Bossier Parish School System

Title 1 Schoolwide Improvement Plan
Plantation Park Elementary

Pre-K – 5th grade

2410 Plantation Drive

Bossier City, Louisiana, 71111

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SY: 2022-2023

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Louisiana Department of Education: Believe to Achieve – Educational Priorities

1. Students enter Kindergarten ready
2. Students will achieve mastery level on third-grade assessments and enter fourth grade prepared for grade-level content
3. Students will achieve mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content
4. Students will graduate on time
5. Graduates will graduate with a college and/or career credential
6. Graduate eligible for a TOPS award

District Vision and Mission Statement

Vision: Win the Day; Every Student, Every Way

Mission: We EMPOWER All Through...Engagement | Motivation | Purpose | Opportunities | Welcoming | Excellence | Relationships

School Vision and Mission Statement

Vision: Plantation Park Elementary is an exemplary neighborhood school that promotes academic excellence, serves the community, and empowers students to discover their strengths.

Mission: Every Student Matters, Every Moment Counts!

Schoolwide Plan Assurances

- The plan referenced in the Schoolwide Plan 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 parent/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.
- I hereby certify that this plan contains the three required components as mandated by Every Student Succeeds Act:
  - o Element 1: Evidence of the use of a comprehensive needs assessment. The comprehensive needs assessment is based on academic information about all students in the school, including at risk students; students from diverse racial and ethnic groups; students with disabilities; English Learners (ELs) and migrant students.
  - o *Element 2: Evidence of the use of strategies for improvement. Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:*
    - *provide opportunities for all children including each subgroup of students, to meet state standards,*
    - *use effective methods and instructional strategies that strengthen the academic program,*
    - *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, and*
    - *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.*
  - o Element 3: Evidence of student support services: ESSA considers the integration of direct and support services as a means of helping at risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

	Principal	Date 8/29/22
Nichole Bourgeois (Oct 4 2022 10:13 CDT)	Director of Federal Programs	Oct 4, 2022 Date
Mitch Downey (Oct 6 2022 13:44 CDT)	Superintendent	Oct 6, 2022 Date

1.1 Family and Stakeholder Involvement (required element)

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.

Response: Parents were selected to serve on the committee from various grade levels as well as parents of SWD and ELL. Parents met with us via google meet where the admin team presented the SIP and Title 1 budget. Parents indicated literacy was their focus as well. They offered suggestions for incentives for literacy and we are exploring options for incentives since those items are not allowed for us to purchase with our Title 1 budget. Parents were supportive of all the initiatives we have in the current SIP.

Comprehensive Needs Assessment – Sample Data Collection

Data Type / Stakeholder	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Administrators		• Administrator Questionnaire and/or Interview	• Attendance Data	• Demographic Data
Teachers		• Faculty Survey • Teacher Questionnaire and/or Interview • Faculty Focus Group	• Classroom Observations • Attendance Data	• Demographic Data
Students	• DIBELS Data • IRLA Data • LEAP 2025 Data • ACT Data • Benchmark Assessment Data • IEP Progress Data • Graduation Rates	• Student Survey • Student Focus Group	• Discipline Data • Attendance Data	• School Performance Score Data • Demographic Data • Subgroup Component Data • CIR/UIR status
Parents		• Parent Survey • Parent Focus Group	• Attendance Data	• Demographic Data

1.2 Comprehensive Needs Assessment Summary Report (required element)

- Strengths and Weaknesses are derived from cognitive student data: the "**what**." Strengths and weaknesses determine areas of focus that lead to goals objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the "**why**." Contributing Factors determine selected strategies that lead to specific implementation activities (the Action Plan).

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

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. *percentage of students on or above grade level in literacy by subgroup*.

	STRENGTHS	DATA SOURCE
1.	Math - Major Content	Spring 2022 - LEAP2025
2.	K-2 Proficient Students increased by	IRLA/School Pace
3.	Grades 3-5 ELA: Writing performance	Spring 2022 - LEAP2025

Strengths: Contributing Factors - Narrative
1. Teachers focused on the Super Essential and selected essential standards in math, including targeted RTI on those standards. They tracked data and followed the RTI Cycle to remediate and retest when needed. Students were also responsible for data tracking and knowing their Growth to Mastery goals. 2. The Introduction of Heggerty, Attending the Lit Academy and working with the CLL, and the CLSD grant were all major factors in the growth in student proficiency. 3. Teachers incorporated writing daily and gave individualized feedback to students to help create stronger writers.

