

**2021-2022
Schoolwide Plan**



**Tucker Elementary School
1st-2nd Grade**

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

School Tucker Elementary School

SPS 62.8

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:

**Our feeder school D.C. Reeves Elementary is UIR for students with disabilities and African-American students.

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 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	\$8,000
Copy machine, Duplicator, Printer	x	x	x	\$6,000
Service Contracts	x	x	x	\$500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	x	x	x	\$9,000
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors		x		\$1,500
Laminator, Laminating Film		x		\$3,000
Poster Maker, Poster Paper, ink		x		\$900
Communication Folders, Planners	x	x		\$2,000
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,		x		\$1,000
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	\$1,200
Dry Erase Supplies: boards, erasers, cleaner, markers		x		\$300
Science Refill Kits, other Science supplies,		x		\$1,000

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process.*

Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.

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

STRENGTHS	WEAKNESSES
PBIS program used to encourage dependable behavior supported by morning character skills messages.	Science curriculum implementation was rated a Level 1 based on the LDOE Curriculum Implementation Scale
95%(35 out of 37) of teachers say their colleagues show them respect at school.	Social studies curriculum implementation was rated a Level 1 based on the LDOE Curriculum Implementation Scale
93% of second grade students scored proficient or above on the Math EOY Checkpoint.	Implementation of PBIS decreased due to COVID restrictions
ELA and Math rated a Level 3 on the LDOE Implementation Scale.	ELA EOY Checkpoint 1st g. (57% proficient or above) and 2nd g. (63% proficient or above)
87% of our staff members feel that they belong at our school.	63%(31/49) of top offenses occurred in the classroom.
98% of students had zero out of school suspensions	64% of the faculty and staff have perceptions of their own professional well-being.
87% of our staff members feel that they belong at our school.	

DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), Behavior Data Trends, , Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, Work Keys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data, Curriculum Implementation Scale

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. The implementation of the social studies standards will reach an attainment level of at least a 2 by the end of the 2021-2022 school year, according to the LDOE Curriculum Implementation Scale.
2. The implementation of the science standards/curriculum will reach an attainment level of at least a 2 by the end of the 2021-2022 school year, according to the LDOE Curriculum Implementation Scale.
3. Increase the number of students missing fewer than 15 days from 78% to at least 80% by the 2021-2022 school year, based on the Student Information System.
4. Increase the student achievement from 45% to at least 48% of Hispanic students scoring Proficient or Above on ELA EOY Checkpoint by the end of 2021-2022 school according to the EOY Checkpoints.
5. The implementation of SEL will decrease the number of classroom referrals by 3% (67% to 64%) by the end of the 2021-22 school year, according to Oncourse discipline data.
6. Increase the number of students missing fewer than 15 days from 76% to 80% by the end of the 2020-2021 school year, according to OnCourse attendance data and LDOE Report Card.

2. PARENT AND FAMILY ENGAGEMENT

- *The SWP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The 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) ADDRESSE D	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO	EFFECTIVENESS
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			SUPPORT ACTIVITY	
<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • PTO Meetings (Monthly September 2021- April 2022) general updates of how parents can support learning at home and volunteer opportunities • Volunteers for school-sponsored curriculum-related events (Family Learning Night) • Volunteers for positive behavior sponsored events. (Meet and Greet-Aug, Volunteer copies September-May, Tucker Treating- October, Fall Festival - November, Candy Grams- December, Field Day- April, Parent Brunch- May, Awards Day- May) • Stake-holders meetings • Early June Stakeholder Meeting • Monthly Newsletter-specific examples of how parents can help at home as well as current school events • Parish website linked with feedback opportunity • Title I Parent Resource Center (provide manipulatives and guidance to parents seeking resources to help their children) • Remind App • Email communication • Weekly homework note <p>Evaluation:</p> <ul style="list-style-type: none"> • Parent Survey • PTO Meetings (Monthly September 2021-April 2022) 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes copy paper Scissors Tape Paper Clips Ink Pen Staples Staplers White Out Laminating Film Ink and toner for copiers</p> <p>Estimated Cost Service Contract for Copier \$2,640</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 DIBELS score Parent Survey Agendas Sign-In Sheet Flyers Pictures</p> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTO Meetings (Monthly September 2021- April 2022)- general updates of how parents can support learning at home and volunteer opportunities 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>copy paper Scissors Tape Paper Clips Ink Pen Staples Staplers</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 DIBELS scores LEAP 2022 scores District EOY Checkpoints Parent Survey Agendas</p>

