Schoolwide Planning Guidance For Title I Schools that operate Schoolwide Programs

The Every Student Succeeds Act (ESSA) requires that schools implementing a schoolwide program develop a Title I Schoolwide Plan. This school-level plan is a living document that captures an intentional and strategic theory of action to improve teaching and learning. The plan is designed to raise the academic achievement of all students with a particular focus on high need students at-risk for not meeting state standards.

ESSA Schoolwide Plan Requirements

A school that receives Title I, Part A funds and operates a schoolwide program must develop a comprehensive plan that: ● Describes the strategies the school will implement to address school needs
● Describes how the strategies will:
» provide opportunities for all children, including each accountability subgroup, to meet state standards, » use methods and instructional strategies that strengthen the academic program in the school, 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,
» address the needs of all children in the school, but particularly the needs of those at risk of not meeting Louisiana's challenging academic standards, and
● Lists any federal, state or local funding sources the school consolidates or coordinates with Title I to support the schoolwide program.

Schoolwide Plan Development

Additional ESSA requirements guide how school systems should develop a schoolwide plan. The plan must be developed:
● During a 1-year period for schools not already operating schoolwide programs, unless the LEA determines in consultation with the school that less time is needed to develop and implement the schoolwide program ● With the involvement of key stakeholders e.g. parents, teachers, community leaders, local businesses, advocacy groups
● In coordination and integration with other federal, state, and local services, resources, and programs, if appropriate, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.

The plan must be based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children, particularly the needs of those children who are failing, or are at risk of failing, to meet state standards, and any other factors as determined by the school system.

Schoolwide plans remain in effect for the duration of the school's participation in Title I, except that schools must regularly monitor and revise their plan as necessary based on student needs to ensure that all students are provided opportunities to meet state standards. Lastly, schoolwide plans must be available to the school system, parents, and the public. The information contained in the plan should be in a language that the parents and the general public can understand.

Believe to Achieve: Educational Priorities

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:
● Ensure every student is on track to a professional career, college degree, or service.
● Remove barriers and create equitable, inclusive learning experiences for all children.
● Provide the highest quality teaching and learning environment.
● Develop and retain a diverse, highly effective educator workforce.
● Cultivate high-impact systems, structures, and partnerships

Schoolwide Plan Template Overview and Instructions:

This template, and the assurances that follow, help to establish compliance with ESSA schoolwide planning requirements. Each Title I school operating a schoolwide program must complete this ~~template~~ or use it as a tool to verify that an existing plan meets federal requirements. Please keep the completed template (or existing plan) and assurances on file and have them available for review if requested by the Louisiana Department of Education, the U.S. Department of Education, auditors, or other oversight entities.

The schoolwide planning template includes the following components:

1.1. Family and Stakeholder Engagement
1.2. Comprehensive Needs Assessment
1.3. Strategies for Improvement
1.4. Student Support Services
1.5. Students Opportunities
1.6. Multi-Tiered Systems of Support for Behavior
1.7. Professional Development
1.8. Student Transition

Components 1.3 through 1.8 contain four sections, described in the chart below, that a school will need to complete to demonstrate compliance with ESSA schoolwide plan requirements.

Sections of the Schoolwide Plan Template for Components 1.3. through 1.8.

Section	Section Description
Narrative	Based on the results of the school's comprehensive needs assessment, the narrative provides explicit details to address each element of the schoolwide planning template. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with Believe to Achieve: Educational Priorities. Sufficient detail should be provided to ensure anyone reading the plan will understand the basic education program at the school level.
Evidence-Based Practice	Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. The evidence-based practice section provides the research used to support strategies and/or interventions. Schools must consider whether an evidence-based practice is proven to be successful with students similar to the school demographics and setting.

Budget Decision & Coordination	The budget decisions and coordination explains how Title I funds, in coordination with other funding sources, support the schoolwide program and provide students with a well-rounded education. These sections must match the budget detail information in eGMS. If the school is consolidating funds, clearly specify this in the budget decision and coordination section.
Evaluation	The evaluation provides the methodology, including benchmarks, to evaluate program results. The evaluation results must guide revisions to the schoolwide plan to ensure effectiveness and continuous improvement. For evaluation guidance (pages 74-123) and information on evaluation logic models, visit Institute of Education Science.

