2022-2023
Schoolwide Plan

TANGIPAHOA
PARISH SCHOOL SYSTEM

EST. 1896

Hammond Eastside Magnet School
PreKindergarten - 8th Grade

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

School Hammond Eastside Magnet School ***This data will be updated as soon as new SPS are released.

SPS _____

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%

__X__UIR - Academic - Urgent Intervention Required for Academics:

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

     _____Economically Disadvantaged
     __X__Hispanic/Latino
     __X__Black
     _____White
     __X__Students with Disabilities
     _____English Learners
     _____Two or more Races

_X_UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

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	$15,000
Copy Machine, Duplicator, Printer	X	X	X	$4,000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	$2,600
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	$8,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X	X	$2,000
Laminator, Laminating Film		X	X	$3,000
Poster Maker, Paper for Poster Maker, ink	X	X	X	$3,000
Communication Folders, Planners	X	X		$2,500
Accelerated Reader (AR) Licenses		X		
LEAP 2025 Test Prep Materials, ACT Prep Materials		X		$1,200
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		$1,500
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, Post-it-	X	X		$2,600

Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Border, 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	X		$800
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		$20,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		$1,500
ELA Materials: Pocket folders with prongs		X		$800
Social Studies Materials: Globes, Maps		X		$700

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:

Stakeholders include parents from different socioeconomic backgrounds, parents of special education and 504 students, parents of EL students, various community members, teachers from various grades, and the instructional leadership team. Review of the CNA included explanation of the various types of data collected as well as time to analyze the data as a group with guidance provided by the instructional leadership team.

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

One change made to the plan was in our intervention model. Our Intervention model provides for groups that address below level needs as well as on level learners and above level learners. An alternate schedule for each Wednesday provides for a club day for students and time for teachers from various grades to meet in committees as well as time for the Instructional Leadership Team to meet weekly.

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

- The Panorama Survey is used to collect input from parents as are surveys given at various family engagement events throughout the school year.
- The principal and magnet specialist attend chamber meetings to provide updates to the community and receive input.
- Parents and stakeholders are members of the stakeholder committee that meets 3 times per year to create, review, and rate the School Wide Plan.
- Parents are part of Student Assistance Teams to monitor struggling students.
- Monthly PTO meetings are held.
- Principals have an open door policy, which allows for parents to give input.

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

- An annual open house is held and the goals of the SWP along with ways that families can assist us in meeting our goals is held each year.

- IB monthly newsletter
- Learner Profile Reports (end of 2nd, 4th, and 6th six weeks)
- Student-Led Conferences (Fall and Spring)
- Weekly Class Newsletters
- Student Reflections -Each 6 weeks (Consider replacing Student Logs with a reflection done at the end of each 6 weeks on the students overall performance academically and socially....learning profile.)
- Action-at-Home Letter/Report (4 times per year grades PK and K; each 6 weeks for grades 1-5)
- Graded papers sent home weekly/biweekly in 1-5
- Oncourse Parent Command
- Report Cards (end of each 9 weeks)
- Robo Calls
- Television in office, cafeteria, and library
- IB Monthly Newsletter

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: **Student-Led Conference Night-**stations with information on curriculum and a station with information about SWP will be set up at the fall SLC night; in the spring, information on state testing will be shared and input for the 23-24 SWP will be collected	**SWP Goal (s):** **1-7 & 9-11**	**Budget Decisions/Coordination:** X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Other	**Items Needed:** maintenance of copiers ink Poster maker Lamination film Bulletin board paper refreshments	**Effectiveness Measure:** **Sign-in sheets** **pictures** **surveys**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/globalkeyfindings.pdf **https://www.educationworld.com/a_admin/admin/admin112.shtml** **Student-led Conferences: A Growing Trend**			**Estimated Cost:** **$600**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: ● Prek bi-yearly parent conferences. Teachers review academic progress and the results from TSGold. Next steps are provided to the parents through resources and activities that can be done at home for students that are not progressing. (fall and spring)	**SWP Goal (s):** **8, 11** 2,6	**Budget Decisions/Coordination:** X Title I ❑ Title II ❑ Title III ❑ Title IV X LA4 ❑ IDEA ❑ Homeless ❑ General Fund	**Items Needed:** paper maintenance of copiers ink substitutes	**Effectiveness Measure:** Sign-in sheets-number of parents that participate EOY PreK district assessments