<ul style="list-style-type: none"> ● Volunteers for school-sponsored curriculum-related events (Family Learning Night) ● Monthly Newsletter-specific examples of how parents can help at home and stay informed of school activities ● IEP Meetings ● Teacher/Parent Conferences ● Meet and Greet ● Parent Night ● Stakeholders meetings ● Meeting between feeder schools (Tucker and Perrin) Teachers from Tucker will visit Perrin Elementary to discuss strengths and weaknesses between the curriculum and develop strategies to transition upcoming 1st grade students. The teachers will discuss test scores, academic/curriculum concerns, transition concerns, and social concerns ● Summary of Principal's school goals distributed to parents 			White Out Laminating Film Ink and toner for copiers	Sign-in Sheet Flyer
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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Estimated Cost: <i>Service Contract for Copier \$2,640</i>	Effectiveness Results:
Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.: <ul style="list-style-type: none"> ● Weekly Teacher Newsletters ● Monthly PTO Newsletters ● School Website/Facebook ● Teacher Websites ● Parent/Teacher Conferences 	Goal(s): 1,2,3,4,5,6,7	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV	Items Needed: Substitutes copy paper Scissors Labels Tape Binders Paper Clips Ink Pen	Effectiveness Measure: Spring 2022 Dibels Score LEAP 2022 scores EOY District Checkpoints Parent Survey Agenda Sign-in Sheet Report Cards Flyers

<ul style="list-style-type: none"> ● School Progress Center/Oncourse ● Meet and Greet ● Open House ● Family Learning Night ● PTO Meetings ● Remind App/emails ● Communication Binder 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Staples Staplers White Out Laminating Film Ink and toner for copiers Estimated Cost: Service Contract for Copier \$2,640	Pictures Effectiveness Results:
<p>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. <i>(Title VI of the Civil Rights Act of 1964)</i> 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.</p> <p>Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls, Special Education</p>	Goal(s): 1,2,3,4,5,6,7	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: School- site translator Parish advocate Paper Estimated Cost: Service Contract for Copier \$2,640	Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores District EOY Checkpoints Parent Survey Communication Documentation Translated flyers/ notes Effectiveness Results:

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> August: <p>Meet and Greet is scheduled before school begins to allow students and their families to meet teachers and faculty members and familiarize themselves with the school. During this time, required paperwork is distributed, transportation is communicated, and supplies are exchanged.</p>	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Copy paper Laminator film Bulletin Board paper</p> <p>Estimated Cost: \$500 Service Contract for Copier \$2,640</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet Postcards Pictures</p> <p>Effectiveness Results:</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> September: <p>Open House is scheduled near the beginning of the school year once students have gotten established. Teachers briefly discuss expectations, curriculum, and allow parents to sign up for teacher conferences. Home / school relationships are built.</p>	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: copy paper Tape Laminating Film Ink and toner for copiers</p> <p>Estimated Cost: Service Contract for Copier \$2,640</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet Flyer Pictures</p> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> October: <p>Math and Learning Night is held to educate parents and families to better understand curriculum through engaging</p>	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II 	<p>Items Needed: manipulatives copy paper Tape</p>	<p>Effectiveness Measure: Parent survey Agendas Sign-in Sheet Pictures</p>

