, Math materials that support and align to Eureka** **Document Camera, Louisiana State Standards materials including workbooks,**	**Measure:** **Annotated Lesson Plans** **NIET Observations** **Walk-throughs** **District Benchmark Data** **LEAP 360 Data** **Oncourse Assessment Data** **Weekly Test Data** **LEAP 2025 Test Data**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.rand.org/content/dam/rand/pubs/research_reports/RR2300/RR2303z2/RAND_RR2303z2.pdf					==Evaluation / Effectiveness Results (guide revision to the SWP):==

				primary resources and classroom printers to print resources for students, updated Coach/ABC SS/SC books, inflatable world map balls,	
				<mark>Estimated Cost:</mark>	
Use of Academic Assessments to Improve Instruction: **District Created Benchmark Assessments for ELA, Math, Science and Social Studies** **TS Gold Checkpoints** **LEAP 360 Assessments** **Dibels/McClass Assessments** **Math Affirm Assessments, topic quizzes, mid-module and end of module assessments** **Culminating Writing Task**	**ED** **Priority(s):** **1, 2, 3**	**SWP Goal(s):** **1-4,6-7**	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** **Chromebooks as needed** **Privacy shield/guards** <mark>Estimated Cost:</mark>	**Effectiveness Measure:** **Weekly Test Data** **Leap 360 Data** **Checkpoint Data**

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

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	ED Priority(s): 1, 2, 3	SWP Goal(s): 4	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
Provide specific instructions to students with an educational program that best fits their needs and who have an IEP. **A combination of push-in and pull-out interventions will be used according to the needs of the students.** **Unique Program** **System 44** **Read 180** **LEAP Connect Testing**			- Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Headsets, Louisiana State Standards materials, Accommodation Stamps for SPED and Inclusion Teacher** **Estimated Cost:**	**Lesson Plans** **NIET Observations** **Walk-throughs** **SAM Reports** **LEAP Data** **Unique Data** **Weekly Assessments**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/central/askarel/responses/datause-1219.asp					
Strategies, Curriculum, and Assessments Specific to English Learners: ● The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. **Describe the EL program at your school, including how and what services are provided to the EL students:** ● **Title I personnel visits students throughout the year to monitor student progress and provide support as needed** ● **EL students are provided extra support through RTI model.** ● **Imagine Learning**	**ED Priority(s):** **1, 2, 3, 5**	**SWP Goal(s):** **1-4,6-7**	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** **Chromebook for each student to work on program designed for EL students** **Estimated Cost:**	**Effectiveness Measure:** **Lesson Plans** **NIET Observations** **Walk-throughs** **District Benchmark Data** **LEAP 360 Data** **Oncourse Assessment Data** **Weekly Test Data** **LEAP 2025 Test Data**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar48.asp				<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: **Students are tested at the beginning of the year using McClass, Benchmark Data and LEAP 360. Students are chosen for interventions according to data and teacher input. Also, if a student was promoted with interventions, they are placed in interventions.** ● **Analysis of Data (Benchmark Data, weekly test, LEAP 360 data) during Collaboration Meetings** ● **Parental Input** ● **Report Card Grades**	**Goal(s):** **1-4,6-7**	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** <mark style="background-color:#00ff00">Estimated Cost:</mark>	**Effectiveness Measure: Testing Data Report Cards** <mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>
List the Opportunities and Interventions for Students in Need: ● **Mindplay Program** ● **Progress Monitoring w/ Interventionist** ● **Khan Academy** ● **Zearn** ● **Prodigy** ● **System 44** ● **McClass** ● **Accelerated Reader**	**Goal(s):** **1-4,6-7**	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** **Computer supplies needed to keep programs going such as keyboards, headsets, mice, cans of air to remove dust. Renaissance Place License**	**Effectiveness Measure: Reports/Data from the programs** <mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>

					==Estimated Cost:==	

Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • School Interventionist will progress monitor and provide intervention data to pupil appraisal team to determine eligibility for special services. At the time the SBLC team may recommend testing for SPED, 504 or to continue progress monitoring students.	Goal(s): 1-4,6-7	Budget Decisions/ Coordination: ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	Items Needed: ==Estimated Coast:==	Effectiveness Measure: Lesson Plans Observation Walk-throughs Data results from interventions ==Evaluation / Effectiveness Results (guide revision to the SWP):==

Interventions Specific to <u>Students with Disabilities</u>: ● Small Group Instruction to target identified weaknesses ● Small Group / Individual Testing ● System 44 ● Unique Program	**ED Priority(s): 1, 2, 3**	SWP Goal(s): 4	Budget Decisions/ Coordination: ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	Items Needed: ==Estimated Cost:==	Effectiveness Measure: Lesson Plans NIET Observations Walk-throughs

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://digitalcommons.acu.edu/cgi/viewcontent.cgi?article=1013&context=etd					<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>
Interventions Specific to <u>English Learners</u>: ● **Support from the District Level** ● **Imagine Learning**	**ED Priority(s):** **1, 2, 3, 5**	**SWP Goal(s):** 1-4,6-7	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:**	**Effectiveness Measure:** **ELDA** **LEAP 360 Data** **Oncourse Assessment Data** **Weekly Test Data** **LEAP 2025 Test Data**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8461348/				<mark style="background:lime">**Estimated Cost:**</mark>	<mark>**Evaluation / Effectiveness Results (guide revision to the SWP):**</mark>

