

2020-2021 School Wide Plan



Amite Elementary Magnet School

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

School: Amite Elementary Magnet School

SPS: 43.1

Letter Grade: F

Check all that apply (verify with principal):

☐ CIR - Comprehensive Intervention Required

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

☒ UIR - Academic - Urgent Intervention Required for Academics:

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

☐ Economically Disadvantaged

☐ Hispanic/Latino

☐ Black

☐ White

☒ Students with Disabilities

☐ English Learners

☐ Two or more Races

☐ UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed	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	\$5,000
Copy machine, Duplicator, Printer	X	X	X	\$5,500
Service Contracts	X	X	X	\$1,000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard, Ipads, Projector, Document Camera, Bulbs	X	X	X	\$10,000
Mice, Headphone, Keyboard, USB Cord, Cat Cable		X		\$1,000
Laminator, Laminating Film		X		\$2,000
Poster Maker, Poster Paper, ink		X		\$1,500
Communication Folders, Planners	X	X		\$2,000
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,		X		\$1,000
General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, glue, glue sticks	X	X	X	\$3,500
Dry Erase Supplies: boards, erasers, cleaner, markers		X		\$1,000

1. COMPREHENSIVE NEEDS ASSESSMENT

- and*
- *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; 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
Parents felt as if of the school provides information that is easy to understand.	Students in my school feels as if they do not treat one another with respect.
Students felt as if they have been taught the behavior expectations/rules at this school.	Parents do not feel confident in understanding how their child is performing and progressing academically in school.
Faculty and staff felt as if this school provides a safe environment for staff and students.	Consistency among faculty and administration is needed when it comes to the implementation of discipline procedures.
1 st grade showed the highest percentage of students scoring at or above the District Average on the end of the year ELA Benchmark assessment.	According to the discipline from the Principal's profile, 85% of students written up were economically disadvantaged students and or black males.
1 st grade showed the highest percentage of students scoring at or above the District Average on the end of the year Math Benchmark assessment.	PBIS and reward system needs revision to ensure that the committee meets at least once a month to discuss discipline, rewards, fundraisers, and teacher compliance.
Third grade SPED subgroup had the most students scoring advanced on the math LEAP test in Spring 2018.	Students in 2nd grade performed the lowest on the math and ELA District Benchmark assessment.
In 3rd and 4th grade between 62 - 75 % of students without 504 and sped services scored basic and above on the ELA and Math LEAP Spring 2018 assessment.	3rd and 4th grade students performed significantly below other 3rd and 4th grade students in the district on the social studies LEAP test.
After comparing the curriculum implementation scale to our Tier 1 curriculum, we found that all teachers or implementing and using Tier 1 activities and materials during instruction.	A Tier 1 social studies and science curriculum is needed to ensure that students in grades K-4 show improvement on the LEAP test.
DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): School demographic Information, School performance Scores, LEAP 2025, District Benchmark, Pre-K Gold Assessment, Classroom/Student Work, Report Card Grades, OnCourse Stats and discipline data, Principal's Portal, and School Finder, curriculum implementation scale.	

GOALS

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

1. PBIS committee will meet once a month to discuss discipline, rewards, fundraisers, and teacher compliance. By the end of 2021, AEMS will show 10% decrease in referrals in each grade level.
2. In the area of ELA, the percentage of students in grades K-3 (general education and students with disabilities), who take the ELA end of the year district benchmark assessment will score no more than 10% below the district average through the use of Tier 1 curriculum material.
3. In the area of Math, the percentage of students in grades K-3 (general education and students with disabilities), who take the Math end of the year district benchmark assessment will score no more than 10% below the district average through the use of Tier 1 curriculum material.
4. In the area of ELA, 50% of students (general education and students with disabilities), in 4th grade will meet their expected growth target on the spring 2021 LEAP Test through the use of Tier 1 curriculum material.
5. In the area of Math, 50% of students (general education and students with disabilities), in 4th grade will meet their expected growth target on the spring 2021 LEAP Test through the use of Tier 1 curriculum material.
6. In the areas of Science and Social Studies, 50% of students (general education and students with disabilities), in grades 3-4 will score basic or above on the spring 2021 LEAP Test through the use of Tier 1 curriculum material.