	WEAKNESSES	DATA SOURCE
1.	3rd Grade Reading Performance	Spring 2022 - LEAP2025
2.	Social Studies	Spring 2022 - LEAP2025
3.	Modeling and Application	Spring 2022 - LEAP2025

Weaknesses: Contributing Factors - Narrative

1.   Our third graders were still struggling to catch up post pandemic. They missed vital phonics instruction and struggled to read and comprehend the complex text required in third grade.

2. With a huge focus on filling gaps for ELA and Math and a lack of a Tier 1 curriculum, we have continued to struggle in the area of Social Studies. The complex text surpasses the reading level of many of our students. Our students are lacking much of the background knowledge needed to perform well on state assessments. We did improve in this area with the help of our enrichment teachers assisting in the front-loading of vocabulary, but it remains a weakness.

3. Third grade showed strong scores in Modeling and Application, but 4th and 5th grade saw it as a weakness on state testing. We contribute a lot of this to the moving away from manipulatives and the CRA method of teaching as students age. Some students are still in the concrete stage of learning, but in upper grades that important beginning stage of math instruction is skipped for only representational and abstract.

Goals

School Goal: (A goal states the general education outcome for the school. Each goal should: 1) clearly state the direction for school improvement, 2) link to improving student learning, and 3) accurately address the school's weaknesses as identified in the SPS indicators, percent proficient data, or other standardized assessments.)

Plantation Park Elementary will ensure that:

- ***Student learning and instructional practices will improve*** as every PLC Collaborative Team analyzes the results from the team-developed Common Formative Assessments to identify non-proficient and proficient students.
- **Student learning and instructional practices will improve** through staff participation in multiple professional development opportunities.
- ***Student learning will improve*** as a viable and guaranteed curriculum is used, best practices for instruction are implemented, and a variety of assessments are used to address the needs of all students.

1.3 Strategies for Improvement (Required Element)

Provide a description of schoolwide strategies that the school is implementing to: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Content Area(s):	
Objective(s):	1. By Spring 2023, 75% of students in K-2 will be proficient (on grade level) in reading. 2. By Spring 2023, 80% of students in 4th - 5th grade will achieve their growth to mastery goal on LEAP 2025 ELA.

Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost
Guaranteed and viable curriculum (what will be taught): • ARC CORE/IRLA • Louisiana State Standards • Louisiana Guidebooks • Saxon Phonics	Observations PLCs Lesson Plans	All items funded by BPSB
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): • ARC CORE/IRLA/Saxon will be taught daily in grades K-2 • Lexia will be used for students in PK-2 • School-wide implementation of Larry Bell strategies, UNRAAVEL • School-wide writing expectations will be implemented grades 2-5 via Top Score & Writing Revolution • Reading Plus will be used in 3-5	Observations PLCs Lesson Plans SchoolPace Data Reading Plus Data Lexia Data Edulastic Data CFA data	Title 1 Funds • Lumos Learning, $3,100 CLSD Grant • Lexia/Reading Plus, $4,250 • Top Score Writing, $2,068.28 • Nearpod, $5,799 • Literacy Rugs, $3,792.26 • Chromebooks, Laptops, Desktops, $39,753.30 • RedCat Systems, $16,401 • Activboards, $51,023.98

- School-wide Nearpod, Flocabulary, Lumos learning and Reading Plus Subscriptions to enhance instruction and prepare for standardized testing. - ARC Core Online Bookshelf will be used for differentiation. - Supplies provided for every student to Pre-K thru 5th Grade - Literacy Rugs & furniture purchased for K-2 classrooms - Chromebooks, laptops & desktops will be purchased to enhance face to face instruction. - RedCat Systems will be used to amplify teacher voices. - Activboard will be purchased for interactive learning		
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration): K-2 students will use IRLA, Heggerty and Science of Reading strategies for interventions Lexia & IRLA will be used for students in 3-5 for interventions Students will be pulled from SS/Sci for acceleration if they are in Tier 2&3 or SWD Enrichment activities will be provided during our school wide RTI block for those students who have mastered standards.	Observations PLCs Lesson Plans SchoolPace Data Reading Plus Data Lexia Data CFA data	CLSD Grant - Heggerty, $734.26 - Lexia, $4,250