<p>learning opportunities. Examples of opportunities include writing, phonics, fluency, math strategies, Parents engage in learning experiences that connect directly to standards and classroom curriculum.</p> <p>Community leaders and Title I Resource Personnel will be invited to attend and assist in educating parents on resources available</p>		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Laminating Film Ink and toner for copiers trade books</p> <p>Estimated Cost: \$4,000</p>	<p>Math Fluency Scores</p> <hr/> <p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Monthly: Parents are encouraged to attend monthly PTO meeting where curriculum, student achievement, volunteer opportunities and upcoming events are discussed. During these meetings, parents are encouraged to participate in volunteering the workroom weekly to help with copying papers, preparing material for teachers, PBIS incentives, fundraising, and more. <p>PBIS Activities with Parental Engagement: October- Tucker Treating November- Fall Fest December- Holiday Parties April-Teacher Appreciation Activities April- Field Day May- Awards Day</p>	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Items Needed: Substitutes copy paper Scissors Tape Paper Clips Ink Pen Staples Staplers White Out Laminating Film Ink and toner for copiers</p> <p>Estimated Cost: Service Contract for Copier \$2,640</p>	<p>Effectiveness Measure: Parent survey Agendas Sign-in Sheet Remind App Flyers Pictures</p> <hr/> <p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> April: Feeder school meeting -The meeting is held in the spring of each year. Teachers from Tucker Elementary will visit Perrin Elementary to discuss strengths and weaknesses 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA	<p>Items Needed: bus pencils popsicles paper copier</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-in Sheet</p>
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<p>between the curriculum and develop strategies to transition upcoming 1st grade students. The teachers will discuss tests, academic/curriculum concerns, transition concerns, and social concerns. Parents are encouraged to join students.</p>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Estimated Cost: Service Contract for Copier \$2,640 \$700</p>	<p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity 6:</p> <ul style="list-style-type: none"> April: Orientation for future 3rd grade students- 2nd grade students from Tucker Elementary School will travel to an Orientation Day at D. C. Reeves Elementary School. The purpose of this trip is to introduce the second-grade students to their future school. The day will include: bus transportation from Tucker Elementary, an introduction to the Positive Behavior Intervention System (PBIS) used at D.C. Reeves Elementary, a tour of the D.C. Reeves campus, rules and procedures regarding all locations of the school campus, possible rewards and incentives earned at D.C. Reeves Elementary and a popsicle snack before leaving. Parents are encouraged to join students. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Bus provided by D.C. Reeves</p> <p>Estimated Cost: \$0</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-in Sheet</p> <p>Effectiveness Results:</p>
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<p>Parent Family Engagement Activity 7:</p> <ul style="list-style-type: none"> April: PTO meeting- Perrin Elementary Parents will be invited to attend a Tucker Volunteer meeting. While in attendance, they will meet the principal, learn more about volunteer 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA	<p>Items Needed: Paper Ink Copier</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-in Sheet Flyer</p>
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3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Stipends Substitutes</p> <p>Estimated Cost:</p> <p>\$15,000</p>	<p>Effectiveness Measure: Agendas Sign-in Sheet</p> <hr/> <p>Effectiveness Results:</p>

<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum-district level resources and strategies along with scope and sequence to ensure alignment in all classrooms. ● K-2 ELA curriculum based on Wit & Wisdom, CKLA, series which provides a variety of engaging literature and multiple opportunities for writing & examining art. ● Eureka Math- strategies used to help make math concepts more concrete to support student understanding at a deeper level ● Accelerated Reader, Head Sprout, Teach Your Monster to Read, Prodigy, Zearn, and Type Agent computer-based programs are used to allow students the ability to work on their independent level and earn points for mastery. Students will work in the computer lab twice a week with the assistance of a para. ● PhD Science will be utilized to plan rigorous and engaging lessons for students. ● Social Studies Scope & Sequence lessons, ELA Guidebooks, ReadWorks, Scholastic, National Park Service 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG ✓ Other 	<p>Items Needed:</p> <p>AR Licenses Die cuts Dry Erase Boards Dry Erase Markers Colored Paper Card Stock Manila Folders Sentence Strips Sheet Protectors Poster Paper Poster Machine Ink Chart Paper Post-it notes Labels Notebooks/ELA Folders for math/ELA Highlighters Headphones Earbuds Mice/mouse pads iPads/Chrome books Materials for Science lessons PhD Science Refill kits Materials for Social Studies lessons Salary and Benefits</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 Dibels scores LEAP 2022 scores District EOY Checkpoints Parent Survey Agendas Sign-in Sheet</p> <hr/> <p>Effectiveness Results:</p>

			Estimated Cost: 60,000	
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Common Formative Assessments-grade level teachers collaborate to create assessments to determine mastery of content and future instruction • Student Learning Targets-district created assessments administered two-three times per year to determine mastery of content and future instruction • DIBELS-administered once a year, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • District created assessments 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed: Curriculum materials provided with purchase; computer-based learning programs</p> <p>Estimated Cost: \$0</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet</p> <p>Effectiveness Results:</p>

