Title I Schoolwide Plan

Honduras Elementary School

2023-2024

School Information

<mark>School Name:</mark> **Honduras Elementary**

<mark>School Mission Statement:</mark> **As a HES family, we are striving to build a strong foundation both academically and socially. We embrace the whole child while molding, nurturing, and inspiring the hearts and minds of our scholars. We encourage all scholars to embrace a thirst for knowledge and gain a foundation that will prepare them to be contributing adults.**

<mark>School Vision Statement:</mark> **HES will engage, empower, and encourage every student to be their best everyday.**

<mark>Principal:</mark> **Tiffany M. LaGarde**

<mark>Assistant Principal</mark>: **Sue LeBoeuf**

<mark>Instructional Coach/Master Teacher</mark>: <mark></mark>

Content Leader/Intervention Content Leader (If applicable): <mark></mark>**Megan Kennedy**<mark></mark>

SCHOOLWIDE PLAN ASSURANCES
The school assures:
- The plan referenced in the School-wide Plan template was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parents/guardians can understand.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

Schoolwide Planning Team:	
School Administrator: **Tiffany M. LaGarde**	Teacher: **Latoya Williams- 3rd Grade**
School Administrator: **Sue LeBoeuf**	Teacher: **Robin Moore- 4th Grade**
Teacher: **Nicole Hayes- Pre-K**	Teacher: **Annette Foret- Librarian**
Teacher: **Brandi Westbrook- Kindergarten**	Parent:
Teacher: **Crystal Carbajal- 1st Grade**	Parent:
Teacher: **Kristen Arceneaux- 2nd Grade**	Other:

Plan Review Meeting Dates: Evidence the plan was developed with the involvement of parents and other members of the community to be served and individuals who carry out such plan. Evidence the school reviews and revises the school-wide plan based on student needs as necessary.	
Beginning of Year: **August 2023**	
1st Nine Weeks: September 7, 2023	3rd Nine Weeks: <mark></mark>
2nd Nine Weeks: <mark></mark>	End of Year: <mark></mark>
Schoolwide Plan is shared with all stakeholders:	
☒ Annual Title I Meeting (Open House) on **August 24th**	
☐ School website **(Plan to be posted under "Parent Info" section)- website under construction**	

☐ Informational Handout
☒ Other: JCampus link
☒ Other: Social Media {Facebook}

Required Elements of a Title I Schoolwide Plan

ESSA Schoolwide Plan Elements	ESSA Schoolwide Plan Elements Under Section 1114 (b) (1), of ESSA, a schoolwide program must include the following components:	Title I School Documentation
Embedded throughout the entire plan: **Strategies to Increase Parent and Family Engagement:** Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy/numeracy programs. (ESSA 1116)		
1. Family and Stakeholder Engagement	Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.	**Description:** For the initial SIP Meeting, an invitation was extended at the Open House via Parent sign-up. A Spanish Interpreter was on-hand to interpret what was said regarding the SIP Plan. An email was sent to each parent who signed up. A copy of the most recent SIP plan was emailed and a Google Meet link was sent for the September 2023 meeting.
	School provides individual student academic assessment results *in a language the parents can understand*, including an interpretation of those results, to the parts of a child who participates in the academic assessments.	**Academic Assessment Data sent home:** ☒Literacy Screener　　　Date: Sept. 1 2023 ☐ Math Screener　　　Date: Sept. 2023 ☐ELPT Assessment Results　Date: Oct. 2023 　　　　　　Scores not received ☒ LEAP Assessments Results　Date: Aug. 7, 2023 ☐EOC Results ☐ACT ☐Other

Use of Data: Quantitative and qualitative measures to provide information on and to improve student academic/behavior and the overall educational environment. Include data instrument to be used, what will be measured or assessed, by whom, and frequency (ESSA.1114.b.6)	
2. Comprehensive Needs Assessment	Examine *multiple sources of data* to identify the priority needs within the school. ● Establish a Schoolwide Planning Team ● Clarify the Vision for the Process ● Create a Comprehensive Profile of the School ● Identify Data Sources ● Analyze Data *The results of data analysis must guide strategies to improve academic performance and close achievement gaps.*

