**2021-2022  
Schoolwide Plan**



**Champ Cooper Elementary School**

**Pre-K through 8th Grade**

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

**School \_\_\_\_Champ Cooper Elementary School\_\_\_\_\_**

**SPS \_\_\_71.2\_\_\_\_\_**

**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**

**\_\_\_\_\_Black**

**\_\_\_\_\_White**

**\_\_X\_\_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.

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| **Item/s Needed**  **All items purchased must be for student use or Parent and Family Engagement Activities** | **Parent and Family Engagement** | **Core Instruction**  **Interventions**  **Support and Extended Learning/Other Strategies** | **Professional Development** | **Estimated Cost** |
| Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples | X | X | X | $8.000 |
| Copy machine, Duplicator, Printer | X | X | X | $6,000 |
| Service Contracts |  | X |  | $500 |
| Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs |  | X |  | $9,000 |
| Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors |  | X |  | $1,500 |
| Laminator, Laminating Film | X | X | X | $3,000 |
| Poster Maker, Poster Paper, ink | X | X | X | $900 |
| Communication Folders, Planners | X | X |  | $2000 |
| Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors, | X | X |  | $400 |
| General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, Bulletin Board Boarder, glue, glue sticks | X | X | X | $1,200 |
| Dry Erase Supplies: boards, erasers, cleaner, markers | X | X | X | $300 |
| Science refill kits |  | X |  | $500 |

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| COMPREHENSIVE NEEDS ASSESSMENT  * + ***Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings***   ***should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and***  ***a summary of priorities that will be addressed in the schoolwide plan.***   * + ***The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on*** ***the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*** | |
| **STRENGTHS** | **WEAKNESSES** |
| * communicating student progress to parents | * 32% of staff feel that students are enthusiastic about school on most days |
| * use of student data to guide instruction | * historically lower scores in math on state assessment |
| * opportunities for parents to be involved | * 27% of students agree/strongly agree that they are attentive and invested in the classroom. |
| * percentage of students scoring **mastery** or above in ELA ( 45% or more) | * Urgent Intervention Required for Academics (SPED Population) |
| * job embedded professional development/collaboration | * Urgent Intervention Required for Academics (Hispanic Population) |
| * Utilize resources to identify and support subgroups | * 33% say they are supported in learning about, discussing, and confronting issues of race, ethnicity, and culture. |
| * Curriculum Implementation Scale, All grade levels are implementing Tier I Curriculum, Wit and Wisdom/CKLA, Guidebooks, Eureka Math, PhD Science, Social Studies (LDOE) |  |
| * 84% of students agree/strongly agree that they feel supported through their relationships with friends, family, and adults at school. |  |
| * 91% say they have favorable perceptions of staff relationships with school leaders. |  |
| **DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2):**  Leap, TS Gold, Dibels, CKLA assessments (district checkpoints), Wit and Wisdom assessments (district checkpoints), OnCourse discipline data, Panorama Surveys, LADOE, School Report Card, PBIS Rewards App, District Created math assessments (K – 2), Pre-K MOY results, District Math Checkpoints, District ELA Checkpoints, District Science Checkpoints, District Social Studies Checkpoints | |
| **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. Champ Cooper School will increase SPS from 71.2 to 75.2 in 2021-22 | |
| 1. Champ Cooper School will increase ELA Assessment index from 68.8 to 71.8   (Students will achieve mastery level on third-grade assessments and enter fourth grade prepared for grade-level content. Increasing the % of my third grade students who achieve mastery on their third-grade LEAP 2025 assessment in ELA from 31% to 36%. Increasing the % of my eighth grade students who achieve mastery on their eighth-grade LEAP 2025 assessment in ELA from 65% to 75%.) | |
| 1. Champ Cooper School will increase Math Assessment index from 63.2 to 66.2   (Students will achieve mastery level on third-grade assessments and enter fourth grade prepared for grade-level content. Increasing the % of my third grade students who achieve mastery on their third-grade LEAP 2025 assessment in math from 30% to 35%. Increasing the % of my eighth grade students who achieve mastery on their eighth-grade LEAP 2025 assessment in math from 16% to 21%.) | |
| 1. Champ Cooper School will increase the percentage of students with disabilities scoring Mastery or Above from 28% to 32%.   (Increase the % of students with disabilities attaining mastery on the state assessments. Increase the % of my students with disabilities scoring mastery or advanced on the end of the year assessment from 31% to 36% in ELA and 27.8% to 32.8% in math. | |
| 5. Champ Cooper School will increase the percentage of Hispanic students scoring Mastery or Above from 66% to 70% | |
| 6. Decrease out of school suspension from 6% to 3% by the end of 2021-22 | |
| 7. Champ Cooper School will increase the Science and Social Studies Assessment by 3 points. | |