2. PARENT AND FAMILY ENGAGEMENT

- *The SWP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school are required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
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<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</p> <ul style="list-style-type: none"> • Spring, 2021, meet with the SWP and PFE committee, including 2-4 parents and community members, to review the previous year's SWP and receive feedback and recommendations for the new 2021-2022 SWP, including changes to the PFE plan. The SWP is posted on the AEMS website with a link to offer feedback so that all parents/shareholders have an opportunity to review the SWP and offer suggestions/feedback. • Evaluation: During Meet and Greet/Open House, in September, 2020, parents will be given a summary of the SWP evaluation results. Parents will have completed the Title I survey in the spring 2020. Feedback from that survey is used as well. At the conclusion of PFE activities, parents complete a "Exit Ticket" offering feedback on the activity. 	<p>Goal(s):1,2,3,4,5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other (school funds) 	<p>Items Needed: Refreshments Paper Pencils Highlighters Binders Door Prizes</p> <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Title 1 link on website • Comprehensive Needs Assessment Survey • Exit Ticket • Feedback from SIP and PFE Committee Meetings • Parent/Teacher Call log <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings • PFE Committee Meetings • SWP Committee Meetings • Comprehensive Needs Assessment Survey 	<p>Goal(s):1,2,3,4,5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Refreshments Paper Pencils Highlighters Binders Door Prizes</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Title 1 link on website • Comprehensive Needs Assessment Survey • Exit Ticket • Feedback from SIP and PFE Committee Meetings

		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other		Effectiveness Results:
Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.: <ul style="list-style-type: none"> Teachers in grades K-4 use purple communication folders and yellow graded paper folders. Parent Newsletter that goes home once a month. Teachers in grades K-4 will send home a six week behavior chart, which also includes important dates and events that will take place. Parents can check their child's grades and homework assignments through OnCourse. 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: Communication Folders Data binders Graded Folders Card Stock Paper Printer Ink Copier Ink Maintenance for Copier labels Sheet protectors Estimated Cost: \$3,000	Effectiveness Measure: <ul style="list-style-type: none"> Progress Reports and report cards Parent's feedback from the communication's folder Student's assessments Parent/Teacher Call log Effectiveness Results:
Translation Services: <ul style="list-style-type: none"> Schools should ensure that all staff communicate with EL families in a language they can understand and notify EL 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) 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	Items Needed: District Provided if needed ESL (Imagine Learning)	Effectiveness Measure: <ul style="list-style-type: none"> Title I Surveys

<ul style="list-style-type: none"> 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 certified translator or a translator program will be used. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; SchoolWide Announcements over intercom; Special Education meetings; etc. 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Estimated Cost: \$0	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 Activity1: <ul style="list-style-type: none"> Meet and Greet(September, 2020)- Students and parents/families meet the assigned classroom teacher to discuss academic curriculum and expectations for the school year. Parents are given a summary of the evaluation results of the previous year's SWP. 	Goal(s):1,2,3, 4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> Computers Smartboards Ink Working microphone Paper Refreshments Decorations Door Prizes Estimated Cost: \$500	Effectiveness Measure: <ul style="list-style-type: none"> Exit Tickets Sign-in Sheets Agendas Parent Surveys Effectiveness Results:
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Parent Family Engagement Activity 2: <ul style="list-style-type: none"> Open House (September 2020) Students and Parents will discuss their child's progress and grades so far. Parents will receive resources to help their children with homework at home. 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> Computers Smartboards Ink Working microphone Paper Refreshments Decorations Door Prizes Estimated Cost: \$1,000	Effectiveness Measure: <ul style="list-style-type: none"> Exit Tickets Sign-in Sheets Agendas Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Once each semester we will have donuts with dads and Muffins with moms monitored by PBIS team. Parents/Families are invited to eat breakfast with their students. After they eat breakfast, students are dismissed back to class. 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> Donuts Muffins Plates Napkins Juices/Water Decorations Stipend for a speaker Door prizes Estimated Cost: \$1,500	Effectiveness Measure: <ul style="list-style-type: none"> Exit Tickets Sign-in Sheets Agendas Effectiveness Results:
Parent Family Engagement Activity 4: <ul style="list-style-type: none"> (February 2021) Daddy/daughter and or Mother/son dance (Theme varies each year) 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins 	Items Needed: <ul style="list-style-type: none"> Stipend for DJ Stipends for security Refreshments Camera Printer ink Photo paper Printer Decorations 	Effectiveness Measure: <ul style="list-style-type: none"> Tickets to enter and used for door prizes Parent Letters Effectiveness Results:

		<input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	<ul style="list-style-type: none"> • Door prizes • Concessions • trophies/tangible items Estimated Cost: \$1,500	
Parent Family Engagement Activity 5: <ul style="list-style-type: none"> • (Easter 2021) Bunny hop literacy night and math Eureka Night monthly 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> • Refreshments • Paper • Pencils • Door Prizes • Camera • Printer ink • Photo paper • Printer • Decoration • Computers • Smartboards Estimated Cost: \$4,000	Effectiveness Measure: <ul style="list-style-type: none"> • Exit Tickets • Sign-in Sheets • Agendas Effectiveness Results:

Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • (Once a semester) Twice a year have a Teacher/Parent conference to discuss students' grades, progress and other data. 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> • Paper • Computers • Printer • Stipends for subs • Pens/Pencils Estimated Cost: \$3,500	Effectiveness Measure: <ul style="list-style-type: none"> • Communication Log • Sign-in Sheets • Teacher notes Effectiveness Results:
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Parent Family Engagement Activity 7: <ul style="list-style-type: none"> (May 2021) Parents are invited to end of the year awards programs and promotional ceremonies. 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> Ink Card Stock Certificates Decorations Paper Awards (Medals/trophies) Estimated Cost: \$500	Effectiveness Measure: <ul style="list-style-type: none"> Parent/Communication Letters returned Headcount of students participating in awards program Effectiveness Results:
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Additional activities may be added

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

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

		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Estimated Cost: \$1,500	
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • Instructional para (fulltime) works with students in k-4th grade (under the supervision of a certified teacher) in the inclusive setting and in the intervention setting working with students whose assessment data indicates they are performing below level, including students with disabilities. • Computer Lab (PBL Lab) (fulltime certified teacher) works with students in grades K-4 on a variety of programs, depending on the current instruction being provided by the classroom teacher. Programs may include Microsoft Office, working on proficiency of word processing skills, or typing skills, PPT, fast math, research. Moby Max is used to help teachers support in class instruction, assess learning, monitor progress, and place students on a customized learning path. • After school tutoring sessions with certified teachers in grades K-4th grade to work with students who need assistance and help with homework, phonemic awareness skills, basic skills, etc.. • Professional development for teachers needing guidance and help with the new Tier 1 curriculum in Science, Social Studies, Math and ELA. 	Goal(s): 1,2,3,4,5, 6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed and Estimated Cost: <ul style="list-style-type: none"> • Maintenance for copier \$6000 • AR (Renaissance Place - \$5000) • Stipends for Teachers and or paras \$25 and hour • Times for Kids Magazine • K Para's (Pamela Roundtree and Joyce Tucker each get paid (\$22,300) yearly • Tier 1 curriculum, Eureka Math, Wit and Wisdom, CKLA, Guide Books, Scope and Sequence for Science and Social Studies, Zearn, System 44, Read 180, Unique Learning, Art, P.E., Interventions, materials if needed such as <ul style="list-style-type: none"> ○ Card stock ○ Paper ○ index cards ○ Maps and globes ○ glue sticks ○ Sticky notes and flags ○ chart paper 	Effectiveness Results: <hr/> Effectiveness Results:

<ul style="list-style-type: none"> ● Pre-K Paras needed to assist teachers and students in the classroom daily. ● Teachers in grades K-2 will implement Tier 1 curriculum for reading, Wit and Wisdom and CKLA ● Teachers in grades 3-4 will implement Guidebooks for ELA. ● Teachers in grades K-4 will implement the Tier 1 curriculum Eureka Math. ● Teachers in grades K-4 will implement the Tier 1 curriculum in Science and social Studies using the new Scope and Sequence Plan. ● SPED Students will use system 44 or read 180 as an intervention ● SPED students will have access to Unique Learning as needed. ● Students will have access to Zearn for math interventions ● PRE-K Students will use Gold Assessment 			<ul style="list-style-type: none"> ○ notebooks ○ pencils ○ markers ○ crayons ○ individual white boards ○ headphones ○ dry erase markers and erasers ○ Highlighters ○ sheet protectors ○ tape ○ color pencils ○ Chalk ○ Clipboards ○ Primary Ruled paper ○ Journals ○ Standard Pocket Chart ○ Stapler ○ Staples ○ Sharpies ○ Copy Paper ○ Stop Watch ○ Smartboards ○ Laminating Film ○ pencil sharpeners ○ Q-Ball Throwable Microphone for class discussions \$199 each ○ Chrome books ○ IPADS/Cart ○ Earphones/ear buds 	
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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • K-2 DIBELs - assessments given three times a year. Results are used to determine student needs to drive instruction. Results are also used to form intervention groups. • Diagnostic Assessment- This assessment is given in August to determine which standards have been mastered the previous year along with a clear focus of the needs of the students. • Benchmark Assessments- These assessments are given to analyze and guide instruction. • Unit Assessments- These assessments are given with each Math Unit to determine student growth. • PBAs and Selection Assessments- These assessments are given to determine skills the students retained. • 1st - 4th will use STAR to measure their comprehension • PRE-K students will use the GOLD assessment to measure their goals • SRI will be used to check for students' reading level. • System 44 are interventions used to help students with disabilities access the general ed curriculum. • LEAP 2025 	<p>Goal(s):1,2,3,4,5,6</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> • DIBELS materials • Computers • Printers • Chromebook carts • iPad Carts • Copy Paper • headphones or earbuds • Pencils • Highlighters/Yellow <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 Results</p> <p>-LEAP 360 Data -</p> <p>-Student Grades</p> <p>-District Benchmarks</p> <p>-Moby Max</p> <p>-Students Work</p> <p>-Fast math results and other computer based program reports</p> <p>-All student data and individual student growth and progress</p> <p>Effectiveness Results:</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s):1,2,3,4,5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computers • Printers • Chromebook carts • iPad Carts • Copy Paper • headphones or earbuds • Pencils • Highlighters/Yellow <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • IEP data • LEAP 2025 Results • -LEAP 360 Data - • -Student Grades • Student Data <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> - The ELPT is used to measure the performance through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English Proficiency and to decide which language services and supports the student will need to fully participate in core content classes. • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s):1,2,3,4,5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computers • Printers/Ink • Chromebook carts • iPad Carts • Copy Paper • headphones or earbuds • Pencils • Highlighters/Yellow <p>Estimated Cost: \$2,000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LA Connectors • Student Data • Imagine Learning reports • Sign-In sheet • Picture of App in use <p>Effectiveness Results:</p>

<p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • Certified teachers work one on one with EL student(s) in small groups and repeats the instruction to ensure that the student(s) have a complete understanding. • Our school will utilize the district translator when needed. • EL students will use Imagine Learning as an intervention. • Teachers will utilize a Translator App, picture cards, etc. when necessary. 				
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Interventions for At-Risk Students				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Teachers analyze diagnostic assessments and recommend appropriate interventions based on their needs. (Data Driven Decisions) • Teacher recommendations Weekly Assessments • LEAP 2025 Results (students below basic in ELA & Math) • DIBELS Results (students reading below grade level) • Grade-wide ability grouped interventions • Students who have been PI'd will be referred to the SBLC process 	<p>Goal(s):1,2,3,4, 5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>DIBELS materials</p> <ul style="list-style-type: none"> • Computers • Printers/Ink • Chromebook carts • iPad Carts • Copy Paper • Copy Machine • headphones or earbuds • Pencils • Highlighters <p>Estimated Cost: \$2,500</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 Results</p> <ul style="list-style-type: none"> -LEAP 360 Data - -Student Grades -District Benchmarks -Moby Max -Students Work -Fast math results and other computer based program reports -All student data and individual student growth and progress <p>Effectiveness Results:</p>