		❏ 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.scielo.br/j/pe/a/Q39MGD7HSyJ4XsSQdLLJJgw/abstract/?lang=en** **DEVELOPMENT OF CHILDREN'S PERSONALITY: THE ROLE OF EARLY CHILDHOOD EDUCATION**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
● Open House K-8 to include annual meeting on SWP -*Share goals of SWP and how parents can help us meet our goals. Parents/guardians visit classrooms for brief presentation by teachers on the Tier I Curriculums used. Students will complete an activity with their parents.*	1-11	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	poster paper, cardstock, ink, toner, laminating film, poster machine paper and ink, masters, staples copy machine service contracts	Invitation Sign in Sheets Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://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:** **$300**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: ● Book Character Parade-PreK & K	SWP Goal (s) 8-11	Budget Decision /Coordination : X Title I ❏ Title II ❏ Title III ❏ Title IV	Items Needed: paper maintenance of copiers ink	Effectiveness Measure: Communication sent home/invitation pictures

		X LA4	cardstock	
		❏ IDEA		
		❏ Homeless		
		❏ General Fund		
		❏ Perkins		**Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):		❏ Other		
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:** $200	

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
● Read Across America	1-11	X Title I	paper maintenance of copiers ink cardstock	Communication sent home/invitation
		❏ Title II		
		❏ Title III		pictures
		❏ Title IV		
		❏ LA4		
		❏ IDEA		
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		❏ Homeless		**Evaluation / Effectiveness Results (guide revision to the SWP):**
		❏ General Fund		
		❏ Perkins		
		❏ Other		
			Estimated Cost: $200	

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
● Art Gala	1-11	X Title I	paper maintenance of copiers	Communication sent home/invitation
		❏ Title II		
		❏ Title III		

Technology and curriculum help station set up in library		❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	ink cardstock	pictures Sign-in sheets
			Estimated Cost: $3000	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: ● Grandparents Day Breakfast Share article on the benefits of grandparents in the lives of children	SWP Goal (s) 11	Budget Decision /Coordination : X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Items Needed: paper maintenance of copiers ink cardstock	Effectiveness Measure: Communication sent home/invitation pictures Sign-in sheets
			Estimated Cost: $700	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
● 5th Grade Exhibition & 8th Grade Community Projects - Culmination of the Primary and Middle Years Program	1-7, 11	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**paper** **maintenance of copiers** **ink** **cardstock** **tri-fold boards** **refreshments**	Student work/rubrics sign in sheets pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/globalkeyfindings.pdf** **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:== **$800**	==Evaluation / Effectiveness Results (guide revision to the SWP):==

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

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

risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
The implementation of our Tier 1 curriculums in ELA, math, and science	Number of students needing early interventions in reading (K-5) compared to workforce available to provide interventions.(Interventions are not as consistent as they should be because of shortage of staff.)
Support of students by Student Assistance Team	56% of students missed 13 or more days
Number of discipline incidents has reduced by more than ½ since 2019.	Low percentage of students scoring mastery or advanced in social studies and science
job embedded professional development/collaboration	Lower percent of students scoring mastery or above in math versus ELA
High percentage of students say that they have a family member or another adult at outside of school they can count on to help no matter what	student motivation and enjoyment of lessons/school.
the staff feels supported by the administration	students feel their learning is disrupted by behavior problems.
Utilize resources to identify and support subgroups/intervention groups	Number of uncertified teachers

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:

Hammond Eastside Magnet is a community school with 83% Economically Disadvantaged students. HEM has an SPS score of _____ and _____ is required. Our SPS subgroup score is _____ , and our student progress is _____. Students in grades pre-kindergarten to 2nd grade are scoring better on