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| 1. **PARENT AND FAMILY ENGAGEMENT**    * ***The SWP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will*** ***carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.***    * ***The SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and***   ***uniform format and, to the extent practicable, provided in a language that the parents can understand.***   * + ***Each school are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*** | | | | |
| **PARENT/FAMILY ENGAGEMENT ACTIVITY** | **GOAL(S) ADDRESSED** | **BUDGET(S) USED TO SUPPORT ACTIVITY** | **ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY** | **EFFECTIVENESS** |
| **Describe how all parents will be involved in the design and** **evaluation of the SWP (include the month that activity will take** **place):**   * Committee met in June 2021 to review results of our Comprehensive Needs Assessment Survey. The Committee included 3 parents, and 1 local business owner. * In September 2021, a second committee meeting will be held to discuss detailed implementation of Parent/Family engagement activities. * A mid-year review meeting will be held in January * Parents are allowed to review plans upon request | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to  support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Paper, Refreshments, Surveys**  **Estimated Cost:** | **Effectiveness Measure:**  Review of feedback from meeting, agenda |
| **Effectiveness Results:** |
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| **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**   * PTO board meets monthly to discuss needs and expectations. * We maintain an open door policy to ensure public has access to all levels of administration. * Conferences are frequently scheduled with parents, teachers, and administration to discuss any academic or behavioral concerns * Parents are required to attend SAT Team, IEP or 504 meetings annually to ensure special needs are being met * Stakeholders Meeting | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to  support this activity:  x Title I   * Title II * LA4 | **Items Needed:** | **Effectiveness Measure:**  Sign in sheets, agenda,  surveys, ticket out the  door, reports |

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|  |  | * IDEA * Title III * Title IV * Perkins * JAG   X Other | **Estimated Cost:** |  |
| **Effectiveness Results:** |
| **Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:**   * Weekly communication folders are sent home with students. Signature of parent is required upon return * Teachers maintain a behavior chart linked to our PBIS that is shared with parents * 3rd - 6th grade are issued a weekly planner that assignments are kept in. Parents have daily access to this * All parents must be contacted by the homeroom teacher within the first 6-weeks * School wide event flyers are sent home with every student along with Robo calls and posting on our website * Assignments are posted in a timely manner in OnCourse Report cards are sent home each period and parents have access to view online as well | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   X Other | **Items Needed:**  **Planners, cardstock, colored paper, PBIS app, flyers, Robo calls, website**  **Estimated Cost:** | **Effectiveness Measure:**  Review of planners,  Schedule of calls |
| **Effectiveness Results:** |
| **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 will be arranged with a translator. * Secretaries have the immediate contacts for translation * assistance to help parents * ● District Translator * ● Imagine Learning   ● Translation App | **Goal(s):**  **1,2,5** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**    **Translation app**  **Estimated Cost:** | **Effectiveness Measure:**  Sign in Sheets, agendas,  surveys |
| **Effectiveness Results:** |