TITLE I - SCHOOLWIDE PLAN TEMPLATE

Name of School: Dorothy Height Charter School   **Date:**

1.1. 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.

Response: Dorothy Height Charter School solicited input on the development of the schoolwide plan from families through a family survey. All families (including families of English Learners and families of students with disabilities) were asked to complete a family survey at report card conferences. The survey results indicated that parents were overwhelmingly satisfied with their child's education. About 92% of parents either agreed or strongly agreed with the statement, "I am satisfied with my child's education". However, when asked, "What can Height do better to teach your child and/or support your family?", some parents asked for additional remediation and tutoring for their students. Based on this feedback from parents, the schoolwide plan includes an "intervention for all" academic block. Additionally, Dorothy Height Charter School sends home weekly academic progress data to families. The report card conferences are used as a tool for connecting families with information about the curriculum, assessments and understanding their students' academic data. At each 1-on-1 report card conference teachers specifically demonstrate the connection between the report card standards, the assessments and the curriculum. Parents are shown how to analyze the weekly academic data that is sent home and they demonstrate the connection between the report car grades and that weekly check-point data.

1.2. Comprehensive Needs Assessment
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.*

Response:

Dorothy Height Charter school took the following data into consideration for the comprehensive needs assessment:
  - DIBELs scores for grades k-8
  - LEAP 2025 test data for grades 3-8
  - LEAP360 Diagnostic and Interim Data for grades 3-8
  - Instructional Practice Guide (IPG) Observational data from internal network reviews and site visits
  - Teacher, leader and staff Insight survey data

Results from these data sources indicated that students are performing below grade level across all grades and subject areas. The following specific, applicable data points listed under critical goals in Believe and Achieve Education Priorities highlight these findings:
  - 87% of Kindergarteners enter kindergarten below grade level according to the DIBELs BOY benchmark assessment
  - 72% of 1st graders eter 1st grade below grade level according to the DIBELs BOY benchmark assessment
  - 59% of 2nd graders enter 2nd grade below grade level according to the DIBELs BOY benchmark assessment
  - 57% of 3rd graders enter 3rd grade below according to the DIBELs BOY benchmark assessment
  - 11% of 3rd graders scored mastery or above on the ELA LEAP2025 assessment
  - 5% of 3rd graders scored mastery or above on the Math LEAP2025 assessment
  - 24% of 8th graders scored mastery or above on the ELA LEAP2025 assessment
  - 13% of 8th graders scored mastery or above on the Math LEAP2025 assessment

Additionally, teacher Insight survey data and IPG observational data indicated that teachers had a limited belief in and understanding of the state's academic standards and their students ability to master them. The following specific, applicable data points highlight these findings:
  - 53% of teachers supported the content of the state's academic standards according to the Insight Survey
  - 35% of teachers expected that their students could be successful in meeting the state's academic standards according to the Insight Survey.
  - ELA lessons averaged a 2 out of 4 on standard alignment according to IPG observational data
  - Math lessons averaged a 2.7 out of 4 on standard alignment according to IPG observational data

Based on the results of the needs assessment, list the school's priorities.

Response:

In response to the data from the Comprehensive needs assessments, Dorothy Height Charter School prioritizes the following:
  1. Mental and behavioral health and social-emotional learning
  2. Implementing with fidelity the aligned instructional materials for core instruction
  3. Using and analyzing high-quality, curriculum aligned assessments to Inform Instruction
  4. Job-embedded collaboration and professional development for instructional staff
  5. Regular observation and feedback coaching cycles for all instructional staff
  6. Strengthening the school based instructional leadership teams
The strategies listed below in each of the following components of the school-wide plan will address each of these priorities in detail.

