

TERREBONNE

Parish School District

Title I School Wide Plan

Houma Junior High

School Name

2023-2024

School Year

School Information

School Name: Houma Junior High School

School Mission Statement: Houma Junior High will provide the highest quality education to prepare every child for academic success.

School Vision Statement: The vision of Houma Junior High is to provide a safe and positive environment enabling students to achieve success as reflected in their academic grades, performance on state testing, and attainment of future endeavors.

Principal: Jason Corbin

Assistant Principal: Kakeisha Harris, Deanna Joseph

Master Teacher: Trudie Bryant

Intervention Content Leader (If applicable): Andrea Benoit

Schoolwide Planning Team:	
School Administrator: Kakeisha Harris	Parent: Suzanne Landry
School Administrator: Deanna Joseph	Parent: Bardeleben, Sheridan
Teacher: Andrea Benoit ICL	Other: Jenny Corbin-Johnson
Teacher: Trudie Bryant Master Teacher	Other: Shane Willis
Teacher: Jacob Williams Special Education Teacher	Other: Charles Domino

Plan Review Meeting Dates:	
Beginning of Year: 2023	
1 st Nine Weeks: 10-18	3 rd Nine Weeks: 3-19
2 nd Nine Weeks: 1-8	End of Year: 5-2

Faculty and Staff

Print faculty/staff list from JCampus and upload into Title I Crate as a separate upload with the Schoolwide Plan. Also attach a hard copy with your printed plan. (Report submitted to Data Processing Oct. 1)

[Teacher List - Google Sheets](#)[Teacher List - Google Sheets](#)

Part A: Seven Required Elements of a Title I Schoolwide Plan

ESSA Schoolwide Plan Elements	ESSA Schoolwide Plan Elements Under Section 1114 (b) (1), of ESSA, a school wide program must include the following components:	Title I School Documentation
<i>Embedded throughout the entire plan:</i> 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)		
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)		

<p>1. Comprehensive Needs Assessment</p>	<p>Examine multiple sources of data to identify the priority needs within the school.</p> <ul style="list-style-type: none"> ● Establish a Schoolwide Planning Team ● Clarify the Vision for the Process ● Create a Comprehensive Profile of the School ● Identify Data Sources ● Analyze Data 	<p>Indicate location in the school of data in Shared Google Drive or Title I Crate.</p> <p>_____</p>
<p>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)</p> <p>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)</p>		
<p>2. Strategies for Improvement</p>	<p>Describe the strategies the school will implement to address its needs, including a description of how the strategies will:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> X<input type="checkbox"/> Response To Intervention <ul style="list-style-type: none"> ● RTI – Enrichment/Remediation ● Intervention – Front loading X<input type="checkbox"/> Data Driven Decision Making <ul style="list-style-type: none"> ● Before/After School Tutoring X<input type="checkbox"/> Job-Embedded PD <ul style="list-style-type: none"> ● Teacher Collaboration/PLCs ● Common Planning ● Coaching X<input type="checkbox"/> Curriculum Alignment <ul style="list-style-type: none"> ● Academic Language