1. SUMMARY OF SURVEY DATA

Source: **Staff Survey** **(Survey Results from 2022-2023 School Year)**

	Staff Survey Strengths
1.	Teachers use a variety of assessment methods to show what students have learned in the classroom (tests, quizzes, projects, portfolios, presentations (Q14).
2.	I feel competent in my abilities to apply basic behavioral principles to promote appropriate behaviors and address rule violations (Q 21)
3.	Teachers use different instructional techniques in response to the diversity of learners in classrooms (Q12)

	Staff Survey Weaknesses
1.	The school administration is often seen around the school talking with students and faculty (Q6)
2.	Students who need more help are provided additional support and instructional time (Q 26)
3.	There is consistency among all staff in the implementation of discipline procedures (e.g. restorative practices, teaching, rewarding, dealing with rule violations, etc. (Q 20)

Source: **Student Survey**

	Student Survey Strengths
1.	My teachers ask me to show what I have learned in different ways (tests, quizzes, projects, portfolios, presentations (Q 7)
2.	My classroom is a comfortable place to learn (Q 5)
3.	My teachers motivate me to do my best work in class (Q 6)
	Student Survey Weaknesses
1.	My parents know what is going on in my school (Q 24)
2.	My parents have visited my school for school activities (Q 23)
3.	My parents know what is going on in my school(Q 24)

Source: **Parent Survey**

	Parent Survey Strengths
1.	In a typical school year, my child's school provides after-school school tutoring and/or remediation programs for students who need them (Q 7)
2.	I am familiar with the discipline rules at my child's school (Q 14)
3.	The administrators (principal and assistant principal(s)) at my child's school are accessible (Q 19)
	Parent Survey Weaknesses
1.	My child's school has an active Parent Teacher Club (PTC, PTA, PTO) (Q 18)
2.	I receive copies of my child's classroom test results on a regular basis (Q 4)
3.	I feel my child is safe at school (Q 16)

2. SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT (ex. Generation Ready/New Directions)

	Strengths
1.	My teachers ask me to show what I have learned in different ways (tests, quizzes, projects, portfolios, presentations (Q 7)
2.	Teachers use a variety of assessment methods to show what students have learned in the classroom (tests, quizzes, projects, portfolios, presentations (Q14)
3.	Students feel that classroom is a comfortable place to learn (Q 5) and teachers feel confident in their abilities to apply basic behavioral principles to promote appropriate behaviors and address rule violations (Q 21)
	Weaknesses
1.	Teachers feel as if there is no consistency among all staff in the implementation of discipline procedures (e.g. restorative practices, teaching, rewarding, dealing with rule violations, etc. (Q 20)
2.	The school administration is often seen around the school talking with students and faculty (Q6)
3.	My parents know what is going on in my school(Q 24)

3. SCHOOL REPORT CARD DATA

K-8

SPS (3 years data from school report card)				
YEAR	**2020-2021**	**2021-2022**	**2022-2023**	**Difference of Current year to Prior year (+/-)**
OVERALL SPS	58	71.4	80.0 (projected)	+ 8.6
LETTER GRADE	D	C	C	
Assessments (LEAP)	37.5	48.3	54.3	6
Student Progress	60	113		53
Credit Accumulation (8th only)				

4. SUBGROUP INDEXES

☐ **All subgroups indexes met**   ☐ **All subgroups indexes NOT met**

Indicate subgroups indexes:					
YEAR https://www.louisianaschools.info/ *Tableau*	**2021**	**2022**	**2023**	**Difference of Current year to Prior year (+/-)**	**Required (R) OR Needed (N)**
SWD	6.4	20.6	12.5	-8.1	
Black	35.5	36.2	48.3	+12.1	
White	50.7	41.6	75.7	+34.1	
2 or more races					
American Indian					
Asian					
Hispanic	53.4	50.4	44.3	-6.1	

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Economically Disadvantaged	44	49.3	62.6	+14.3	
Homeless					
English Learners	36				
Foster Children					
Military Children					
Discipline	4.2	3.6	2.8	-.08	

Pre-Kindergarten Report				
YEAR https://www.louisianaschools.info/ *Tableau*	2021	2022	2023	Difference of Current year to Prior year (+/-)
Total School Average Score	5.82	5.82	5.62	-.20
Emotional Support	5.4	5.4	6.05	+.65
Classroom Support	6.03	6.03	6.20	+.17
Instructional Support	6.02	6.02	4.62	-1.4