1.3. Strategies for Improvement
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.

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Narrative:

Literacy:
Based on the comprehensive needs assessment, Dorothy Height Charter School is undertaking a four part strategy to improve student outcomes in Literacy. The four components of the strategy are as follows:

1. Dorothy Height Charter School focuses on strengthening the Tier 1 core academic curriculum program for ELA (EL). Based on the data analysis and needs identified above for literacy, Dorothy Height is committed to implementing EL, with fidelity across grades and in all classrooms in grades K-8. This curriculum is an aligned Instructional material to the Louisiana State Standards and has received a Tier 1 rating from the LDOE. On a regular basis this curriculum provides:
   - all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.
   - all students with opportunities to practice making sense of stretch text (i.e., challenging text) that expose them to complex ideas and information.
   - a set of comprehension-building practices to help students make sense of the text such as:
     - teaching students how to use reading comprehension strategies.
     - teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content
     - establishing an engaging and motivating context in which to teach reading comprehension
     - building students' world and word knowledge so they can make sense of the text
     - consistently provide students with opportunities to ask and answer questions to better understand the text they read
     - teaching students a routine for determining the gist of a short section of text
     - teaching students to monitor their comprehension as they read

2. Dorothy Height Charter School focuses on strengthening the Tier 1 Foundational Skills curriculum (CKLA skills strand) in all grades and in all classrooms in grades K-2. Based on the data analysis and needs identified above for literacy, Dorothy Height is committed to implementing the CKLA skills strand, with Fidelity across grades K-2. This curriculum is an aligned Instructional material to the Louisiana State Standards and has received a Tier 1 rating from the LDOE. On a regular basis, this curriculum provides opportunities to:
   - develop awareness of the segments of sounds in speech and how they link to letters
   - teach students to decode words, analyze word parts, and write and recognize words
   - ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

3. Based on the data analysis and needs identified above for literacy, Dorothy Height Charter School implements a Multi-Tiered Response to Intervention program to support all students struggling with reading in grades k-8. All students are screened for potential reading problems using the DIBELs benchmark assessment at the beginning, middle and end of the year. Students who score below the benchmark score on the DIBELs universal screening are given intensive, systematic instruction on up to three foundational reading skills in small groups daily. This instruction regularly:
   - build students' decoding skills so they can read complex multisyllabic words
   - provide purposeful fluency-building activities to help students read effortlessly.

   Additionally, students who score below the DIBELs benchmark for comprehension are placed in a small group for additional comprehension instruction. In these intervention groups teachers will provide additional instruction that:
   - provides students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex

ideas and information
- routinely uses a set of comprehension-building practices to help students make sense of the text.
4. A system of professional development for ELA teachers and Instructional staff that includes professional development training sessions, PLCs), observation and feedback coaching cycles, and data analysis coaching cycles.

Math:
Based on the comprehensive needs assessment, Dorothy Height Charter School is undertaking a three part strategy to improve student outcomes in Math. The three components of the strategy are as follows:
1. Dorothy Height Charter School focuses on strengthening the Tier 1 core academic program for Math (Eureka Math). Based on the data analysis and needs identified above for math, Dorothy Height is committed to implementing Eureka Math, with Fidelity across grades and all classrooms K-8. This curriculum is an aligned Instructional material to the Louisiana State Standards and has received a Tier 1 rating from the LDOE. On a regular basis, this curriculum provides students with instruction that:
   - teaches number and operations using a developmental progression
   - teaches clear and concise mathematical language and supports students' use of the language to help students effectively communicate their understanding of mathematical concepts.
   - uses a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
   - uses the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.
   - provides deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
   - regularly includes timed fluency activities

   Additionally, the supports for English Language Learners and other special populations found in the curriculum are thoughtful and help those students meet the same standards as all other students.