district checkpoint assessments compared to students in grades 3rd to 8th on LEAP 2025 assessments. Likewise, grades K-2 met the goal set in our SWP for 2021-2022. It is notable that PreK-2 percentages were based on basic and above while 3-8 percentages were based on mastery and advanced only. The percent of LEAP 2025 Mastery or Advance scores in ELA continues to be higher than in math. The percent of Master of Advanced in science and social studies were consistent with one another with 13% in science being the lowest and 35% in social studies being the highest. 73% of Special Education students taking the Leap connect scored at or above goal in ELA and 80% scored at or above goal in math. LADOE Curriculum Implementation Scale scores were higher in PreK-2 for ELA and math than in grades 3-8, whose scores averaged to a 2 on the scale. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between the Implementation scores for ELA and math between PreK-2 and 3-8 is essential in closing the gaps in the percent of students scoring proficient. The number of referrals has steadily declined over the past 4 years (down from 1,226 in 2018-2019 to 476 in 2021-2022) as had the number of out-of-school suspensions (down from 1,105 in 2018-2019 to 150 in 2021-2022). 91% of parents responded favorably about how often they have conversations with their child about what he/she is learning at school, but only 48% responded favorably that the classroom lessons are motivating to their child.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Continued work on getting student behavior in line so the overall school environment feels safe and capable of students to learn.
- Authenticity and integrity across the board in grading /scoring student work
- make sure all teachers are teaching the tier I curriculum so the next grade can build on previous years knowledge
- Improve fidelity to intervention model
- providing scaffolding and supports to ensure all students have access to Tier I Curriculums
- Improve student and teacher attendance

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*

1. Increase the percent of students in grades 3-8 performing at mastery or advanced in ELA on the 2023 statewide LEAP assessment from 34% to 44%.

2. Increase the percent of students in grades 3-8 performing at mastery or advanced in math on the 2023 statewide LEAP assessment from 20% to 35%.

3. Increase the percent of students in grades 3-8 performing at mastery or advanced in science on the 2023 statewide LEAP assessment from 23%- 38%

4. Increase the percent of students in grades 3-8 performing at mastery or advanced in social studies on the 2023 statewide LEAP assessment from 24%-39%.

5. By May 2023, decrease the % of **students** who are **chronically absent** (13 or more days a school year) to 25%.

6. By May 2023, increase the % of **special education** students who achieve mastery or above on the **math** and **ELA** Leap 2025 assessments by 10%.

7. Decrease the % of **special education** students scoring 0 in **ELA** or **math** on the Leap Connect assessment in **ELA** or **math** by 10%.

8. By May 2023, increase the % of our **Pre-Kindergarten** students who are at or above grade-level on the end-of-year **ELA** and **math** district assessments from 77% to 88%.

9. By May 2023, increase the % of our **Kindergarten-second** students who are at or above grade-level on end-of-year **ELA** district checkpoint from 68% to 78%.

10. By May 2023, increase the % of our **Kindergarten-second grade** students who are at or above grade-level on end-of-year math district checkpoint from 72%0 82%.

11. By May 2023, increase the % of **parents** who responded favorably that classroom lessons are motivating from 48%-68% by increasing students' ownership in their learning.

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 Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
● Eureka-Tier I math curriculum ● LA Guidebooks 3-8-Tier I ELA curriculum ● Wit & Wisdom K-2-Tier I ELA curriculum ● CKLA K-2-Tier 1 phonics curriculum ● Phd Science K-5-Tier I science curriculum ● Social Studies - Interactive Notebooks, Companion Documents & Scope and Sequence, Digital Textbooks ● Unique curriculum for Sped. Self-contained students	1,2,3	1-11	X 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, personal white boards ==Estimated Cost:== **$20,000**	Annotated Lesson Plans NIET Observations Walk-throughs District Benchmark Data iReady Assessments 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):==