<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> ● Curriculum: Unique Learning System Common Standard Based Instruction ● RTI (Response to Intervention) ● Tutoring <p>Assessments: CBAs (Curriculum Based Assessments), SLTs (Student Learning Targets), DIBELS, Sensory Board/room, technology assisted tools</p>	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG ✓ Other 	<p>Items Needed: Curriculum Materials provided with purchase; Assessment materials, tutors</p> <p>Estimated Cost: \$5,000</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> ● The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> ● ESL Tutor Advocates meets with students and teachers as needed ● Tutoring-small group tutoring including direct, multisensory strategies for students as identified by teacher data and DIBELS scores; ● Researched-Based Reading Intervention for struggling readers and English Language Learners. ● Headsprout(as needed) ● Parent Resources Center ● Imagine Learning ● District and School-Site Translator ● Translation App ● Mindplay 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed: Tutors iPads Chrome books</p> <p>Estimated Cost: \$4,000</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores District EOY Checkpoints Parent Survey Agendas Sign-in Sheet</p> <hr/> <p>Effectiveness Results:</p>

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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS- administered three times a year to measure phonemic awareness and fluency for 1st grade students and fluency and comprehension for 2nd grade students, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • CKLA assessments are administered in the fall to identify student’s strengths and weaknesses. Interventions for at-risk students are provided based on their needs • Teacher determines appropriate interventions and/or screenings to meet individual student needs, progress monitoring which includes students reading aloud and retelling in order to determine the level of fluency and comprehension. Data will be collected on the students to monitor growth and their ability to perform in comparison to their peers. • Weekly Grades/Report Cards • Students will engage in Accelerated Reading to build comprehension skills and a desire to read. Accelerated Reader has the option to have questions and answers read to the students during testing. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA ✓ Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG ✓ Other 	<p>Items Needed:</p> <p>Assessment materials Substitutes to assist with classes while testing</p> <p>Accelerated Reader</p> <p>i-Pads computer stations Chromebooks Paper pencil glue sticks printer ink Paraprofessional for interventions</p> <p>Estimated Cost:</p> <p>\$0</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints CKLA Data Parent Survey Sign-in Sheet Report Cards Progress Reports Intervention Data</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● Individual Interventions by Classroom Teachers. Academically weaker students will receive more intense and more frequent interventions targeted to their needs. ● Tutoring-small groups including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS score, ● Computer based program to improve phonemic awareness and reading comprehension (Teach Your Monster to Read, HeadSprout) ● Tutors and Interventionist -small group tutoring to target specific student needs ● Multi-sensory instruction ● Teacher/parents collaboration to assist student ● Title I Contact person assists in ordering materials and making them accessible for teachers/ paras to use in daily lessons to make activities meaningful and engaging. Title I contact person assists in writing, updating data, and implementation of the SIP and Comprehensive Needs Assessment. In addition, the contact person will work with school and parish leaders to ensure that federal guidelines are followed and documented. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG ✓ Other 	<p>Items Needed:</p> <p>Para-Salary/ benefits Substitutes-Title I Contact</p> <p>Mimio (Headsprout) License for students Composition Books Folders for math activities Book binding machine Loose-leaf paper Manipulatives (counters, dry erase boards, markers, post it notes, highlighters, pens, pencils, sentence strips, poster maker, poster paper, ink, die-cuts, bulletin board paper, construction paper, chart paper, file folders, card stock</p> <p>Estimated Cost: \$50,000</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 Dibels score LEAP 2022 scores EOY District Checkpoint CKLA Data Parent Survey Sign-in Sheet Report Cards Progress Reports Intervention Data Computer Reports</p> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Teacher and para determine appropriate interventions and/or screenings to meet individual student needs;(Pupil Appraisal representative) ● DIBELS /ORF 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV 	<p>Items Needed:</p> <p>Para-Salary/ benefits Folder for Data Collection Binders Index Cards Document Camera</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 Dibels scores LEAP 2022 scores CKLA Data EOY District Checkpoints Parent Survey Sign-in Sheet Report Cards Progress Reports</p>