2. Dorothy Height Charter School implements a Multi-Tiered Response to Intervention program to support all students struggling with math in all grades k-8. All students are screened for potential math difficulties and unfinished learning at the beginning of the year using the LDOE diagnostic assessments and the LDOE Remediation Guide Assessments throughout the year. Students who are identified at risk based on the assessments are given explicit and systematic instruction on targeted math skills during the math intervention block. These intervention curriculum provides multiple opportunities for the following:
   - instruction on solving word problems that is based on common underlying structures
   - work with visual representations of mathematical ideas
   - dedicated time for basic arithmetic facts fluency.
3. A system of professional development for ELA teachers and Instructional staff that includes professional development training sessions, PLCs, observation and feedback coaching cycles, and data analysis coaching cycles.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)
[The What Works Clearing House Practice Guide for Literacy Intervention in Grades 4-9](#)
[The What Works Clearing House Practice Guide for Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)
[The What Works Clearing House Practice Guide for Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)
[The What Works Clearing House Practice Guide for Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades](#)
[The What Works Clearing House Practice Guide for Assisting Student Struggling With Mathematics in the Elementary Grades](#)
[The What Works Clearing House for Teaching Mathematics to Young Children](#)
[The What Works Practice Guide on Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools](#)

Budget Decisions/Coordination: (must be align with expenditures in the Super App) *e.g.* ***1 FTE - TAP Master Teacher***

The school will use Title I funds to fund the salaries & benefits of teachers who provide academic intervention and small-group instruction using Tier-1 curriculum. The school will use Title II funds to support professional development for staff targeting how to effectively use the curriculum. ESSER funds will support stipends for staff who provide tutoring outside of the regular school day/year. General funds will fund other expenses.

Coordination of Resources: Title I _x_ Title II _x_ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund _x_ Other__x__

Evaluation: (research protocols for eval.)

The benchmark/evaluation indicator would be student academic gains in the areas of reading and mathematics. Student data will be evaluated throughout the year in both ELA and mathematics. ELA data sources will include:
- DIBELs benchmark (given 3 times a year) and progress monitoring data (given weekly for students in Intervention)
- Tier 1 curriculum assessments (given regularly throughout the EL and CKLA units as prescribed by each curriculum)
- LDOE Interim Assessments (given twice a year in November and March)
- LEAP 2025 results

Math data sources will include:
- LDOE Diagnostic Assessment (given at the beginning of the year)
- LDOE Reediatin Guide Assessments (given before each unit throughout the year)
- Tier 1 curriculum assessments (given regularly throughout the Eureka units as prescribed by each curriculum)
- LDOE Interim Assessments (given twice a year in November and March)
- LEAP 2025 results

The schoolwide SBLC team and the instructional leadership team meets every 8 weeks to evaluate data. During SBLC meetings the SBLC team will evaluate student data to determine student need, program effectiveness and teacher coaching and support needs. In the summer LEAP 2025 the schoolwide instructional leadership team will meet to evaluate overall program effectiveness and determine needs necessary moving into the next school year.

1.4. Student Support Services
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.

Narrative:
Dorothy Height Charter School implements a variety of strategies to address student well being. These strategies include:

1. A Schoolwide multi-tiered system of Support (MTSS) for behavior and student mental health: Dorothy Heightimplements a multi-tiered approach to supporting behavior and student mental health needs. This MTSS system involves using data to monitor student behavior, mental health and well-being—as well as contributing factors—and provides different tiers of evidence-based support based on this data. This system is

described in further detail below in section 1.6.

2. Mental health counseling: A mental health team provides mental health counseling and support for students as needed based on a systematized, schoolwide referral process to identify students with mental health support needs.
3. The development of students' social emotional competencies: Dorothy Heightimplements a social-emotional skills class for all students. All students participate in a weekly social-emotional skills class in which they are actively taught social and emotional competencies such as self-awareness, responsible decision-making, relationship skills and positive replacement behaviors.
4. Fostering strong relationships: Through the use of weekly grade level celebrations that are the incentives of the PBIS system and weekly grade-level team meeting time, students are given both structured and unstructured time for community relationship building.
5. Create a safe school environment: Dorothy Height Charter School has adopted the No-Nonsense Nurturer Model as the schoolwide behavior management system. This model promotes effective classroom management strategies that enable social-emotional development and are characterized by caring and supportive interpersonal relationships; shared positive norms, goals, and values; and set routines and guidelines for behavior. All staff members are trained, supported and coached to implement this model with fidelity.
6. Specialized Classroom Instructional Supports: All teachers incorporate teaching strategies that support student behavior through relationship building, self-regulation and trauma-informed practices including:
   - Creating safe and supportive classrooms through the implementation of the No Nonsense Nurturer behavior management strategy.
   - Teaching students calming and focusing strategies during morning meetings and weekly social emotional skills lessons.
   - Integrate calming and focusing interventions for individual students in the classroom as necessary such as calm down spaces, brain breaks, fidgets, countdown/grounding techniques, flexible seating options and other sensory interventions.