Use of Academic Assessments to Improve Instruction:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
1. Backward Design is utilized in planning and preparation 2. Student work is used weekly in PLC to identify next steps in instruction and intervention 3. Data from Leap, iReady Diagnostic, MOY & EOY assessments, District Checkpoints, MClass data, and common assessments is analyzed during PLC	1,2,3	1-11	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Tier I Curriculum District Created Benchmark Assessments for ELA, Math, Science and Social Studies TS Gold Checkpoints iReady Assessments Dibels/McClass Assessments Math Affirm Assessments, topic quizzes, mid-module and end of module assessments Culminating Writing Task	Weekly Test Data iReady Data Checkpoint 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/rel/Products/Ask-A-REL/30008				**Estimated Cost:** $5000	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to <u>Students with</u> <u>Disabilities</u>:	ED Priority(s): 1,2,3	SWP Goal(s): 6,7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Case teachers to meet with sped. department and paras(when applicable) to address updates or other areas where support is needed - Teacher will complete a chart with classroom and testing accommodations and use during weekly planning to troubleshoot areas that will challenge students - LA Connectors Grade-level intervention time Inclusion and resource support Mindplay - Eureka Remediation Guide - Guidebook Foundation Supports and Diverse Learners Guide. - Collaboration between regular, Sped. teacher, and para - Unique Curriculum for low functioning students			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 X 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, SER	Weekly Test Data iReady Data Checkpoint Data Leap data Leap Connect 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/central/askarel/responses/datause-1219.asp					<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>
				<mark>Estimated Cost:</mark> $5000	

Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
● 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:** ● Imagine Learning ● Spanish teachers assist with translate text for EL students ● EL students are identified by our EL contact faculty member. A plan is written for each student to include needed class and test accommodations. ● Six faculty members are available to translate and assist in communicating with EL families. ● EL teachers meet with students weekly	**1,2,3,5** **1-11**		X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	paper Imagine Learning pocket folders Chromebook for each student to work on program designed for EL students ==Estimated Cost:== **$500**	Weekly Test Data iReady Data Checkpoint Data Itinerant Sign-in Imagine Learning 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				

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: ● A Pupil Progress List is created at the end of each school year that identifies students who were: 1. promoted with interventions 2. in the SAT process (Student Assistance Team) 3. retained 4. administratively placed This list is used at the beginning of the year as a starting point for identifying students in need of interventions. ● iReady Reading Diagnostic is given and considered to make initial intervention groups in grades 3-5 ● Dibels (K-2) and Dibels Daze (3) are administered at the beginning of each school year. ● Equip (computer program) is used to determine students that may need math interventions --a pre-module assessment is given to determine which content students will need interventions for before each unit is begun ● District Checkpoints K-2 (ELA and math) and iReady Reading MOY assessment used to progress monitor and adjust intervention groups	**Goal(s):** **1-10**	**Budget Decisions/ Coordination**: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other **Estimated Cost:** $3000	**Items Needed:** student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards	**Effectiveness Measure:** data from programs used student work/assessments **Evaluation / Effectiveness Results (guide revision to the SWP):**

List the Opportunities and Interventions for Students in Need:	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- intervention schedule for grades K-5 - Intervention classes for 6-8 are part of the block schedule - iReady ELA for grades 3-5 - Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy, MClass - Student Assistant Team - RKM counselor - school counselor	1-10	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other **Estimated Cost:** **$2000**	student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards	number of students served by RKM SAT meeting records data from programs used intervention schedule **Evaluation / Effectiveness Results (guide revision to the SWP):**
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: - Progress monitoring -Mclass - Dibels Benchmark - Math-topic quizzes and End-of-Module Assessments - Student work is analyzed in PLC - SAT meetings are held to monitor and discuss progress and determine next steps - MOY iReady Assessment	Goal(s): 1-4, 8-10	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other **Estimated Coast:**	student and teacher chromebooks folders paper maintenance of copiers ink cardstock	Record of SAT meetings data from programs used student work/assessments **Evaluation / Effectiveness Results (guide revision to the SWP):**

			$2000		

Interventions Specific to <u>Students with Disabilities</u>:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Common grade-level intervention time for grades K-5 - Intervention classes for 6-8 are part of the block schedule - iReady ELA and math - Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy - Unique Curriculum - Resource and inclusion minutes are provided - IEP goals and objectives			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 X IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady MClass Zearn Prodigy Magnetic white boards laminating film personal white boards	Weekly Test Data iReady Data Checkpoint Data Leap data Leap Connect 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/central/askarel/responses/datause-1219.asp					**Evaluation / Effectiveness Results (guide revision to the SWP):**
			Estimated Cost:		