5. Discipline Data

Discipline Data					
YEAR	**2021**	**2022**	**2023**	**Difference of Current year to Prior year (+/-)**	**Required (R) OR Needed (N)**
OSS%	2.25	3.43	1.62	-2.81	
# of ODR (major)	2	2	3	+1	

Tiered Fidelity Inventory				
YEAR	**2021**	**2022**	**2023**	**Difference of Current year to Prior year (+/-)**
% Tier I implementation	90	87	83	-5
% Tier II implementation	80	85	85	
% Tier III implementation	88	88	68	-20

6. Summary of Data Collection

From ALL Sources of Data (Surveys, Needs Assessment, School Academic Data, Subgroup Data, and Discipline Data) rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.

		Area of Strength	**Data Source/Instrument**
1.	Discipline Data	Decrease in the amount of OSS	JCampus discipline reports
2.	Outside Needs Assessment	Teachers feel confident in their abilities to apply basic behavioral principles to promote appropriate behaviors and address rule violations	Comprehensive Needs Assessment (Teachers)
3.	Academic Data	ELA 3rd/4th Grade	LEAP 2025 Results
4.	Subgroup Data	Our White subgroup grew substantially	LEAP 2025 Results
5.	Survey	Substantial increase in Parental Involvement	Parental Sign-In sheets from Book Fair, Family Days, Awards Day, and Family & Parent Engagement Day

		Area of Weakness	**Data Source/Instrument**
1.	Discipline Data	High percent of conduct or habits injurious to his/her peers	JCampus discipline reports
2.	Outside Needs Assessment	Teachers feel as if there is no consistency among all staff in the implementation of discipline procedures (e.g. restorative practices, teaching, rewarding, dealing with rule violations, etc.	Comprehensive Needs Assessment (Teachers)
3.	Academic Data	Our 3rd Social Studies and Science had the least amount of growth	LEAP 2025 Results
4.	Subgroup Data	Students with disabilities and	LEAP 2025 Results

		Hispanic populations declined in growth.	
5.	Survey	Lack of parental input in the school's decision-making process	No parental participation in SIP Meeting and no feedback on Teacher/Parent/Student compact

7. Prioritized Needs

Note: If Subgroup is identified as R/N then they must be a priority.

Prioritized Student Performance Needs			
Priority	**Student Performance Need**	**Subject Area**	**Grade Level Focus**
#1	To master new Social Studies standards in order to perform well on the LEAP 2025 Test	Social Studies	3rd/4th
#2	To improve in overall literacy skills in the lower grades	ELA	2nd Grade
#3	To improve overall literacy skills for ELL Students	ELA	K-4th

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Academic Supports and Services: Methods and Instructional Strategies to strengthen academic program, increase amount and quality of learning time, and to provide a well-rounded education (increase learning time, before/after school tutoring and summer programs) (ESSA.1114.b.7.A.ii)

Use of Academic Assessments: Formative & summative measures to provide information on, and to improve, student achievement and the overall instructional program. Include data instrument to be used, what will be measured or assessed, by whom, and frequency (ESSA.1114.b.6)

3. Strategies for Improvement	Describe the strategies the school will implement to address its needs, including a description of how the strategies will:
	1. Provide opportunities for all children including **each subgroup** of students, to meet state standards
	2. Use effective methods and instructional strategies that strengthen the academic program
	3. Increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
	4. Include intervention and strategies to address the needs of all children in the school, but **particularly the needs of children at risk** of not meeting the state standards.
		☒ Response To Intervention
		  ● RTI – Enrichment/Remediation
		  ● Intervention – Front loading
		☒ Data Driven Decision Making
		  ● Before/After School Tutoring
		☒ Curriculum Alignment
		  ● Academic Language
		  ● Concept Development
		  ● Lesson Structure
		☒ Meaningful Engaged Learning
		  ● Questioning
		  ● Student Discourse
		  ● Time on Text
		  ● Differentiation
		☐ Other _____
		☐ Other _____

School Goal & Performance Data

School Goal (as measured by SPS score):