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| ***Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.*** | | | | |
| **Parent Family Engagement Activity:**   * Meet and Greet is held prior to the start of school to introduce students and parents to the teacher (may be modified due to Covid 19 protocols) * Goals and expectations are shared | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  **Estimated Cost:** | **Effectiveness Measure:**  Ticket out the door,  sign-in sheets |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**   * Open House September 2021 * Parents will meet in auditorium to review school improvement plan and present school expectations (may be virtual due to Covid 19 protocols) * Parents will visit classrooms where teachers will present student work and introduce Tier I curriculum expectations | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * x Other r | **Items Needed:**  **Estimated Cost:** | **Effectiveness Measure:**  Sign in sheets, agendas,  survey |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**   * Penguin Patch December 2021 * PTO and other parent volunteers will host a gift shop in the CCS Auditorium * Parental support information is given out to all who come * Opportunities for networking (parent/school/community) | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  **Event flyers**  **Estimated Cost:** | **Effectiveness Measure:**  Parental volunteers, pictures |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity:**   * Field Day April 2022: Fun outside activities planned to celebrate the year’s success (parent, community and school networking) | **Goal(s):**  **1,2,3,4,5,7** | x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  **Estimated Cost:** | **Effectiveness Measure:**  Sign in sheets, agendas,  survey |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**   * Pre-K bi-yearly parent conferences. Teachers review academic progress and the results from TS Gold. 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) | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * DEA * Title III * Title IV * Perkins * JAG   X Other | **Items Needed:**  **substitutes**  **Estimated Cost:** | **Effectiveness Measure:**  Sign in sheets, TSGold scores |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity:**   * American Indian Shelter Project * Students, along with family members, will work together to research and create a model American Indian home using materials around home. | **Goal(s):** | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   X Other | **Items Needed:**  **Estimated Cost:** | **Effectiveness Measure:**   * Graded projects, pictures |
| **Effectiveness Results:** |

Additional activities may be added

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| SCHOOLWIDE PLAN STRATEGIES **The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:**   * + ***Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards***   + ***Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and***   ***quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;***   * + ***Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic***   ***standards; and***   * + ***Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the***   ***strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*** | | | | |
| ***Core Instruction*** | | | | |
| **SCHOOLWIDE PLAN STRATEGY** | **GOAL(S) ADDRESSED** | **BUDGET(S) USED TO SUPPORT ACTIVITY** | **ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:** | **EFFECTIVENESS** |
| **Title I School Planning:**   * SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Stipends,  Substitutes, Supplemental materials used to assist students in tier 1 curriculum, PDs  **Estimated Cost:** | **Effectiveness Measure:**  Log sheets |
| **Effectiveness Results:** |
| **Rigorous, Standards-Based Curriculum:**   * 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 I phonics curriculum * PhD Science - Tier I science curriculum * OpenSciEd * Supplemental science materials * Resources to enhance curriculum * R.A.C.E. Writing Strategy K- 4th across the curriculum. Restate the question, Answer the question, Cite the source, and Explain * Anchor charts for student reference outline, list, or describes procedures, processes, and strategies on a particular topic and is posted in the classroom for reference by students * An Instructional Curriculum Coach is used to support Pre-K-4th grade teachers in the use of the Tier 1 curriculum. * A Lead Teacher is used to support pre-k-4th grade teachers in the use of the Tier 1 curriculum * A Content ELA teacher & a Content Math teacher is also on staff to provide support to teachers. * Kagan: Strategies using cooperative learning to increase student engagement * Social Studies LDOE Resources * Headsprout interactive online Reading program to teach reading fundamentals. * FAST Math Online program used for Math fluency. * Pre-K Curriculum DiG * Unique | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Supplemental materials used to assist students in the classroom and with Tier 1 curriculum, supplies for Tier 1 instruction (Eureka, CKLA, Wit and Wisdom, Guidebooks, PhD Science), Chart Paper, index cards, science materials and equipment, anchor charts, headphones, PreK/K rugs  **Estimated Cost:** | **Effectiveness Measure:**  LEAP, District Interim,  District Checkpoints K-2 |
| **Effectiveness Results:** |
| **Use of Academic Assessments to Improve Instruction:**   * Backward Design is utilized in planning and preparation * Student work is used weekly in PLC to identify next steps in instruction and intervention * Data from Leap, interim assessments, and common assessments is analyzed during ½ day extended PLC quarterly * TSGold (Pre-K) is used to assess Pre-K readiness and to monitor student progress through the year. * DRDP(K) is used in Kindergarten at the Beginning of the year to determine readiness. * Benchmark assessments are administered in August to students in K-8, Mid-year assessments are administered in January and End of the Year assessments in May to determine student mastery. * Common assessments are used throughout each grading period in ELA, Math, Science and Social Studies. * LEAP 2025 and LEAP 360 3rd and 4th grade * Formative assessments K-2 grades   ∙ | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials used to assist students in tier 1 curriculum  **Estimated Cost:** | **Effectiveness Measure:**  Interim data, LEAP data,  Common Assessment results, student progress reports, lessons plans, District Checkpoints |
| **Effectiveness Results:** |