Interventions Specific to <u>English Learners</u>:	ED Priority(s):	SWP Goal(s)	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Imagine Learning - Intervention schedules for grades K-5 - Intervention classes for 6-8 are part of the block schedule - iReady ELA and math - Computer interventions to include, Flocabulary, Mindplay, Headsprout, Zearn, Prodigy - EL support teachers	1,2,3	1-10	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	folders paper maintenance of copiers ink cardstock chromebooks student and teacher chromebooks folders paper maintenance of copiers ink cardstock iReady Zearn Magnetic white boards laminating film personal white boards MClass Prodidy	Imagine Learning data data from other intervention programs
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					**Evaluation / Effectiveness Results (guide revision to the SWP):**
				Estimated Cost: **$1000**	

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:	ED Priority(s): 2,5	SWP Goal(s): 1-11	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- RKM counselor available on campus - Our School Counselor will provide lessons based on students' needs such as character building, testing, bullying, making friends, etc… (Character Strong) SEL Topic of the week along with the learner profile attribute of the month will be a part of morning announcements. Teachers and students will reflect, discuss, or complete a short task. - Kindergarten will incorporate Conscience Discipline to continue and reinforce learning from PreK.			X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins X Other	Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink cardstock chromebooks	Number of students serviced by RKM student work discipline data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://casel.org/fundamentals-of-sel/what-does-the-research-say/ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6544145/				==Estimated Cost:== $2000	==Evaluation / Effectiveness Results (guide revision to the SWP):==

1.5 STUDENT OPPORTUNITIES

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

| 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.):
● Extended School Year is available for Sped. students that qualify.
● Summer Learning Camp for grades 2-8 | ED Priority(s): **1,2,3** | SWP Goal(s): **1-11** | Budget Decisions/ Coordination:
X Title I
❏ Title II
❏ Title III
❏ Title IV
❏ LA4
❏ IDEA
❏ Homeless
❏ General Fund
❏ Perkins
❏ Other | Items Needed:

teachers
folders
paper
maintenance of copiers
ink
cardstock
chromebooks
student and teacher chromebooks
folders
paper
maintenance of copiers
ink
cardstock
iReady
Zearn
Magnetic white boards
laminating film
personal white boards
science/STEM materials
bus transportaion | Effectiveness Measure:

Summer School Data
Extended School Year data
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://childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_08_16_RB_TimeForLearning.pdf | | | | | **Evaluation / Effectiveness Results (guide revision to the SWP):** |

			Estimated Cost:		

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):

- PreK-5 ancillary classes include: performing arts, visual arts, PE, and Spanish.
- Electives in grades 6-8 to include: guitar, visual arts, performing arts, PE, Spanish, and piano.
- Students attend an enrichment class daily to provide a common planning time for collaboration. Ancillary teachers also have a free period to provide time for collaboration and planning
- Intervention classes for math and ELA are available for grades 6-8
- Club Day is held weekly for students in grades K-5

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:</u> <u>Educational Priorities,</u> including <u>coordinated early intervening services (CEIS)</u> under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Character First Lessons - conscience Discipline PreK-K - Conflict Resolution/Stay Away Agreements - PBIS - Social Emotional Learning - Community Circles - Field day is held in the spring as a culminating activity - Transition Class - Restorative Practice - IB Learner Profile Reports sent home 3x year	**1,2,3**	1-11	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins X Other	Character Strong Conscience Discipline RKM counselor school counselor paper maintenance of copiers ink cardstock chromebooks binders folders	Discipline data Shout Outs IB Learner Profile Reports Action at Home Letters

- Student Action-at-Home Letters - School Counselor - RKM Counselor on campus - BIPs are written for students in need of check-in/check-out support - Club Day K-5				
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: $2000	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):	SWP Goal(s)	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
● 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.	1,2,3,5 **1-11**		X 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	Agenda Sign-In Sheet Log Sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www2.ed.gov/rschstat/eval/title-i/schoolwide-program/report.pdf				**Estimated Cost:** $3000	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Learning Communities (PLCs): ● Weekly collaboration meetings to plan and prepare for curriculum, use student work to progress monitor & plan next steps, review best practices (NIET Rubric), focus on student engagement and formative assessment, work on PYP/MYP planners, create rubrics for common assessments, prepare	**ED Priority(s):** **1,2,3,4**		**Budget Decisions/ Coordination:** X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins	**Items Needed:** paper ink stipend for after school and July planning data/student work Tier I Curriculum intervention instructional materials	**Effectiveness Measure:** agendas sign-in sheets annotated lesson plans intervention progress monitoring