We will increase our School Performance Score (SPS) from __79.7__ to __84.7__ by the end of the **2023-2024** school year. (+5.0)

Goal 1	By __2025__, students will REACH HIGH STANDARDS, attain proficiency or better in ___ELA___.
SMART Objectives (Up to 3)	
1.	Students in 3rd Grade will increase their percent proficient from 64.4 to 68 in ELA (+3.6)
2.	Students in 4th Grade will increase their percent proficient from 64.1 to 68 in ELA (+3.9)
3.	The overall ELA index in 3rd & 4th will increase from 64.2 to 68 (+3.8)

Activity *Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.*	Evidenced Based Strategy *Research used to support this strategy (copy link from appendix)*	Reason for selection of activity *How will this address the priority need or other area of concern?*	Coordination & Integration of Funding Sources & Costs *Identify Funding Sources*	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive *Include a justification of the rating*
Consultant Content-Focused Coaching: Guidebooks Teachers in grades 3-8 will participate in Guidebook Training offered by the school and facilitated	Consultant Content-Focused Coaching https://www.wsipp.wa.gov/BenefitCost/Program/383	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

by the American Reading Company (ARC) staff.				
Focused Walkthroughs To ensure instruction is aligned to assessments, frequent walkthroughs using the Comprehensive walkthrough tool will be utilized via a leadership walkthrough schedule/calendar. Assessments will be turned in two weeks prior to lesson plans being implemented.	Backward Design https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Common Planning and PD Meetings Teachers will have an opportunity to review data and make adjustments to instruction in an effort to address struggling students.	Professional Learning Communities https://eric.ed.gov/?q=professional+learning+communities&id=EJ1231139	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Instructional Coach Support To support teachers in developing and implementing aligned assessments and lesson plans and to provide targeted support using the Jill Jackson method of coaching.	Coaching Cycle https://drive.google.com/file/d/1uvb0KOrLebGAthb_LxKkMtaEbUbE6v5p/view?usp=sharing	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Student Engagement Strategies This will incorporate technology into classroom instruction which will in turn increase student engagement and lead to an increase in student achievement.		☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
EL Days/Parental Communication Family Days will be conducted for our EL parents/guardians so that strategies can be provided to support their child at home and to keep the lines of communication open. This will be done in conjunction with our regular parent days.	Parental Involvement in Education https://drive.google.com/file/d/1ypjx4O20uUX-B3Rxei75kaO2W88PMe1g/view?usp=sharing	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
After school Tutoring for 3rd and 4th grade students. To target students that are not performing at grade level and provide another layer of support.	After-School Tutoring https://ies.ed.gov/ncee/pubs/20094077/index.asp	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Consultant Content-Focused Coaching: CKLA	Consultant Content-Focused Coaching https://www.wsipp.wa.g	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds	☐N ☐L ☐S ☐E Reason for Rating:

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Activity	Evidenced Based Strategy	Reason for selection of activity	Coordination & Integration of Funding Sources & Costs	Evaluation of Activity
Teachers in grades K-2 will participate in coaching and PD with an Amplify consultant	ov/BenefitCost/Program/383		☐ General funds	
Title I Seasonal Teacher The teacher will support students who are not on grade level in ELA by providing additional intervention activities for these students to assist them in becoming better readers.	Targeted Reading Intervention https://www.evidenceforessa.org/programs/reading/targeted-reading-intervention-tri	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Consultant Content-Focused Coaching: Bailey Group (EL Strategies) Teachers in grades K-4 will participate in coaching and PD with a Bailey consultant	Consultant Content-Focused Coaching https://www.wsipp.wa.gov/BenefitCost/Program/383	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Goal 2	By _2025_, students will REACH HIGH STANDARDS, attain proficiency or better in ___Math.