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| **Strategies, Curriculum, and Assessments Specific to Students with Disabilities:**   * 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 * Collaboration between regular, Sped. teacher, and para * Read 180 | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials used to assist students in tier 1 curriculum, interventionist    **Estimated Cost:** | **Effectiveness Measure:**  LEAP and Leap Connect data, agenda from collaboration meetings and PLC, student progress reports, System 44 results, Mindplay results, Unique progress, Read 180 progress |
| **Effectiveness Results:** |
| **Strategies, Curriculum, and Assessments Specific to English Learners:**   * The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.   **Describe the EL program at your school, including how and what services are provided to the EL students:**   * EL students are identified by our EL contact faculty member. A plan is written for each student to include needed class and test accommodations. * A faculty member is available to translate and assist in communicating with EL families. * Teachers are provided with reports from the assessment given to EL students so that they are more aware of needs. * Teachers provide context embedded opportunities with support from sentence frames and word banks * Paras are used to support students in the Inclusion setting. * Sped. Teachers and paras ensure implementation of accommodations for individual students according to the IEP. * Individual interventions by the classroom teacher. * Progress reports are completed in SER and sent to parents each six weeks to identify and communicate growth. * District Translator * Imagine Learning * Translator App | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  PD, stipends, substitutes,Supplemental materials used to assist students in tier 1 curriculum  **Estimated Cost:** | **Effectiveness Measure:**  LEAP, district benchmarks, student progress reports |
| **Effectiveness Results:** |

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| ***Interventions for At-Risk Students*** | | | | |
| **Process for Determining Student Participation in School and Classroom Interventions:**   * SBLC in place * At the beginning of the year, teachers and administrators will analyze a variety of data to identify students who need interventions/acceleration-Students who were promoted with interventions in grades 1-4 or did not meet the readiness benchmark in K; District Benchmarks in ELA and Math for Grades 1 and 2; 18-19 LEAP 2025 results for grades 3 and 4; DRDP for K, TSGold for Pre-K. Students who were promoted with interventions in math, reading or both, students who score Approaching Basic or Unsatisfactory on the District * Benchmarks in grades 1-2, students who score Approaching Basic or Unsatisfactory on the 18-19 LEAP and are not proficient on other assessments are selected for classroom interventions. * IEP’s and IAP’s will be used to determine placement into specific interventions based on students’ identified needs. * Weekly assessments are used by the classroom teacher to determine needed interventions. * New student assessments from previous school are used to determine if interventions are needed. If no assessments are available from the previous school, the teacher or interventionist will administer needed assessments. * These students will be placed in interventions with their classroom teacher. * Teachers will review data every 6 weeks to determine appropriate interventions, grouping, and instructional support. * Teachers, interventionists, and other staff members will assist with interventions. | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials used to assist students in tier 1 curriculum, Chart Paper, progress monitoring materials and manipulatives, PDs, Stipends, Substitutes  **Estimated Cost:** | **Effectiveness Measure:**  District Benchmarks, LEAP, progress reports, classroom assessments |
| **Effectiveness Results:** |
| **Opportunities and Interventions for Students in Need:**   * School-wide interventions will take place every day for 30 minutes for identified students based on individual needs. This is to ensure all students regardless of instructional level are being addressed with interventions or enrichment activities to enhance their academic level. * Interventionist are used across grade levels k-4 to assist classroom teacher with interventions. * Teachers develop Math and Reading interventions for students as needed based on individual needs. * Computer based intervention programs are accessed via chrome books in the classroom. * Accelerated Reader will be utilized to improve reading fluency, and comprehension at all lexile levels. * Zearn is used for math remediation and interventions. * Eureka remediation guides are used by teachers/paras whose classwork/assessment show need. * The students who receive interventions change throughout the year based on progress or lack of progress on the assessments mentioned above. This is monitored by the classroom teacher. * Headsprout * Read 180 * Mindplay * System 44 * RKM counselor * Unique | **Goal(s):**  **1,2,3,4,5,6,7** | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   X Other | **Items Needed:**  Accelerated Reader Program, Interventionist, paraprofessional, Headsprout  **Estimated Cost:** | **Effectiveness Measure:**  Growth on District, benchmarks for Math  and Reading, report card grades, progress monitoring data, Mindplay Data, System 44 progress, LEAP |
| **Effectiveness Results:** |
| **Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:**   * Student work (TSA’s & common assessments, data from Moby Max, Mindplay, Headsprout, Read 180) is used weekly in PLC to identify next steps in instruction and intervention * Data from LEAP, interim assessments, and common assessments is analyzed during ½ day extended PLC quarterly * SAT Team to look at student work and data to determine if additional supports are needed * Teacher will hold parent conference with parent, invite SAT Team chair, administrator to review interventions and progress monitoring. * Teacher and SAT chair will meet locally to discuss intensifying/modifying interventions. | **Goal(s):**  **1,2,3,4,5,6,7** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials/interventions    **Estimated Coast:** | **Effectiveness Measure:**  student work, student progress reports, LEAP, district benchmarks, SAT Team tracking charts |
| **Effectiveness Results:** |