Teachers are trained on these strategies during PD before and during the school year. Additionally, teacher coaches support the implementation of these strategies by coaching teachers to implement them during their regular observation and feedback cycles.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
- Transcend Mental Health Practices ToolKit
- The What Works Clearing House Practice Guide to Reducing Behavior Problems in the Elementary School Classroom

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Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

ESSER funds will be used to support the salaries & benefits of staff who provide student well-being services. Other expenses will be funded with the general fund.

Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund x__ Other_x__

Evaluation:
The benchmark/evaluation indicator would be student behavior data. Student behavior data is tracked and regularly monitored schoolwide.. It is evaluated by the instructional leadership team every 8 weeks throughout the year and at the end of the year to determine program needs and staff support needs.

1.5. Student Opportunities
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.

Narrative: N/A for Elementary Schools
Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I__ Title II__ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fund__ Other___
Evaluation:

1.6. Multi-Tiered Systems of Support (MTSS) for Behavior

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.

Narrative:
 	
Dorothy Height Charter School uses a three tiered MTSS system to prevent and address problem behaviors. The MTSS system at Dorothy Height Charter School Includes the following components:
   1. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it (Tier 2 and Tier 3)
   2. Modify the classroom learning environment to decrease problem behavior. (Tier 2 and Tier 3)
   3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. Tier 1, Tier 2 and Tier 3)
   4. Draw on relationships with professional colleagues and students' families for continued guidance and support (Tier 1, Tier 2 and Tier 3)
   5. Adopt a schoolwide behavior management strategy to reduce negative behaviors and foster positive interactions. (Tier 1)
 	
The Tier 1 system at Dorothy Height includes the following three components:
   1. The whole-school adoption of a consistent, school wide behavior management approach called the No-Nonsense Nurturer model. This approach involves a consistent response to problem behavior in every classroom and all school shared spaces. All school staff are trained on this system each year and are coached and supported by the administration to implement it with fidelity in their classrooms.
   2. A social-emotional skills class for all students that teaches and reinforces new skills to increase appropriate behavior and preserve a positive classroom climate. All students participate in a weekly social-emotional skills class in which they are actively taught socially- and behaviorally-appropriate skills to replace common problem behaviors.
   3. The leveraging of relationships with students' families for continued guidance and support through consistent communication. All families receive a weekly behavior and academic progress report on their student. Additionally, parent conferences are held once a semester. Teachers and parents regularly communicate as needed via phone when, as all teachers give families their work phone number.
 	
The Tier 2 system at Dorothy Height includes all the strategies listed for Tier 1 plus the following additional components:
   1. Out of classroom support visits provided by the Behavior support team. The Behavior Support Team will take the student out of class for "Check-

In" and "Time Out Center" visits. In these visits members of the Behavior Support Team will discuss the behavior issues with the students, teach and practice social-emotional regulation and alternative replacement behaviors that are focused on both the needs of the individual student and the whole classroom.

2. Together with the student, the Behavior support team develops a behavior support plan to enable the student to successfully improve their behavior and stay in class. These plans can include, as appropriate, goals around replacement behaviors, the modification of the classroom environment for the student, additional positive incentives and student-adult check-ins around the strategies discussed and developed in "Check-In" and "Time Out Center" visits.
3. Increased communication with families. Additional communication around "Check-In" and "Time Out Center", behavior plans and behavior goal data is sent home weekly to families.