SMART Objectives (Up to 3)	
1.	Students in 3rd grade will grow from **56.1** to a **60.4** in Math overall. (+4.3)
2.	Students 4th grade will grow from a **63.8** index to a **67.6** in Math overall. (+3.7)
3.	Students will grow from a **59.7** index to a **64** in Math overall. (+4.3)

Activity _Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need._	Evidenced Based Strategy _Research used to support this strategy (copy link from appendix)_	Reason for selection of activity _How will this address the priority need or other area of concern?_	Coordination & Integration of Funding Sources & Costs _Identify Funding Sources_	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive _Include a justification of the rating_
Consultant Content-Focused Coaching: Eureka Math 2 Teachers in grades K-4th will participate in Eureka Math Coaching and Training offered by Great Minds.	Consultant Content-Focused Coaching https://www.wsipp.wa.gov/BenefitCost/Program/383	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Focused Walkthroughs To ensure instruction is aligned to assessments, frequent walkthroughs using the Comprehensive walkthrough tool will be utilized via a leadership walkthrough schedule/calendar.	Backward Design https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Common Planning and PD Meetings: Teachers will have an opportunity to review data and make adjustments	Professional Learning Communities https://eric.ed.gov/?q=professional+learning+communities&id=EJ1231139	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

to instruction in an effort to address struggling students.				
Instructional Coach Support To support teachers in developing and implementing aligned assessments and lesson plans and to provide targeted support using the Jill Jackson method of coaching.	Coaching Cycle https://drive.google.com/file/d/1uvb0KOrLebGAthb_LxKkMtaEbUbE6v5p/view?usp=sharing	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Student Engagement Strategies This will incorporate technology into classroom instruction which will in turn increase student engagement and lead to an increase in student achievement.		☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
EL Days/Parental Communication Family Nights will be conducted for our EL parents/guardians so that strategies can be provided to support their child at home and to keep the lines of communication open. This will be done in conjunction with our regular parent days.	Parental Involvement in Education https://drive.google.com/file/d/1ypjx4O20uUX-B3Rxei75kaO2W88PMe1g/view?usp=sharing	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
After school Tutoring for 3rd and 4th grade students. To target students that are not performing at grade level and provide another layer of support.	After-School Tutoring https://ies.ed.gov/ncee/pubs/20094077/index.asp	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Goal 3	By 2025___, students will REACH HIGH STANDARDS, attain proficiency or better in Soc. Stud__.

SMART Objectives (Up to 3)	
1	Students in 3rd grade will grow from 41.5 to a 55 in SS overall (13.5)
2	Students in 4th grade will grow from 46.5 to a 55 in SS overall (+8.5)
3	Students will grow from 43.8 to a 55 in SS overall (+11.2)

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	Evidenced Based Strategy Research used to support this strategy (copy link from appendix)	Reason for selection of activity How will this address the priority need or other area of concern?	Coordination & Integration of Funding Sources & Costs Identify Funding Sources	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
Focused Walkthroughs To ensure instruction is aligned to assessments, frequent walkthroughs using the Comprehensive walkthrough tool	Backward Design https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

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will be utilized via a leadership walkthrough schedule/calendar.				
Common Planning and PD Meetings: Teachers will have an opportunity to review data and make adjustments to instruction in an effort to address struggling students from meetings held in school and by the district.	Professional Learning Communities https://eric.ed.gov/?q=professional+learning+communities&id=EJ1231139	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Goal 4	By 2025__, students will REACH HIGH STANDARDS, attain proficiency or better in Science___.

SMART Objectives (Up to 3)	
1.	Students in 3rd grade will grow from 39.3 to a 48.3 in Sc overall (+9.0)
2.	Students in 4th grade will grow from 61.4 to a 61.7 in Sc overall (+.3)
3.	Students will grow from 49.7 to a 55 in Sc overall (+5.3)

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	Evidenced Based Strategy Research used to support this strategy (copy link from appendix)	Reason for selection of activity How will this address the priority need or other area of concern?	Coordination & Integration of Funding Sources & Costs Identify Funding Sources	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
Focused Walkthroughs To ensure instruction is aligned to assessments, frequent walkthroughs using the Comprehensive walkthrough tool will be utilized via a leadership walkthrough schedule/calendar.	Backward Design https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Common Planning and PD Meetings: Teachers will have an opportunity to review data and make adjustments to instruction in an effort to address struggling students from meetings held in school and by the district.	Professional Learning Communities https://eric.ed.gov/?q=professional+learning+communities&id=EJ1231139	☐ #1 ☐ #2 ☐ #3	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Addressing School Needs-Curricula and Instruction: Provide opportunities for all students to have access to high quality curricula and instruction to meet challenging State academic standards (ESSA.1114.b.7.A.i)