1.3 Strategies for Improvement (Required Element)

Content Area(s):			
Objective(s):	1. By Spring 2023, 80% of students in 4th - 5th grade will achieve their growth to mastery goal on LEAP 2025 in Math.		
Action Plan		**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**
Guaranteed and viable curriculum (what will be taught): Zearn Grades K-5		Observations PLCs Lesson Plans	All items funded by BPSB Curriculum Dept
Instructional and assessment strategies that strengthen the academic program (What it will look like in the classroom. Include associated supplies and materials. Include plans for use of assessment to inform instruction, integration of technology, and/or other programs): • Zearn will be taught daily in all math classrooms. Teachers will have Great Minds manuals to help focus on modeling & application to document annotating of lessons. • Manipulatives will be used to model mathematical skills • School-wide Nearpod, Generation genius, Lumos learning and Reflex Subscriptions to enhance instruction and prepare for standardized testing. • Supplies provided for every student to Pre-K thru 5th Grade • Chromebooks purchased to enhance face to face and virtual instruction. • RedCat Systems will be used to amplify teacher voices. • Chromebooks, laptops & desktops will be purchased to enhance face to face instruction. • RedCat Systems will be used to amplify teacher voices. • Activboard will be purchased for interactive learning		Observations PLCs Lesson Plans Reflex Data Zearn Data CFA data	Title 1 Funds • Generation Genius, $1,795 • Lumos Learning, $3,100 • Reflex, $3,995 • Student Supplies, $27,088 • Headphones for Students, $4,770 CLSD Grant • Nearpod, $5,799 • Chromebooks, Laptops, and Desktops, $39,753.30 • RedCat Systems, $16,401 • ActivBoards, $51,023.98
Interventions and strategies to increase student achievement in underperforming subgroups (Include plans for dedicated time for intervention, enrichment, and acceleration):		Observations PLCs Lesson Plans	Title 1 Funds • Lumos Learning, $3,100

Lumos Learning & Accelerate Lessons will be used for K-5 students who need intervention Prodigy & Khan Academy will be used for students for enrichment Students will be pulled during science and social studies for acceleration	Lumos Learning Data Zearn Data CFA data	CLSD Grant ● Nearpod, $5,799 ● Chromebooks, Laptops, and Desktops, $39,753.30 ● RedCat Systems, $16,401 ● ActivBoards, $51,023.98

1.4 Student Support Services (Required Element)

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as
counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.

Student Support Services		
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**
Plantation Park's counselor provides individualized counseling as needed. Focus groups are also provided for students. **Counselor provides individualized counseling and focus groups. The students are referred by teachers and PBIS team.** **SEL Lessons are also taught and incorporated into PBIS lesson plans.** **Agency counseling (VOA) is also provided on campus for those students in need of intense counseling services.** **Mentoring is provided to all students via our House System. Each student is assigned a house which includes teachers and students from various grade levels. Teachers build relationships and serve as mentors to those students as well as student to student mentoring where younger students are paired with older students.**	Teacher Survey PBIS and SEL Lessons PBIS Rewards	PBIS Lessons Second Steps Lessons - BPSB Title 1 Funds ● PBIS Rewards, $1,923

1.5 Student Opportunities (Optional Element)

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

Student Opportunities		
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**

1.6 Multi-Tiered Systems of Support for Behavior (Optional Element)

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.

Multi-Tiered Systems of Support for Behavior		
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**

1.7 Professional Development (Optional Element)

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Professional Development		
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**
Professional Development opportunities in the Science of Reading will be provided for K-5 teachers. Teachers will participate in AIMS training and the Plain Talk Conference. A consultant from the Center for Literacy Development will meet with teachers for a total of 8 hours to plan and implement best practices for literacy in K-2. **Teachers will attend Ron Clark Academy, Teach Your Heart out and Innovative Schools Summit.**	Observations Meetings After School PLCs	Title 1 Funds - Ron Clark Academy, $13,698 - Teach Your Heart Out, $4,074 - School Discipline Conference, $11,432 - Association of Supervision and Curriculum Development, $2,800

1.8 Student Transition (Optional Element)

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

Student Transition		
Narrative	**Evidence of Effectiveness**	**Item(s), Funding Source(s) and Cost**
Every Title I school offers a "Transition to Kindergarten" meeting in the spring. Title I PreK will be utilizing Ready Rosie resources for "Getting Ready for Kindergarten" as well as the "Accelerate Summer Learning Summer Program". Schools will invite PreK parents as well as community partners' parents (such as Head Start and Child Care Centers) that feed into their school. Invite parents three different times – in three different ways	Agenda Sign-in sheet Ready Rosier Family Workshop Evaluation	Funding provided by BPSB Title 1 Department