	<p>time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education</p> <p>4. Include 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.</p>	<ul style="list-style-type: none"> ● Concept Development ● Lesson Structure <p>X <input type="checkbox"/> Meaningful Engaged Learning</p> <ul style="list-style-type: none"> ● Questioning ● Student Discourse ● Time on Text ● Differentiation <p><input type="checkbox"/> Other <u>Capturing Kids Hearts</u></p> <p><input type="checkbox"/> Other _____</p>
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)		
3. Student Support Services	<p>Integration of direct and support services of helping at risk students meet state standards. ALL SUBGROUPS</p>	<p>X <input type="checkbox"/> Specialized instructional support services</p> <p>X <input type="checkbox"/> Counseling services</p> <p>X <input type="checkbox"/> Mentor services</p> <p><input type="checkbox"/> Mental health services</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Other _____</p>
Post Secondary Outcomes/Student Opportunities: Preparation for and awareness of opportunities for postsecondary education and workforce preparation, which may include career and technical education programs and activities designed to increase access and prepare students for success in high-quality advanced coursework (Examples: AP, IB, DE, CLEP, WorkKeys, etc) (ESSA 1114.b.7.A.iii.II)		
4. Student Opportunities	<p>Junior High/High School – Preparation for and awareness of opportunities for postsecondary education.</p>	<p><input type="checkbox"/> Career Compass Counseling</p> <p><input type="checkbox"/> College/Job Fair</p> <p><input type="checkbox"/> AP</p> <p><input type="checkbox"/> IBC</p> <p><input type="checkbox"/> Dual Enrollment</p> <p><input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> N/A</p>
Tiered Schoolwide System of Support (RTI): Strategies to provide effective and timely interventions and support 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. Tiered Interventions	Implementation of a schoolwide tiered model to prevent/address behavior issues as a means of helping students achieve academic success.	<input type="checkbox"/> TFI – Tiered Fidelity Inventory <input checked="" type="checkbox"/> PBIS Plan <input checked="" type="checkbox"/> Restorative Practices <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____
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 114.b.7.A.iii.IV)		
6. Professional Development	Provide high quality, sustainable, replicable, ongoing job-embedded professional development for teachers to improve instruction using assessment data to drive decision-making.	<input checked="" type="checkbox"/> PLC – data driven <input checked="" type="checkbox"/> Grade Level Meetings – Redelivery of IC Meetings <input checked="" type="checkbox"/> On-site coaching <input checked="" type="checkbox"/> In State/Out state conferences <input type="checkbox"/> Other _____
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. Plans to assist students in transitioning from one school to another.	<input type="checkbox"/> Pre-K Transition Activities <input type="checkbox"/> School site Transition Activities

Part B: Needs Assessment

1. SUMMARY OF SURVEY DATA

Source: Administrator Survey

Administrator Survey Strengths	
1.	Our administration team conducts classroom walkthroughs and gathers data shared with stakeholders.
2.	The administration team meets weekly to discuss walkthrough data to assist with school-wide instructional goals.
3.	Administration consistently provides open communication with parents/guardians in students' academic and behavioral needs.
Administrator Survey Weaknesses	
1.	There is purposeful follow-up with all stakeholders that promotes a cyclical approach to data gathering/sharing.
2.	Our leadership team is able to convey information to non-English speaking parents in a timely manner.
3.	There are various incentives for student participation in after-school tutoring programs.

Source: Teacher Survey

Teacher Survey Strengths	
1.	The administration team is visible in the school and consistently collaborates with teachers and students.
2.	The content leaders/instructional leaders work collaboratively with teachers to promote instructional strategies that emphasize high-level thinking and problem-solving skills.
3.	The administration team highlights accomplishment and demonstrates appreciation of students and staff with on-going celebrations and acknowledgments.
Teacher Survey Weaknesses	
1.	There is consistency among all staff in the implementation of discipline procedures (e.g. restorative practices, teaching, rewarding, dealing with rule violations, etc.)
2.	Parents and community stakeholders engage in collaborative decision making.
3.	The school structural damage repairs are on-going.

Source: Student Survey

Student Survey Strengths	
1.	I have been taught the expectations or rules about how to behave at my school and rewards us with monthly PBIS celebrations.
2.	My school gives us recess/break time during the day.
3.	My teachers motivate me to do my best work in class and reach new goals for myself.

Student Survey Weaknesses	
1.	Behavior problems do not interfere with learning in my classes from time to time.
2.	Students are able to resolve differences without altercations at my school.
3.	In a typical school year, my parents visited my school for school activities.

Source: **Parent Survey**

Parent Survey Strengths	
1.	The administrators (principal and assistant principal) at my child's school are accessible.
2.	I am familiar with the discipline rules at my child's school.
3.	I feel informed about school events at my child's school via webpage, facebook, JCampus calls, Google Classroom, and School Status
Parent Survey Weaknesses	
1.	I have a clear understanding of how students are performing academically at my child's school.
2.	I know what to do in the event of an emergency at my child's school.
3.	Additional support and instructional time is available to my child if he/she needs it either during or after school in all subject areas.

2. SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT (Outside Consultant)

Strengths	
1.	<p>Shelia Banks-NIET Senior Specialist</p> <p>The ILT at Houma Jr. High is strong in their ability to envision the changes that need to be made to instructional planning and teaching practices during lessons. Their vision led us to create a plan of action for incorporating highly impactful actions into planning and instruction. Now that the plan is drafted, implementation and monitoring are essential. The team works collaboratively to make decisions and enact actions, and this strength will be leveraged to implement the plan to increase student outcomes and teacher performance.</p>
2.	
3.	
Weaknesses	

1.	Sheila Banks-NIET Senior Specialist 1.Sequence the IM curriculum so that all of the necessary standards are addressed prior to LEAP testing and also follows the sequence for the district common assessments. 2. Analyze the test items and determine how each item aligns with the achievement level descriptor. 3.Model the thinking process needed to develop conceptual understanding. Ask students questions to monitor their understanding.
2.	
3.	

3. SCHOOL REPORT CARD DATA

All Schools

School Goal & Performance Data				
School Goal (as measured by SPS score):				
We will increase our School Performance Score (SPS) from 74.9 to 80 by the end of the 2023-2024 school year.				

K-8

SPS (3 years data from school report card)				
YEAR	2020	2021	2022	Difference of Current year to Prior year (+/-)
OVERALL SPS	NA	73.2	74.9	+3.6
LETTER GRADE	NA	C	C	C
Assessments (LEAP)	NA	62.9	64.3	1.4
Student Progress	NA	77.3	81.9	4.6
Credit Accumulation (8 th only)	NA	124.8	131.1	6.3

9-12

SPS (3 years data from school report card)				
YEAR	20	20	20	Difference of Current year to Prior year (+/-)
OVERALL SPS				
LETTER GRADE				
Assessments (EOC)				
Strength of Diploma				
Graduation Rate				
ACT				

4. SUBGROUP INDEXES

All subgroups indexes met

All subgroups indexes NOT met

Indicate subgroups indexes:					
YEAR	2020	2021	2022	Difference of Current year to Prior year (+/-)	Required (R) OR Needed (N)
SWD	N/A due to COVID	ELA 25.1 Math 21.8 Science 20.6 Social Studies 24.3	ELA 29.2 Math 18.0 Science 22.7 Social Studies 13.7	ELA + 4.1 Math -3.8 Science + .9 SS -10.6	Needed
Black	N/A due to COVID	ELA 57.7 Math 30.5 Science 31.2 Social Studies 41.4	ELA 70.4 Math 26 Science 35.9 Social Studies 45.4	ELA + 12.7 Math - 4.5 Science + 4.4 Social Studies +4	Neither
White	N/A due to COVID	ELA 89,1 Math 66,7 Science 68,5 Social Studies 82	ELA 97.1 Math 62,8 Science 78,6 Social Studies 78	ELA +8 Math - 3.9 Science + 10,1 SocialStudies - 4	Neither
2 or more races	N/A due to COVID	ELA 45.5 Math 51.7 Science 46 Social Studies 60.2	ELA 80.6 Math 44.3 Science 63.4 Social Studies 61.9	ELA + 15.1 Math - 7.4 Science + 17.4 SocialStudies +1.7	Neither
American Indian	N/A due to COVID	ELA 79.1 Math 56.9 Science 47,2 Social Studies 68,4	ELA 97.9 Math 40 Science 61.2 Social Studies 64.5	ELA +18.8 Math -16.9 Science +14 SocialStudies -3.9	Neither

Asian	N/A due to COVID	ELA 114.2 Math 85.8 Science 85.8 Social Studies 125	ELA 133.3 Math 104.2 Science 110.8 Social Studies 131.7	ELA +19.1 Math + 18.4 Science + 25 SocialStudies + 6.7	Neither
Hispanic	N/A due to COVID	ELA 74.2 Math 42.5 Science 49.2 Social Studies 65.6	ELA 82.1 Math 43.2 Science 46.8 Social Studies 61.1	ELA +7.9 Math +.7 Science -2.4 SocialStudies-4. 5	Neither
Economically Disadvantaged	N/A due to COVID	ELA 66.3 Math 44 Science 42.5 Social Studies 54.8	ELA 78.4 Math 36.5 Science 49.6 Social Studies 55.4	ELA +12.1 Math - 7.5 Science +7.1 SocialStudies +.6	Neither
Homeless	N/A due to COVID	ELA 50.8 Math 35 Science30 Social Studies 42.5	ELA 64.3 Math 24.3 Science 33.2 Social Studies 39.7	ELA +13.5 Math -10.7 Science +3.2 SocialStudies-2. 8	Neither
English Learners	N/A due to COVID	ELA 32.5 Math 22.5 Science 20 Social Studies 25	ELA 30.5 Math 17.9 Science 18.9 Social Studies 23.2	ELA -2 Math - 4.6 Science -1.1 SocialStudies -1.8	Neither
Foster Children	N/A due to COVID	ELA 52 Math 16 Science 64 Social Studies 56	ELA 62.5 Math 65 Science 45 Social Studies 57.5	ELA +10.5 Math +49 Science -19 SocialStudies+1. 5	Neither
Military Children	N/A due to	ELA 90 Math 40 Science 90	ELA 90 Math 45 Science 70	ELA # Math +5	Neither