4. Student Support Services	Integration of direct and support services of helping at risk students meet state standards. ALL SUBGROUPS *Provide a description of schoolwide improvement strategies the school is implementing to address student well-being though activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the comprehensive needs assessment.*	☒ Specialized instructional support services ☒ Counseling services ☐ Mentor services ☒ Mental health services ☒ Second Step _____ ☐ Other _____

NARRATIVE: *Describe the strategies and services you provide that address student well-being and strategies to improve students' social and emotional skills.*

Our counselor meets one on one with students to address student social/emotional needs. Small group instruction with counselor facilitation is often used in conjunction with whole class lesson on various topics.

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	Evidenced Based Strategy Research used to support this strategy (copy link from appendix)	Coordination & Integration of Funding Sources & Costs Identify Funding Sources	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
School Counseling Services Second steps will be utilized to provide support to all students as part of the Tier 1 counseling program. The program will be used to help students with healthy decision-making skills and to improve socio-economic	Second Step Intervention https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/623	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
LCA Conference The counselor will attend the LCA conference in Sept. to obtain best practices in school counseling.		☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

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Tiered Schoolwide System of Support (RTI): Strategies to provide effective and timely interventions and supports to struggling students. (ESSA 1114.b.7.A.iii.III) Professional Supports and Services: Counseling/Mental Health/School-Based & Community-Based Health Centers that provide counseling and school-based mental health programs and other strategies to improve students' skills outside the academic subject areas (ESSA 1114.b.7.A.iii.I)		
5.Multi-Tiered Systems of Support for Behavior	Implementation of a schoolwide tiered model to prevent/address behavior issues as a means of helping students achieve academic success. *Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.*	☒ TFI – Tiered Fidelity Inventory ☒ PBIS Plan ☐ Restorative Practices ☐ Other- Check In & Check Out _____ ☐ Other _____

NARRATIVE: *Describe the strategies and services you provide that address student behavior.*
Tier I students are taught expectations throughout the school year through guidance lessons to proactively address students behavior. Teachers reward student behavior through BEEP tickets and participation in monthly PBIS activities. Tier II students participate in check in and check out and are also consulted with through the school counselor. When necessary, circles are used to help mediate and intervene with behavior and relationship issues.

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	Evidenced Based Strategy Research used to support this strategy (copy link from appendix)	Coordination & Integration of Funding Sources & Costs Identify Funding Sources	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
PBIS - school wide Tier-1 behavioral support to reinforce the classroom curriculum through coordinating the efforts of the entire school in the practice and reinforcement of positive actions. Which includes the following strategies: PBIS school-wide lessons BEEP reward tickets PBIS reward events PBIS positive behavioral referrals PBIS –Student of the Month PBIS- Perfect Attendance PBIS- Book Fair- related to Parental Involvement Monthly meetings and minutes Guidance Lessons provided by Counselor		☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Check In and Check Out Intervention PBIS- Tier 2 behavior support for students that meeting success in Tier-1	Check-In Intervention https://www.wsipp.wa.gov/BenefitCost/Program/521	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
FBA/BIP -Tier 3 behavior support for students in need of a more intensive support system.	Functional Behavior Support https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/667	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Professional Development: Plans for providing high-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to improve instruction and use data from academic assessments. Training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making. (ESSA 1114.b.7.A.iii.IV)

6. Professional Development	Describe professional development for teachers, paraprofessionals and other school personnel to improve instruction, support *Believe to Achieve Educational Priorities* and use data from assessments. Include how the school recruits and retains effective teachers, particularly for students who are failing or at-risk of failing and students with diverse needs.	☒ PLC – data driven ☒ Grade Level Meetings ☒ Common Planning ☒ Coaching cycle ☐ Mentor Teachers ☒ In State/Out state conferences ☐ Other ____

NARRATIVE: *Describe the strategies and services you provide that address professional development opportunities for teachers, paraprofessionals and other school personnel to improve instruction.*

Professional development will occur as an on-going basis throughout the school year. Teachers will attend and participate in weekly PLC meetings and monthly common planning meetings. Outside consultants will also be used to provide PD on curriculum resources periodically throughout the school year.