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Fast Math - Computer-based program for students needing basic math assistance 3 times a week delivered by the regular education teacher • System 44 is delivered by the special ed. teachers • Head Sprout is a Computer-based program that is used for phonics and comprehension and focuses on improving reading comprehension through nonfiction text. Teachers assist students with this program. Students participate in this program 3 - 5 days a week for 20 - 30 minutes a day. 	<p>Goal(s):1,2,3,4, 5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computers • Printers/Ink • Chromebook carts • iPad Carts • Copy Paper • Copy Machine • headphones or earbuds • Pencils • Highlighters <p>Estimated Cost: \$2,500</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 Results</p> <ul style="list-style-type: none"> -LEAP 360 Data - -Student Grades -District Benchmarks -Moby Max -Students Work -Fast math results and other computer based program reports -All student data and individual student growth and progress <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Proper documentation of failed interventions and failure to meet grade level expectations result in a parent conference and referral to the SBLC committee. As a result of the SBLC Process, students may be referred to 504 or for a SPED evaluation. • Progress of students with disabilities is monitored closely and changes in IEPs are made as necessary. 	<p>Goal(s):1,2,3,4, 5,6</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computers • Printers/Ink • Chromebook carts • iPad Carts • Copy Paper • Copy Machine • headphones or earbuds • Pencils • Highlighters • Red folders 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> -Student Grades -Students Work -All student data and individual student growth and progress -SBLC Log Sheets -Progress Reports

		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Estimated Cost: \$2,500	Effectiveness Results:
Interventions Specific to Students with Disabilities: <ul style="list-style-type: none"> System 44 is delivered by the special ed. teachers Head Sprout is a Computer-based program that is used for phonics and comprehension and focuses on improving reading comprehension through nonfiction text. Teachers assist students with this program. Students participate in this program 3 - 5 days a week for 20 - 30 minutes a day. Mind Play to assist students with dyslexia 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> Computers Printers Chromebook carts iPAD Carts Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Notebooks Pencils Estimated Cost: \$2,500	Effectiveness Measure: LEAP 2025 Results -LEAP 360 Data - -Student Grades -District Benchmarks -Moby Max -Students Work -Fast math results and other computer based program reports -All student data and individual student growth and progress Effectiveness Results:
Interventions Specific to English Learners: <ul style="list-style-type: none"> EL students receive the same interventions as students. (Based on needs.) District provided interventions as needed 	Goal(s):1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG	<ul style="list-style-type: none"> computers Printers Chromebook carts iPAD Carts Copy Paper Copy Machine headphones or earbuds Pencils Highlighters Notebooks 	Effectiveness Measure: LEAP 2025 Results -LEAP 360 Data - -Student Grades -District Benchmarks -Moby Max -Students Work -Fast math results and other computer based program reports

<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
<ul style="list-style-type: none"> Guidance Counselor schedules in-class, whole group counseling as needed. Topics discussed include anger management, life skills, bullying, sexual abuse, work habits, etc. The Guidance Counselor also provides small group sessions as needed. <p>Strategies Used to Prevent and Address Problem Behavior: Counselor provides small group sessions for targeted students who exhibit repeated behavior problems.</p> <ul style="list-style-type: none"> Counselor provides whole class lessons as needed to all students. Lessons are focused on character development. Counselor provides community resources to parents who are struggling with parenting skills. PBIS program includes a committee that meets monthly to review discipline data. We have six weeks celebrations (Warrior Pride) to reward good behavior. Students can earn Warrior Bucks for good behavior and spend them at the Warrior Buck Store weekly. Student office helpers with morning announcements. Student Broadcast Team Positive Action Classroom teacher to provide tutoring in classwork and social skills. 	Goal(s): 1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: Paper Pencils Estimated Cost: \$300	Effectiveness Measure: Guidance Counselor's schedule PBIS sign-in sheet Check in and Out forms SBLC Log Sheets <hr/> Effectiveness Results:
<i>Strategies for Assisting Students in the Transition from One School to the Next:</i>				