	COVID	Social Studies 100	Social Studies 70	Science -20 SocialStudies -30	
Discipline	N/A due to COVID	%OSS 14 % ISS 24.2	% OSS 16.1 % ISS 30.8	OSS + 2.1 % ISS + 6.6	Neither

Pre-Kindergarten Report				
YEAR	20	20	20	Difference of Current year to Prior year (+/-)
Total School Average Score				
Emotional Support				
Classroom Support				
Instructional Support				

5. Summary of Data Collection

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

Area of Strength		
	Strength	Data Source/Instrument
1.	ELA	Leap, STAR DCA, D2
2.	Science	Leap, STAR, DCA, D2
3.	Social Studies	Leap, STAR, DCA, D2
4.		
5.		

Area of Weakness		
	Weakness	Data Source/Instrument
1.	Math all students	Leap, STAR, DCA ,D2
2.	EL all subjects	Leap, STAR, DCA, D2
3.	Sped all subjects	Leap, STAR, DCA, D2
4.		
5.		

6. 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	Sped	Math	7-8
#2	EL	Math	7-8
#3]Homeless	Math	7-8
#4			
#5			

Part C: Action Plan - Goals, Objectives, Activities & Evaluation

Goal 1	By <u> May 24 </u> , ALL students will REACH HIGH STANDARDS, attain proficiency or better in <u> math </u> .	
Objectives (Up to 3)		Desired Outcomes
1.	Students will be able to increase the school-wide ELA index from <u> </u> to <u> </u> or higher in math on LEAP 2025 during the 2023-2024 school year. 7th 86.8 8th 85.6	7th 88 8th 87
2.	The progress index of all students in math will increase from <u> </u> to <u> </u> on LEAP 2025 during the 2023-2024 school year. 7th 54.3 8th 43.3	7th 57 8th 45
3.	The Math assessment index of our students with disabilities will increase from <u> </u> to <u> </u> on LEAP 2025 during the 2023-2024 school year 7th 17.9 8th. 9.3	7th 20 8th 15

Activity	Reason for selection of activity	Coordination & Integration of Funding Sources & Costs	Evaluation	Evidence of Activity	Issues in Implementation and Recommendations for Success
Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	How will this address the priority need or other area of concern?	Identify Funding Sources	Instrument(s) and method(s) to collect data to determine effectiveness of activity	(N) None (L) Little (S) Some (E) Extensive (Include a justification of the rating)	
Initial screening and benchmark assessment in STAR Math – all students.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
DCAs will be used throughout the school year as part of a comprehensive assessment plan for the school.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Grade levels will use common formative assessments to monitor the progress of the students	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	

throughout the school year		<input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds			
Teachers in all grade levels will have access to and implement a Tier 1 math curriculum. (Eureka)	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Weekly PLCs used for planning, creating aligned assessments, and analyzing student data	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Professional Learning Communities	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Teachers use high quality math curriculum-embedded assessments (Eureka) and/or high quality interim assessments to plan for individual needs of students.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use Backward Design	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
In-class, Small Group Remediation by classroom teachers, inclusion teachers	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Teachers assign Freckle assignments to students in Math and use the data to help make instructional decisions.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Freckle	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Teachers assign Zearn assignments to students in Math and use the data to help make instructional decisions.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Zearn	<input type="checkbox"/> N <input type="checkbox"/> L <input checked="" type="checkbox"/> S <input type="checkbox"/> E	
Intervention Content Leader will provide targeted individual teacher support as requested by school administrators for new/ineffective/OFAT/TAT teachers	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> School funds <input type="checkbox"/> General funds	Content-Focused Coaching Cycle	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Trained Mentor Teachers are matched to their peers new to teaching and/or the math content area. They provide coaching to teachers during the school day	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Mentor Teachers	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	