<ul style="list-style-type: none"> ● School level SBLC conferences with teachers to look at student data/progress/next steps ● Students referred to SBLC to meet with all team members when students exhibit little progress after interventions are implemented ● Behavior Charts ● Report Cards ● Teacher Observations ● Teacher/parents collaboration to assist student ● Students will be referred to Ponchatoula Community Outreach Program to receive free tutoring 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Estimated Cost: \$50,000</p>	<p>Intervention Data Computer Reports</p> <hr/> <p>Effectiveness Results:</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Unique Learning System promotes standards-based learning and literacy instruction with classroom teacher and/or resource teacher ● FCRR (Florida Center for Reading Research)-research based practices related literacy ● Multisensory Instruction ● SBLC-IEP, Special Services 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed: Computer Imagine Learning Translator Translator App</p> <p>Estimated Cost: \$5,000</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet</p> <hr/> <p>Effectiveness Results:</p>
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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> ● Tutoring program for students with reading concerns ● Computer assigned to student to administer Imagine Learning ● Students will be assigned and visited by district advocates and tutors ● Parents and students will be referred to the Title I Resource Center for guidance, instruction and materials that can be used to assist in their learning. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV	<p>Items Needed: Computer Imagine Learning Translator Translator App Title I Resource Center</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet Flyer</p>
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<ul style="list-style-type: none"> Students will engage in Accelerated Reading to build comprehension skills and a desire to read. Accelerated Reader has the option to have questions and answers read to the students in Spanish during testing. 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p style="text-align: right;">Estimated Cost: \$5,000</p>	<p style="text-align: right;">Effectiveness Results:</p>
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> Music, PE, Library Inclusion/Resource-as defined in specific student IEPs Limited English Proficient (LEP) Program-tutor provided Gifted Teachers-Academic and Enrichments Speech and Language Pathology Occupational Therapy Adaptive P. E. Physical Therapist Assistive Technology Student Resource Officer Ponchatoula Community Outreach Program (tutoring) Community Outreach Events: Coats for kids, TARC, United Way in parish, Teacher Certification Program (in parish), AOTT (campus improvement), Field Day (SLU Athletics) 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>CD players Trade books Bags to store books Webcams Boxlights Voice Amplifier</p> <p>Substitutes, travel, and fees for P.E. teacher to attend conference</p> <p>AHG District/School Readiness Tool Wellness Policy Grant Requirements School Health Index Observations/Feedback</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet School Health Index Observations/Feedback</p> <p style="text-align: right;">Effectiveness Results:</p>
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<p>TPSO (Just say No), Tangipahoa Library- Summer outreach program</p> <ul style="list-style-type: none"> School Wellness Team-Students will engage in activities at school and home that improve student health and academic achievement through nutrition, physical activity and the management of students' chronic health conditions. 			<p>Alliance for a Healthier Generation's "Healthy Schools Program" online tools</p> <p>Estimated Cost: \$6,000</p>	
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> Extended day teachers and paras provide opportunities for students who qualify (low achieving students) to complete homework and receive extra support, as needed (Ponchatoula Community Outreach) Field Trips-curriculum-based, off campus learning opportunities Before/After School Clubs-opportunities for students to participate in after school activities (Choir, Book Club) Choir- Christmas Concert- Downtown Ponchatoula, Parish Music Festival- Ponchatoula High School Talented Art- Art Gallery Viewings Video Conference Lessons provide STEM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom 	<p>Goal(s): 1,2,3,4,5,6, 7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost: \$8,000</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet Art Concert Pictures</p> <hr/> <p>Effectiveness Results:</p>

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:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> ● Positive Behavior Intervention and Support (PBIS) Program multi-tiered approach to social, emotional, and behavioral support ● PBIS Events-grade level teams choose target behaviors for entire grade levels to work toward ● Character Trait Lessons/Awards-weekly lessons and weekly awards which recognize positive student behavior related to the weekly character trait ● Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support ● Counseling and RKM Primary Care- daily services for students identified as needing additional support throughout the school day ● Check in/Check Out program-students briefly meet with the disciplinarian or another faculty member to receive daily support and reinforcement ● Parish Behavior Interventionist/ SBLC Committee ● SLU Counselor Intern ● School Wellness Team ● Utilization of restorative practices to build positive relationships and classroom/school community 	1,2,3,4,5,6,7	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	PBIS weekly and annual rewards Salary and benefits for PAC teacher Copy paper for golden tickets, copier ink Alliance for a Healthier Generation's "Healthy Schools Program" online tools AHG District/School Readiness Tool Wellness Policy Grant Requirements School Health Index Observations/Feedback Estimated Cost: \$12,000	Spring 2022 Dibels scores LEAP 2022 scores EOY District Ceckpoints Parent Survey Agendas Sign-in Sheet Behavioral Data Character Skill Morning Schedule Discipline Data School Health Index Observations/Feedback Effectiveness Results:

Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> ● Meet and Greet-yearly meeting to help incoming students and parents to meet the teacher before school begins ● Open House-yearly meeting to help incoming students and parents learn goals and expectations for the classroom and school ● Perrin visits Tucker- Kindergarten students and their parents take a field trip to Tucker to help incoming kindergarten students learn goals and expectations for the classroom and school ● Tucker visits D.C. Reeves- Second grade students and their parents take a field trip to D.C. Reeves to help outgoing students learn goals and expectations for their new classroom and school ● IEP meetings including current and future service providers 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG ✓ Other 	<p>Items Needed: School buses Popsicles Paper Ink and toner</p> <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Parent Survey Agendas Sign-in Sheet pictures</p> <hr/> <p>Effectiveness Results:</p>
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Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Grade Level meetings which follow the PLC protocol discuss Math (Eureka). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. ● Teams will be created in 1st and 2nd grade to create common formative assessments that target curriculum goals and student growth. Some of these tests will be used to track student data and growth. Teams will also create and gather activities that reinforce and support implementation of tier I curriculum. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG 	<p>Items Needed: Substitutes for curriculum planning and assessment writing Substitutes for teachers to meet to analyze data in order to develop</p>	<p>Effectiveness Measure: Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Digital Data Wall Survey Agendas Sign-in Sheet School Health Index Observations/Feedback</p>
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<ul style="list-style-type: none"> ● Title I contact person assists in making information available to teachers and faculty members. ● Grade Level PLCs meet to discuss ELA (CKLA, Wit and Wisdom). Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. ● Teachers leadership roles are shared throughout the grade level ● Teachers will collaborate to analyze student Data, classroom data, and school wide data in comparison to district data for the purpose of determining individual growth plans and student learning targets. ● Teams of teachers will meet to plan and organize lessons and lesson materials needed to effectively implement science scope and sequence. ● Teacher leaders support and lead PLC meetings ● School Wellness Team will be created to improve student health and academic achievement through nutrition, physical activity and the management of students' chronic health conditions. 		<p>✓ Other</p>	<p>learning goals concerning instruction.</p> <p>Substitutes for teachers to meet to plan and develop lessons and organize materials for newly adopted curriculums.</p> <p>Alliance for a Healthier Generation's "Healthy Schools Program" online tools</p> <p>AHG District/School Readiness Tool Wellness Policy Grant Requirements School Health Index Observations/Feedback</p> <p>Estimated Cost: \$6,000</p>	<p>Effectiveness Results:</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Other Professional Training: * Conferences/Trainings Teachers will identify conferences/training relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior-authorization approvals for specifics. ● Support from Curriculum Specialists with the introduction of new ELA Curriculum (CKLA and Wit and Wisdom), and standards based curriculum. 	<p>Goal(s): 1,2,3,4,5,6,7</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p>	<p>Items Needed:</p> <p>- Substitutes for curriculum planning</p> <p>- Stipends LAHPERD Convention Registration (P.E.), registration, travel Substitute for P.E. Teacher</p>	<p>Effectiveness Measure:</p> <p>Spring 2022 Dibels scores LEAP 2022 scores EOY District Checkpoints Digital Data Walls Parent Survey Agendas Sign-in Sheet Lesson Plans Videos/Pictures Agenda from Conference</p>

<ul style="list-style-type: none"> ● Uncertified teachers are given an opportunity to gain certification through a district incentive. Parish certification programs are offered at no charge. ● Funds and resources are provided by the district to assist teachers in preparing to take the Praxis Test to qualify for certification in their field. 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<p style="text-align: right;">Estimated Cost: \$0</p>	<p>Copy of Certificates Praxis Tickets/Scores</p> <hr/> <p>Effectiveness Results:</p>
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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.