for virtual learning using Oncourse classroom ● After school planning for regular and sped resource/inclusion teachers held 2x year:-Review data to progress-monitor and make adjustments to intervention groups, work with new curriculum and collaboratively plan, make a plan for next steps based on data ● July Summer planning to study new Tier I curriculum in math, ELA, phonics, and science and begin planning for fall (Utilize Backwards Design), work on IB unit planners			❏ Other	maintenance of copiers file folders pocket folders **Estimated Cost:** $10,000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.allthingsplc.info/files/uploads/AdvocatesforPLCs-Updated11-9-15.pdf**					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Development: Other Professional Training –	ED Priority(s): 1-5	SWP Goal(s): 1-11	Budget Decisions/ Coordination: X 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: redeliver agendas & sign-in sheets
● 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 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				**Estimated Cost:** **$15,000**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

- School 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:	ED Priority(s):	SWP Goal(s)	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
Teachers will receive support from Curriculum Coach, Mentors, and partner teachers Peer Observations Workforce talent is also addressed at the district level utilizing content leaders, mentors, etc.	4	1-11	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Tier I Curriculum Curriculum Facilitators substitutes	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**				==Estimated Cost:== $55,000 (salary for CF)	==Evaluation / Effectiveness Results (guide revision to the SWP):==

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

Transition Activities for Incoming and Outgoing students: ● Counselors from high school come to HEM to meet with 8th grade students for scheduling/orientation ● Headstart students tour HEM in May (upcoming PreK students) ● School Tours (ongoing) ● PreK & K orientation	ED Priority(s): 2,5	Goal(s): 1-10	Budget Decisions/ Coordination: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Items Needed: paper ink maintenance of copiers file folders <mark>Estimated Cost:</mark> **$200**	Effectiveness Measure: Student schedules for students transitioning to 9th grade Email confirmation of Headstart tour 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/ED486469.pdf**					<mark>**Evaluation / Effectiveness Results (guide revision to the SWP):**</mark>

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

4. Regular Monitoring and SWP Revision

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

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

- PLC monitors progress toward the goals on the SWP by using student work weekly to plan next steps. Progress is monitored using data from interim assessments and common assessments.
- Learning Walks are conducted with a team that consist of district leaders and support as well as Instructional Leadership Team members from the school. Observations are used to create next steps to be reviewed in ILT meetings then rolled out in PLC. This helps to progress monitor how well the instructional parts of the SWP are being implemented.
- Student Learning Targets are written by each teacher. Progress toward those targets is monitored in PLC through use of student work and common assessments.

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:

- SWP committee members look at all data and input collected in order to do effectiveness ratings then combine that with input from stakeholders and faculty to write SWP and CNA for the upcoming school year in July.

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

- Teachers are inserviced in August–data from CNA and SWP are shared
- SWP is revisited during weekly PLC and ILT
- Parents are notified at an annual meeting

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:** DeShea Johnson **and** Lisa Gros
  ● **Student: Julia Belina, Graham Normand, Aiden Griffin**
  ● **Teacher:** Lisa Prevost**,** Cassandra Velting**,** Amy Bourgeois**,** Cynthia Butler**,** JENNA Vial**,** Katherine Johnson**, Edward Marshall,** Amber Pecoraro**,** Garrett Taylor**, Ty Griffin, Stephanie Ciresi, Sarah Clark**
  ● **Parent/Family: Brittney Robillard, Robbie Roubique, Kristen Williams, Kenny Johnson**
  ● **Community Member: David Vial-Parish Councilman, Robbie Miller-Parish President**
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:** DeShea Johnson**,** Lisa Gros
	  ● **Student: Kyle Johnson**
	  ● **Teacher:** Jessica Dalon**,** Brittany Baxter**,** Mary Schilling**,** Becky Difulco**,** CHRISTY ARD**, Felicia Jackson**
	  ● **Parent/Family: Erica Viola, Monica St Cyr, Erin Flemming**
	
	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.

_____
Co-Principal Signature

9/16/22
Date

_____
Chairperson, Schoolwide Improvement Team Signature

9-16-22
Date