Increase the instructional learning time for students identified as having difficulty with Tier 1 math curriculum by offering after school tutoring in the fall and spring focused on students who are failing or are at-risk of failing to meet the standards in the math content area.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input type="checkbox"/> General funds <input checked="" type="checkbox"/> ESSER funds	After-School Tutoring by Certified Teachers--Small Group	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Administrators/teacher leaders will attend LDOE sponsored collaborative and/or Teacher Leader Summit and return to school to share learning and implement state initiatives in the math content area.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Targeted Teacher Professional Development	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Students with disabilities will have access to on-grade level math content with their peers through the use of embedded supports within a high-quality curriculum. (Eureka)	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Family STEAM Night- Provide enrichment through STEAM activities which will be held after school in the fall.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> School funds <input type="checkbox"/> General funds	Family Learning Nights	<input checked="" type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	
Students in grades 7 and 8 will participate in the state required LEAP 2025 testing in the spring 2023.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Administrators/math content teachers will participate in observations, professional development sessions and PLCs presented by Great Mind Consultants.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input type="checkbox"/> General funds <input checked="" type="checkbox"/> ESSER funds	Consultant Content-Focused Coaching	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Administrators/ inclusion teachers will participate in observations, professional development sessions and PLCs presented by LASARD.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input type="checkbox"/> General funds <input checked="" type="checkbox"/> ESSER funds	Consultant Content-Focused Coaching	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	

Goal 2	By <u>May 24</u> , ALL students will REACH HIGH STANDARDS, attain proficiency or better in <u>social studies</u> .				
Objectives (Up to 3)			Desired Outcomes		
1.	Students will be able to increase the school-wide index from <u>59.6</u> to <u>65</u> or higher in Social Studies on LEAP 2025 during the 2023-2024 school year.				
2.	The Social Studies assessment index of our students with disabilities will increase from <u>15.3</u> to <u>20</u> on LEAP 2025 during the 2023-2024 school year				
3.					
Activity	Reason for selection of activity	Coordination & Integration of Funding Sources & Costs	Evaluation	Evidence of Activity	Issues in Implementation and Recommendations for Success
Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	How will this address the priority need or other area of concern?	Identify Funding Sources	Instrument(s) and method(s) to collect data to determine effectiveness of activity	(N) None (L) Little (S) Some (E) Extensive (Include a justification of the rating)	
DCA's will be used throughout the school year as part of a comprehensive assessment plan for the school.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	DCA	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E Rating- ongoing	
Grade levels will use common formative assessments to monitor the progress of the students throughout the school year.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Common Formative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E Rating-ongoing	
Teachers in all grade levels will have access to and implement a Tier 1 curriculum. (Louisiana Scope and Sequence Documents)	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Observations, Lesson Plans	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E Rating-curriculum guidance for year	
Weekly PLCs used for planning, creating aligned assessments, and analyzing student data	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Agendas, Sign-in Sheets, observations, formative assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E Rating- on-going	

Teachers use a backwards design approach when creating assessments. Assessments are reviewed by the lead team members with teachers.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Assessment Checklist, and Curriculum Guides	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating-ongoing	
Teachers assign weekly Achieve 3000 articles to students in Social Studies and use the data to help make instructional decisions. Achievement success raised from 75% to 80%.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Achieve 3000 reports	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating- weekly	
Intervention Content Leader will provide targeted individual teacher support as requested by school administrators for new/ineffective/OFAT/TAT teachers.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> School funds <input type="checkbox"/> General funds	Observations, student work	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating- weekly	
Administrators/teacher leaders will attend LDOE sponsored collaborative and/or Teacher Leader Summit and return to school to share learning and implement state initiatives in the Social Studies content area	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Registration, Presentation Redelivery Agenda, studentwork, formative assessment, observations, lesson plans	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating-summer, on-going	
Students with disabilities will have access to on-grade level Social Studies content with their peers through the use of embedded supports within a high-quality curriculum.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Observations, lesson plans, student work	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating-ongoing	
Students in grades 3-8 will participate in the state required LEAP 2025 testing in the spring 2023.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Leap Assessment	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S x <input type="checkbox"/> E Rating- spring testing session	
				<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	
				<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	
				<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	
				<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	