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

Activities to Address Social and Emotional Well Being: ● Our School Counselor will provide lessons based on students' needs such as character building, testing, bullying, making friends, etc… ● SEL Topic of the week will be a part of morning announcements. Teachers and students will have time to reflect, discuss, or complete a short task.	ED Priority(s): 2,3	SWP Goal(s): 1-8	Budget Decisions/ Coordination: ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	Items Needed:	Effectiveness Measure: Lesson Plan Sign-In Sheet
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/				<mark style="background-color:green">Estimated Cost:</mark>	<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>

1.5 STUDENT OPPORTUNITIES

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

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): All grade levels attend 1 educational field trip this year. SCE students also have an opportunity to participate in 4-H, Beta Club, and Student Council, Choir	ED Priority(s): 2,3	SWP Goal(s): 1-8	Budget Decisions/ Coordination: ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund	Items Needed:	Effectiveness Measure: Lesson Plans NIET Observations Walk-throughs

			○ Perkins ○ Other		
SCE students have an opportunity to attend after-school program and summer learning camp.				**<mark>Estimated Cost:</mark>**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf					**<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>**

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.E. classes are offered to students 5 days a week for 30 minutes a day**
- **Music classes are offered biweekly to students for 30 minutes 2 times per week**
- **Honor's Choir is offered to students who meet the requirements**
- **Talented Art, Music, Theater and Gifted Programs are offered to students who qualify.**
- **Speech is offered to students who qualify.**
- **Summer Learning Camp**

1.6 MULTI-TIRED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

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

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s): 2,3	SWP Goal(s): 1-8	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure: **Behavior Report Data**
● **PBIS program** ● **Schoolwide Procedures**			● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5048248/				==Estimated Cost:==	==Evaluation / Effectiveness Results (guide revision to the SWP):==

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	ED Priority(s): 1,2,3,5	Goal 1-8	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure: Agenda Sign-In Sheet Log Sheets
- SWP Meetings - Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. - School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.			● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	Substitutes Stipends See individual Prior Approval for specific items needed ==Estimated Cost:==	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf					==Evaluation / Effectiveness Results (guide revision to the SWP):==

Professional Learning Communities (PLCs): ● **Teachers will participate in weekly collaboration meetings and use data to drive/adjust their instruction and interventions**	**ED Priority(s):** **1,2,3**	Goal 1-8	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** ==Estimated Cost:==	**Effectiveness Measure:** Agenda Sign-In Sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1194725.pdf					==Evaluation / Effectiveness Results (guide revision to the SWP):==
Professional Development: Other Professional Training – ● Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior-authorization in Crate for specific	**ED Priority(s):** **1,2,3,5**	Goal(s): 1-8	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:** -Substitutes -Stipends -See individual Prior Approvals for specific items needed	**Effectiveness Measure:** Agendas Sign-In Sheet Oral Feedback Exit Tickets

				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
activities.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf					

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

- School 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: Teachers will receive support from Curriculum Coach, Mentors, and partner teachers.	**ED Priority(s):** **2,3,4**	**Goal(s):1-8**	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:**	**Effectiveness Measure:** Increase in student achievement as measured by annual academic assessments.
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1200706.pdf				<mark>**Estimated Cost:**</mark>	<mark>**Evaluation / Effectiveness Results (guide revision to the SWP):**</mark>

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students: ● **PreK and Kindergarten Parent Orientations** ● **5th Grade Orientation to Sumner Middle School**	**ED Priority(s)** **1,2,3,**	**Goal(s):** 1-4, 6-7	**Budget Decisions/ Coordination:** ● Title I ○ Title II ○ Title III ○ Title IV ○ LA4 ○ IDEA ○ Homeless ○ General Fund ○ Perkins ○ Other	**Items Needed:**	**Effectiveness Measure:** Sign-In Sheet Agenda Observation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					

			Evaluation / Effectiveness Results (guide revision to the SWP):
https://files.eric.ed.gov/fulltext/ED486469.pdf		Estimated Cost:	

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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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.*

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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 year during the school leadership meetings (twice each semester). Data from multiple sources will be used to determine if any changes should be made to the plan.

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 goals will be discussed by the committee in June 2023 and during leadership team meetings throughout the year. Each activity in the plan will be reviewed for effectiveness and changes will be made accordingly.

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

  - Results will be made to the stakeholders during our Meet and Greet Program in August 2023.

  - Faculty will be informed about SWP results at the first faculty meeting in August 2023.

2022-2023 Committee
Members

School Improvement Planning Committee	**Parent/Family Engagement Committee**
Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP **Members Include:** • **Principal: Evelyn Showers** • **Asst. Principal: Jennifer Brister** • **Teacher: Sonia Verberne** • **Student: Jolee Grice** • **Teacher: Lisa Breaux** • **Parent/Family: Kathleen Tarver** • **Community Member: Nikki Carrier** **You may add more members. Provide title and name of each member.**	Responsible for the Implementation of the PFE Activities in the SWP **Members Include:** • **Principal: Evelyn Showers** • **Asst. Principal: Jennifer Brister** • **Teacher: Sonia Verberne** • **Student: Jolee Grice** • **Teacher: Lisa Breaux** • **Parent/Family: Kathleen Tarver** **You may add more members. Provide title and name of each member.**

SCHOOL ASSURANCES

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

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

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

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

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

_____   _____
Principal Signature   Date

_____   _____
Chairperson, Schoolwide Improvement Team Signature   Date