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| **Interventions Specific to Students with Disabilities:**   * Common planning for resource/inclusion teacher & regular ed teacher * Resource/inclusion minutes * Mindplay * System 44 * Read 180 * Unique | **Goal(s):**  **4** | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials/interventions used to assist students, facilitator who will pull students in small group, Accelerated Reading Licenses  **Estimated Cost:** | **Effectiveness Measure:**  LEAP  District Benchmark  K-5 Intervention Schedule  6-8 Daily Class Schedule  & Read 180 data |
| **Effectiveness Results:** |
| **Interventions Specific to English Learners:**   * District Translator * Imagine Learning * Translation App * Itinerant teacher is assigned to students to follow-up throughout the year * EL contact person – Sandy Duvoc * ELDA administered yearly * Teachers are provided with reports from ELDA and accommodation chart for students to use when planning and providing interventions | **Goal(s):**  **1,2,3,4,5,7** | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials used to assist students, software  **Estimated Cost:** | **Effectiveness Measure:**  LEAP, District Benchmark |
| **Effectiveness Results:** |

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| ***Support and Extended Learning*** | | | | |
| **Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):**   * Enrichment provided to support student needs * Ancillary - students attend an ancillary class daily to provide a common planning time for collaboration. | **Goal(s):**  1,2,3,4,5,6,7 | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Supplemental materials**    **Estimated Cost:** | **Effectiveness Measure:**  **Photos, reflection,** |
| **Effectiveness Results:** |
| **Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):**   * PLCs * Field trips * Speech as needed according to IEP * P. E. (PreK-8th grade) * Library (PreK-8th grade) * Gifted program one day a week for students according to   IEP(off campus)   * Talented Art, Music, Theater one hour a week for students according to IEP * Summer Learning Camp * Honors Club * 8th grade Washington DC trip * 4-H Club | **Goal(s):**  1,2,3,4,5,6,7 | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   x Other | **Items Needed:**  Supplemental materials used to assist students, Chart Paper, software, substitutes  **Estimated Cost:** | **Effectiveness Measure:**  **Summer camp data, report card grades, progress reports, photos,** |
| **Effectiveness Results:** |
| ***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas*** | | | | |
| ***Implementation of a schoolwide tiered model to prevent and address problem behavior:*** | | | | |
| **Strategies Used to Prevent and Address Problem Behavior:**   * School-wide PBIS program- includes individual, class and school-wide incentives including: Star Student program 1 per class each six weeks. Perfect Attendance from bell to bell each six weeks. * PBIS committee meets each six weeks to review discipline data and make adjustments as necessary. Students are awarded each six weeks for good behavior. Daily students can earn Paw Points which can be used to purchase coupons, things from the PBIS store and to attend the six week reward celebrations. * Digital point system for students to earn Paw Points * Check-In/Check-Out program for students who need additional behavior support. * Conflict Resolution/Stay Away Agreements * Time out/Cool down | **Goal(s):**  **6** | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Bond Money   X Other | **Items Needed:**  **Incentives for star student program, attendance incentives, items needed to stock the PBIS store, folders for check-in/check-out, PBIS app**    **Estimated Cost:** | **Effectiveness Measure:**  PBIS Data Reports, discipline data |
| **Effectiveness Results:** |
| ***Strategies for Assisting Students in the Transition from One School to the Next:*** | | | | |