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	Evidenced Based Strategy Research used to support this strategy (copy link from appendix)	Coordination & Integration of Funding Sources & Costs Identify Funding Sources	Evaluation of Activity (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
Off-Site Professional Development Teachers will attend the Plain Talk About Reading to learn best practices regarding the Science of Reading.	Teacher Targeted Professional Development https://www.wsipp.wa.gov/BenefitCost/Program/105	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Off-Site Professional Development Teachers will attend Training Series for Teachers of EL students in order to learn how to differentiate instruction and use data from ELPT to drive instruction. Substitutes will be hired if needed.	Teacher Targeted Professional Development https://www.wsipp.wa.gov/BenefitCost/Program/105	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Off-Site Professional Development SpEd teachers will attend Quarterly meetings in order to learn how to better meet the needs of their students.	Teacher Targeted Professional Development https://www.wsipp.wa.gov/BenefitCost/Program/105	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Transition: Strategies to facilitate the transition from early learning programs and facilities to elementary education programs. May also include transitions to feeder schools or programs. (ESSA 114.b.7.A.iii.V)		
7. Early Childhood Transition/ Transition from feeder school	Plans to assist preschool children in the transition from early childhood programs, such as Head Start, daycare centers, or state-run preschool programs to local elementary school programs. *Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or high school.*	☒ Pre-K Transition Activities ☒ School site Transition Activities

NARRATIVE: *Describe the strategies you provide to facilitate the transitions between schools.*
Coordination with local daycare centers and the feeder school will happen in late Fall to set a date for a tour for our incoming Prek-, outgoing Pre-k to K and 4th graders to the feeder school so students can have a smooth transition for the next school year.

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	**Evidenced Based Strategy** Research used to support this strategy (copy link from appendix)	**Coordination & Integration of Funding Sources & Costs** Identify Funding Sources	**Evaluation of Activity** (N) None (L) Little (S) Some (E) Extensive Include a justification of the rating
Transition to Pre-Kindergarten During the spring, students from Head Start, Day Care Centers and homes preparing to attend pre-k & kindergarten in the fall will participate in activities designed to assist with getting to know the school.	Pre-K Transition Programs https://www.wsipp.wa.gov/BenefitCost/Program/653	☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:
Transition to 5th grade During the spring, students will participate in a tour at the feeder school to learn the school-wide procedures and expectations.		☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

Appendix
Evidenced Based Resources

Strategies for Improvement	
Achieve 3000	After-school programs
After-School Tutoring by Certified Teachers – Small Group	Amplify Reading
Backward Design	Creative Curriculum for Preschool
Family Learning Nights	Formative and Summative Assessments
Freckle	Leveled Literacy Intervention
Out of School Tutoring by Adults	Parent and Family Engagement
Summer Learning Programs- Academically Focused	Targeted Reading Intervention
Tier I Curriculum Use	Tutoring under Title I
Zearn	

Student Support Services	
Character Education	I Care (PK)
Second Step	SEL (Social Emotional Learning)

Student Opportunities	
ACT Prep	Advanced Placement
Career Academies	College and Career Counseling
Credit Recovery (Edgenuity)	Dual Enrollment
IBC	

Multi-Tiered Systems of Support for Behavior	
Check-In Behavior Interventions	Functional Behavioral Assessment
PBIS	Restorative Justice
Restorative Practices	

Teacher Professional Development	
Consultant Content-Focused Coaching	Co-Teaching (Power of 2)
Coaching Cycle	Mentor Teachers
Peer Observations	Professional Learning Communities
Targeted Teacher Professional Development	Teacher Data Teams

Transition Programs/Services	
K Transition Programs	

NARRATIVE:

Activity *Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.*	Evidenced Based Strategy *Research used to support this strategy* *(copy link from appendix)*	Coordination & Integration of Funding Sources & Costs *Identify Funding Sources*	Evaluation of Activity *(N) None* *(L) Little* *(S) Some* *(E) Extensive* *Include a justification of the rating*
After school tutoring for grades 3-8	After-School Tutoring by Certified Teachers - Small Group	☒ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☒L ☐S ☐E Reason for Rating: Poor attendance
		☐ Title I ☐ Title II ☐ Title IV ☐ School funds ☐ General funds	☐N ☐L ☐S ☐E Reason for Rating:

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SAMPLE ACTIVITIES
(If applies to your school)
(Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.
Content Leaders and Mentor Teachers provide additional leadership capacity to the school.
Trained Mentor Teachers are matched to residents and new teachers and provide coaching to these teachers during the school day.
ELA and math Content Leaders provide content- and curriculum specific training to fellow teachers.