				<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	
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Goal 3	By <u>May 24</u> , ALL students will REACH HIGH STANDARDS, attain proficiency or better in <u>science</u> .				
Objectives (Up to 3)			Desired Outcomes		
1.	Students will be able to increase the school-wide index from _____ to _____ or higher in Science on LEAP 2025 during the 2023-2024 school year.				
2.	The Science assessment index of our students with disabilities will increase from _____ to _____ on LEAP 2025 during the 2023-2024 school year.				
3.					
Activity	Reason for selection of activity	Coordination & Integration of Funding Sources & Costs	Evaluation	Evidence of Activity	Issues in Implementation and Recommendations for Success
Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	How will this address the priority need or other area of concern?	Identify Funding Sources	Instrument(s) and method(s) to collect data to determine effectiveness of activity	(N) None (L) Little (S) Some (E) Extensive (Include a justification of the rating)	
DCAs will be used throughout the school year as part of a comprehensive assessment plan for the school.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Grade levels will use common formative assessments to monitor the progress of the students throughout the school year.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Teachers in all grade levels will have access to and implement a Tier 1 curriculum. (Amplify)	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Weekly PLCs used for planning, creating aligned assessments, and analyzing student data	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Professional Learning Communities	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	

Teachers use a backwards design approach when creating assessments. Assessments are reviewed by the lead team members with teachers.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Backward Design	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Teachers assign weekly Achieve 3000 articles to students in Science and use the data to help make instructional decisions. Achievement success raised from ____% to ____%. (Grades 7 & 8)	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Achieve 3000	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Intervention Content Leader will provide targeted individual teacher support as requested by school administrators for new/ineffective/OFAT/TAT teachers.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> School funds <input type="checkbox"/> General funds	Content-Focused Coaching Cycle	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Trained Mentor Teachers are matched to their peers new to teaching and/or the Science content area. They provide coaching to teachers during the school day.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Mentor Teachers	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Administrators/teacher leaders will attend LDOE sponsored collaborative and/or Teacher Leader Summit and return to school to share learning and implement state initiatives in the Science content area	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Targeted Teacher Professional Development	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Students with disabilities will have access to on-grade level Science content with their peers through the use of embedded supports within a high-quality curriculum.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Tier I Curriculum Use	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
Family STEAM Night- Provide enrichment through STEAM activities which will be held after school in the fall.	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> School funds <input type="checkbox"/> General funds	Family Learning Nights	<input checked="" type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input type="checkbox"/> E	

<p>Students in grades 7-8 will participate in the state required LEAP 2025 testing in the spring 2023.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input checked="" type="checkbox"/> General funds	Formative and Summative Assessments	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
<p>Administrators/ inclusion teachers will participate in observations, professional development sessions and PLCs presented by Amplify Science.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input type="checkbox"/> General funds <input checked="" type="checkbox"/> ESSER funds	Consultant Content-Focused Coaching	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	
<p>Administrators/ inclusion teachers will participate in observations, professional development sessions and PLCs presented by LASARD.</p>	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3	<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title IV <input type="checkbox"/> School funds <input type="checkbox"/> General funds <input checked="" type="checkbox"/> ESSER funds	Consultant Content-Focused Coaching	<input type="checkbox"/> N <input type="checkbox"/> L <input type="checkbox"/> S <input checked="" type="checkbox"/> E	

Activity Using the information from the comprehensive needs assessment describe the activities the school will implement to address areas of need.	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 Instrument(s) and method(s) to collect data to determine effectiveness of activity	Evidence of Activity (N) None (L) Little (S) Some (E) Extensive (Include a justification of the rating)	Issues in Implementation and Recommendations for Success
After school tutoring for grades 3-8	Students performing below proficient on state assessments were chosen to participate.	District and/or Title I	Daily student sign in sheets, progress monitoring, grades	<input type="checkbox"/> N <input type="checkbox"/> L <input checked="" type="checkbox"/> S <input type="checkbox"/> E	December 2019-Student attendance was an issue, some parents did not sign up or withdrew students from tutoring

**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.
Instructional Coaches will provide targeted individual teacher supports as requested by school administrators for new/ineffective/OFAT/TAT teachers
Principal (assistant principal) participates 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 flier/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 training 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 support that has 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.

<input checked="" type="checkbox"/> #1
<input checked="" type="checkbox"/> #2
<input type="checkbox"/> #3
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