| **Transition Activities for Incoming and Outgoing Students:**  Incoming Students:   * Students and parents from local Head Start programs are invited to visit the school on a day in May to tour the campus, visit the Kindergarten classrooms and find out about the school. * In August Pre-K and Kindergarten teachers meet with parents/families in the classroom to introduce students to the new setting and introduce the curriculum, expectations and general information. * Teachers from the Head Start/preschool programs from outside agencies attend IEP meetings at the end of the previous school year for pre-k students to ensure a successful transition. * Administrators offer tours of the school for new parents/families and students as needed. New families needing a tour should contact the office to set up a date and time.   Outgoing Students:   * In May, our 8th grade students are visited by the high school counselors to prepare them for 9th grade. * Various High school clubs come to present information to our 8th grade * All SAT Team documentation and intervention data for students being referred through SAT Team are hand delivered to the SAT Team chairperson at the high school. * The same procedure is followed for red tracking folders and the special education teachers from CCES meeting with special education teachers at CCES to plan for transitions. * Feedback is obtained through conversations with parents and through the Title 1 survey results. | **Goal(s):**  1,2,3,4,5,6,7 | **Budgets** used to support this activity:  X Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   X Other | **Items Needed:**  **Presenters, school tours**  **Estimated Cost:** | **Effectiveness Measure:**  Events carried out as planned, reflections |
| **Effectiveness Results:** |

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| ***Professional Development*** | | | | |
| ***High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction*** | | | | |
| **Professional Learning Communities (PLCs):**   * Pre K - 8th teachers will meet for collaboration weekly. Those meetings will be with the curriculum coach to discuss and collaborate about topics related to TIER 1 curriculum, * Louisiana State Standards, assessments, data, planning, NIET Rubric, learning strategies, etc. * PD will also be conducted after school to discuss the above mentioned topics. * Administration will make these dates available to the faculty and staff at the beginning of the * year.● Leadership Team meets weekly with administration and delivers information back to their grade level. | **Goal(s):**  1,2,3,4,5,6,7 | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Chart Paper, sticky notes, notebooks, markers, books, Kagan Structure Cards, substitutes, stipends, PD presenters, registration fees if required, travel fees if required  **Estimated Cost:** | **Effectiveness Measure:**  PD Surveys/reflection, sign in sheets, agendas, exit tickets, attainment of SIP Goals |
| **Effectiveness Results:** |
| **Professional Development:**   * Other Professional Training:   \* Conferences/Trainings  Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.  ● Math Leaders will provide PD’s based on  modules to address the TIER 1 Math  curriculum as well as the shifts and digging in  to the standards.  ● District Level Professional Development is  offered throughout the year on various topics.  Courses are listed on the REGISTER ME  Portal on our district website.  ● New Teacher Orientation for teachers who are new to our school is held in July to assist and accumulate them to our school and district.  ● Beginning of the Year Professional Development is held the first few days of school to cover topics for the upcoming school year.  ● ELA Content Leaders and Math Leaders will attend district PD’s and bring back information to present to teachers.  ● Administration attends monthly principals and capacity building meetings.  ● Curriculum Coach attends district PD’s three times a year to discuss ways to improve collaboration/staff meetings. See individual prior- authorization approvals for specifics.  ● PBIS PD  ●Grade level chairs and teacher leaders to attend PD on student engagement, formative assessment, relationship building with students, or improving discipline if available  ●SWP committee members to look at all data and input collected from stakeholders and faculty and write SWP and CNA for upcoming school year | **Goal(s):**  1,2,3,4,5,6,7 | **Budgets** used to support this activity:  x Title I   * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **-Substitutes**  **-Stipends**  **-See individual**  **Prior Approvals**  **for specific items**  **needed**  Chart Paper, sticky notes, notebooks, markers, books, Kagan Structure Cards, substitutes, stipends, PDs, registration fees if required, travel fees if required  **Estimated Cost:** | **Effectiveness Measure:**  PD notes, sign in sheets, agendas, attainment of SIP Goals |
| **Effectiveness Results:** |