<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> ● In September of each year we have a Meet and Greet night to introduce students to the school and teachers. ● Teachers from the pre-school programs from outside agencies attend the IEP meetings at the end of the previous school year for pre-k students to ensure a successful transition. ● Pre-K teachers meet with parents/families in small groups in the beginning of the year to introduce students to the new setting. ● Pre-K teachers hold a parent/family meeting at the beginning of the year for all new parents/families to explain curriculum and provide general information. ● Kindergarten teachers meet with parents/families in small groups in the beginning of the year to introduce students to the new setting and introduce the curriculum and expectations. ● Administrators offer tours of the school for new parents/families and students as needed. <p>Outgoing Students –</p> <ul style="list-style-type: none"> ● In May, our 4th grade students visit Amite Westside Middle Magnet School to be oriented for the following year. ● We include an administrator from AWMMS in all 4th grade LEAP, benchmark, and IEP meetings to plan for transitions. ● Feedback is obtained through conversations with parents and through the title one survey results. 	<p>Goal(s): 1,2,3,4,5,6</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed: bus drivers Door prizes decorations</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: attendance sign-in sheets Title I Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
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Professional Development

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

Professional Learning Communities (PLCs): <ul style="list-style-type: none"> PLC meetings are conducted once weekly during instructional planning time. PreK-4th grade teachers meet with their grade level and/or content specific teams. 	Goal(s): 1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: paper ink printer smartboard Stipends Substitutes Estimated Cost: \$1,500	Effectiveness Measure: Lesson Planning Assessments Informal/Formal evaluations Discovery Walk Data Sign-In sheet Agenda <hr/> Effectiveness Results:
Professional Development: <ul style="list-style-type: none"> 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. 	Goal(s): 1,2,3,4,5,6	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed Estimated Cost: \$1,500	Effectiveness Results: <hr/>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.
- Current TPSS Faculty are eligible to earn stipends for referring certified teachers to our school system for the 2020-2021 school year.
- Praxis workshops are offered for TPSS faculty.
- Alternate certification programs are provided by the TPSS.

Strategies for Workforce Talent:

<ul style="list-style-type: none"> • Mentor Teacher Buddy Program • PLCs once weekly • Stipends for PD • District Level PD • New Teacher Orientation • In-district certification for non-certified teachers • Effectiveness stipends • Recruitment stipends 	Goal(s): 1,2,3,4,5,6	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: Stipends for PD (\$25/hr) binders paper recruitment stipends effectiveness stipends Copy Machine Estimated Cost: \$3,500	Effectiveness Measure: Agenda copy of stipends sign in sheets <hr/> 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.

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:

- The SWP committee makes adjustments on use of Title I budget according to analyzed data
- PLC topics are adjusted based on the needs determined by analyzing the data

- AP and Magnet Specialist are invited to 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:

- In August, the SIP Committee meets to discuss new plans for the upcoming school year (tutoring plan, interventions, para schedules, etc.)
- In September, the SWP Committee meets to complete a Data Analysis to help determine strengths and weaknesses of our school.
- In November, the SWP Committee meets to discuss revision of the Title I budget if needed.
- In January/February, the SWP Committee meets to develop our SWP.
- In January, the SWP Committee meets (if needed) to make revisions to the budget.
- In March, the SWP Committee meets to review the SIP and revise as necessary.
- In May/June, the committee meets to gather all of the data for the evaluation of Title I programs and to write the Evaluation

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 a PFE event at the beginning of the school year. The evaluation results are reported to the faculty and staff at a Faculty Meeting. Parents and community can review SWP on the school's website.

2020-2021 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Dana Topps
- Asst. Principal: Torrea Gordon-Ard
- Student: Ryder Ferguson
- Teachers: Casey Corkern, Kassie Newell, Rachel Mixon, and Tina Cooper-Bridges, Shelia Binder, Jordan Schlicher, Lindsey Bailey, Amanda Guidry, Karen Lowery
- Parent/Family: Syretha Dyson
- Community Member: Mark Batiste

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Dana Topps
- Asst. Principal: Torrea Gordon-Ard
- Student: Ryder Ferguson
- Teachers: Casey Corkern, Kassie Newell, Rachel Mixon, and Tina Cooper-Bridges, Shelia Binder Jordan Schlicher, Lindsey Bailey, Amanda Guidry, Karen Lowery
- Parent/Family: Syretha Dyson
- Community Member: Mark Batiste

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.

Dana Topps
Principal Signature

June 25, 2020
Date

Torrea Gordon and Shelia Binder
Chairperson, Schoolwide Improvement Team Signature

June 25, 2020
Date