Head Start Preschool Programs:

- Head Start preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

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

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

- Title I Contact Person along with the curriculum coach, and leadership team members will identify curriculum content to be assessed. They will create assessments that will allow teachers to evaluate student strengths, weaknesses, and growth. The assessments will be administered in the fall, winter and spring to determine growth and success of the plan being implemented.
- CKLA data will be collected in August and DIBELS data will be collected in September and two other times to determine students' reading strengths and weaknesses. Using the information collected, students will receive interventions that are targeted to meet their individual needs. Computer programs and reading interventionists will be utilized to assist teachers in supporting student growth. Student data, common formative assessments, and test scores will be used to identify students who are not showing adequate growth are performing below grade level expectations. Those students will receive additional support and be referred to SBLC to be tracked and evaluated. Student progress will be collected, sorted by subgroups and analyzed to identify subgroups that may be at risk. Modification to the plan will be made to support those subgroups.
- Our PBIS planning team will analyze and report data by subgroups to the leadership team. This information will be discussed and then shared with collaboration pods. The PBIS team will also create bi-weekly incentives to motivate students to show dependable behavior. The PBIS plan will be used to monitor student performance. Morning announcements will be incorporated to reinforce the weekly character skill.

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:

- SIP Committee will meet after important data gaining points (DIBELS, SLTs, Common Formative Benchmark Assessments).
- The SWP will be monitored and adjusted if needed. The plan will be evaluated by the Leadership Team to determine if adjustments should be made to achieve end of the year goals. Student academic and discipline data will be collected and evaluated. Data will be collected to identify base knowledge of all students and subgroups in the fall. Additional testing will be administered in the winter and spring. In addition, weekly assessments will serve as indicators of student growth, strengths and weaknesses. Our focus will be on math fluency and behavioral data school wide. Phonemic awareness and reading fluency will be a central focus for first grade students. Reading fluency and comprehension will be the focus for second grade students. While analyzing the plan, subgroups and trends will be identified and modifications will be made to target students who are falling behind or are at risk.

- Stakeholders will evaluate the plan mid-year to identify areas that may need to be adjusted to meet goals. At that time, notes will be taken, and adjustments will be noted to improve the plan for the upcoming year. In the spring, we will meet again to measure success and present additional resources and will be implemented in the upcoming year. Academic data, Needs Assessment Surveys, discipline data, and the Curriculum Implementation Scale will be analyzed to identify strengths and weaknesses to be considered in future planning.

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

- SWP will be rated for effectiveness in the Early June 2022 Stakeholder meeting. Results will be shared with teachers during leadership meetings and PLCs in August 2021. Results will be shared during faculty meetings and strengths and weaknesses will be discussed. Results will be shared with parents and community members during Open House an. Assessment results are reported to stakeholders during PTO meetings, Open House in September, monthly PLCs, monthly parent newsletters, school website, and teacher websites. Parents will receive individual student reports, through daily work, weekly tests and report cards.

2021-2022 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Amber Gardner**
- **Student: N/A**
- **Curriculum Support Coach: Danielle Miller**
- **Parent/Family: Brittany Graves**
- **Parent/Family: Nancy Anthony**
- **Community Member: Christy Knight**

You may add more members. Provide title and name of each member.

- Teacher: Amanda Morris**
- Teacher: Linda McKenzie**
- Teacher: Meagan Achee**
- Teacher: Dianne Cothorn**
- Teacher: Lauren Perry**
- Teacher: Julie Neidhamer**
- Teacher: Rachel Methvin**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- **Principal: Amber Gardner**
- **Student: N/A**
- **Teacher: Kortney Chiappetta**
- **Teacher: Dianne Cothorn**
- **PBIS Team Member: Lauren Perry**
- **Parent/Family: Nancy Anthony**
- **Parent/Family: Misty Noble-Hodge**

You may add more members. Provide title and name of each member.

- Curriculum Support Coach: Danielle Miller**
- Teacher: Amanda Morris**
- Teacher: Linda McKenzie**
- Teacher: Meagan Achee**
- Teacher: Julie Neidhamer**
- Teacher: Rachel Methvin**

Teacher: Kortney Chiappetta
Assist Principal: Keondra Hookfin
Assist Principal: Ashley Penton
TPSS Literacy Specialist: Sam Johnson

Assist. Principal: Keondra Hookfin
Assist. Principal: Ashley Penton

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

June 24, 2021

Date

Chairperson, Schoolwide Improvement Team Signature

Date