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| **Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**   * School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school. * The district website advertises teacher openings. * District leaders attend recruitment fairs at local college and universities in the fall and spring. * Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships. * The TPSS provides an alternate certification program. * Praxis workshops are available for TPSS faculty. * Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district. * Placement of student teachers through local universities. * A district created applicant list is available for principal review, interview and recommend for hire. | | | | |
| ***Strategies for Workforce Talent:*** | | | | |
| * Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. | **Goal(s):**  **1,2,3,4,5,6,7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  None at the school level    Estimated Cost: | **Effectiveness Measure:**  Increase in student achievement as measured by annual academic assessments |
| **Effectiveness Results:** |

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

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| Regular Monitoring and SWP Revision*The SWP remains in effect for the duration of the school year. The plan and its implementation shall be regularly monitored and revised as* ***necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.***   * ***The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the state’s annual***   ***assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the state’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*** |
| **Describe how and when the SWP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**   * The SIP committee makes adjustments on use of the Title 1 budget according to analyzed data * PLC topics are adjusted based on the needs determined by analyzing data * The Instructional Coach, Content Teacher Leaders in Math & ELA, and the Lead Teacher provide professional development in the areas of academic needs based on the data. * The PFE committee makes adjustments to activities as needed. |
| **Describe how and when the SWP Committee will meet and discuss school programs implemented, as outlined in the SWP, to determine effectiveness and to assist in planning for the upcoming school year:**   * The SIP Committee and stakeholders will meet when all assessment results (including LEAP 2025) are completed to determine effectiveness and assist in planning for the upcoming school year. |
| **Describe how and when the evaluation results of the SWP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**   * The evaluation results are reported to parents/families at the PFE activity at the beginning of the school year. The evaluation results are reported to the faculty and staff at a Faculty meeting. They are also posted on the school’s website. * Open House 2021- results from 2020-2021 SWP will be shared and new plan presented * School Newsletters-throughout the year * At a faculty meeting in April or May, faculty will assess goals that can be measured thus far and give input for revisions/additions/deletions on SWP for upcoming school year * Plan is presented to faculty at August back to school PD |

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| **2021-2022 Committee Members** | |
| **School Improvement Planning Committee**  **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP**  **Members Include:**   * **Principal: Anthony Sciortino** * **Asst. Principal: Shantel Womack** * **Student: Jayden Collins** * **Teacher: Natalie Watson** * **Teacher: Cathy Gambel** * **Teacher: Kristinia Gaude** * **Parent/Family: Danielle Olmstead** * **Community Member: Amanda Hajariwala**   **You may add more members. Provide title and name of each member.** | **Parent/Family Engagement Committee**  **Responsible for the Implementation of the PFE Activities in the SWP**  **Members Include:**   * **Principal: Anthony Sciortino** * **Asst. Principal: Shantel Womack** * **Student: Jayden Collins** * **Teacher: Natalie Watson** * **Parent/Family: Danielle Olmstead**   **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.

\_\_\_\_\_\_Anthony Sciortino\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_7/30/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Principal Signature Date

\_\_\_\_\_\_\_**Shantel Womack**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_7/30/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
 Chairperson, Schoolwide Improvement Team Signature Date