SAMPLE

Instructional Coaches will provide targeted individual teacher supports as requested by school administrators for new/ineffective/OFAT/TAT teachers
Principal (assistant principal) participate in a high-quality principal support program.
Teachers use high-quality curriculum-embedded assessments and/or high-quality interim assessments to plan for individual needs of students
During the first 30 days of school, students in grades K-2 will be assessed as part of the LDOE required K-2 Literacy Assessment using DIBELS.
Students in grades 3-8 will participate in the state required LEAP 2025 testing in the spring 2020.
Students in grades 9-12 (as applicable) will participate in the state required LEAP 2025 testing during the 2019-20 school year.
Students in the 11th grade (and 12th graders who are initial testers) will be administered the ACT exam.
Students in grades 9-12 will have the option of participating in WorkKeys, CLEP and AP. Determination will be based with input from faculty and staff.
Grade levels will use common formative assessments to monitor the progress of the students throughout the school year.
DCAs will be used throughout the school year as part of a comprehensive assessment plan for the school.
Teachers in all grade levels and core content areas have access to and implement a Tier 1 curriculum.
Provide enrichment through STEAM/Robotics activities which will be held after school.
Increase the instructional learning time for students identified as having difficulty with Tier 1 curriculum by offering after school tutoring focused on students who are failing or are at-risk of failing to meet the standards in the core content areas.
Increase the instructional learning time for students identified as having difficulty with Tier 1 curriculum by offering a summer tutoring program focused on students who are failing or are at-risk of failing to meet the standards in the core content areas.
Content Leaders are trained to support the school to build a strong intervention model.
This school coordinates the early identification of students suspected of having a disability by administering a screening assessment to every child entering pre-kindergarten and kindergarten.
The school will use the district tutoring model to provide Tier 2 and Tier 3 services for students throughout the school year.
Administrators/teacher leaders/counselors will attend LDOE sponsored collaborative and/or Teacher Leader Summit and return to school to share learning and implement state initiatives.
Teachers in all grade levels and core content areas receive start-of-school curriculum-based training as well as ongoing curriculum-embedded training and support during the school year from a high-quality vendor.
Teachers in grades K-8 will participate in Eureka Training offered by the school and facilitated by the Great Minds Staff.
Teachers in grades K-2 will participate in CKLA Training offered by the school and facilitated by the Amplify Staff.
Teachers in grades 3-8 will participate in Guidebook Training offered by the school and facilitated by the American Reading Company (ARC) staff.
During the spring, students from Head Start, Day Care Centers and homes preparing to attend kindergarten in the fall will participate in activities designed to assist with getting to know the school.
During the spring, students in grade ___ will be taken to the feeder school to participate in activities designed to assist them with getting to know their new school.

Distribute 2018-19 student score reports and parent support materials during Parent & Family Engagement activities.
Post Parent & Family Engagement flyer/brochure on website.
Identified students in grades K-12 will participate in the ELPT during the Spring 2020 testing window.
English Learners access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. (EL Connectors)
Students with disabilities access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum.
Students with disabilities receive individualized support and instructional programs based on the unique needs identified in their IEPs.
Schools identified as UIR - will participate in the LDOE sponsored "School Support Institute" throughout the 2019-20 school year. The school will identify a 3-person team and this team will participate in trainings offered in September/October, November and February. The team will return and implement strategies identified during the training.
The school's Homeless Education Program Point of Contact will ensure that supports are provided to necessary students.

All students, across the school, experience a multi-tier system of supports that have a focus on keeping students in class and in school. All teachers and administrators are equipped and prepared to respond to student behavior effectively using evidence-based practices.

Every high school student has an individualized plan to graduation and at least two touchpoints with an adult each school year on the progress towards achieving that plan.