The Tier 3 system at Dorothy Height includes all the strategies listed for Tier 1 and Tier 2 plus the following additional components:

1. The Mental Health Team conducts FBAs and creates BIPs for individual students who need support in addition to the Tier 1 and Tier 2 supports.. These Tier 3 BIPs can include, as appropriate, specific behavior goals and objectives, mental health or social work counseling to, the modification of the classroom environment and additional positive incentives.
2. One on one or group counseling with members of the Mental Health team to further teach and practice social-emotional regulation and alternative replacement behaviors that are focused on both the needs of the individual student and the whole classroom.
3. Increased communication with families. Additional communication around the BIP goals and specific behaviors is sent home weekly to families.

For the additional supports provided in both Tier 2 and Tier 3, the Behavior Support and Mental Health teams consider the behavior's "antecedents' ' and "consequences' ', when determining the appropriate intervention strategies, behavior plans and recommended modifications to the regular classroom environment.. These teams carefully observe the conditions in which the problem behavior of an individual student is likely to occur and not occur. They then use that information to tailor effective and efficient intervention strategies that respond to the needs of the individual student.

Additionally, the teachers at Dorothy Height meet regularly with the SBLC coordinator, members of the mental health team and members of the students support team during weekly grade level meetings and every other month SBLC meetings. In these meetings, the appropriate staff members leverage their professional relationships for continued guidance and support for students. School behavior data is tracked in a school-wide system and discussed regularly in these meetings to discuss the propers support individual students may need.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

- [The What Works Clearing House Practice Guide to Reducing Behavior Problems in the Elementary School Classroom](#)

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

ESSER funds will be used to support the salaries & benefits of staff who provide student well-being services. Other expenses will be funded with the general fund.

Coordination of Resources: Title I__ Title II__ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fundx__ Other_x__

Evaluation:

Behavior data for Tier 1, Tier 2 and Tier 3 is tracked and regularly monitored. It is evaluated during SBLC meetings every 8 weeks to determine the success of the interventions for individual students and identify which other students may need additional support. Students are moved into and out of the 3 Tiers of the MTSS system based on the data that is evaluated at the SBLC meetings.

1.7. Professional Development

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..

Narrative:

Based on the comprehensive needs assessment, Dorothy Height Charter School is undertaking a four part professional development strategy to improve instruction and support the schools priorities. All teachers, para-professionals, and relevant school staff participate in all four components. The four components of the strategy are as follows:

1. On-going professional development sessions:
   ○ Summer Professional Development: All staff receive three weeks of professional development before the start of the school year. During this time, teachers are trained in the schoolwide mission, vision and priorities, the content standards, instructional shifts/strategies and the curriculum.
   ○ Weekly Professional Development: At least twice a month, staff participate in regular professional development sessions. These sessions are aligned to the school priorities and improving instruction. Topics can include deepening of the topics from the summer including schoolwide mission, vision and priorities, the content standards, instructional shifts/strategies and the curriculum.
2. Team collaborative learning time:
   ○ Professional Learning Communities (PLCs)) occur at least twice a month for instructional staff members. Within these meetings, grade level and content teams align their work and focus on big topics such as:
     ● Deepening understanding of the Tier 1 Curriculum and it's content and instructional strategies
     ● Deepening understanding of the Louisiana Content Standards and aligned instructional strategies/shifts
     ● Monitoring content and instruction/pacing
     ● Planning and annotating instructional lessons
     ● Developing and analyzing data from content team ongoing formative assessments
3. Observation and Feedback Coaching
   ○ Each teacher, paraprofessional and other relevant instructional staff members receive one-on-one coaching meetings with their Instructional leader at least once a month.
   ○ Instructional leaders observe classroom teaching and determine an action step based on the teacher growth needs identified in the observation. Based on the observation, instructional leaders plan a feedback meeting using "Six Steps to Effective Feedback" Observation template and carry out a coaching meeting that includes deliberate practice and the assigning of a clear action step.
   ○ After the observation and the feedback meeting, instructional leaders then observe the classroom and give quick feedback to the instructional staff members on the implementation and mastery of the action step.
4. Data Analysis Coaching Meetings
   ○ Each teacher, paraprofessional and other relevant instructional staff members receive one-on-one data analysis coaching meetings with their Instructional leader at least once a month.
   ○ Data analysis coaching meetings are purposefully scheduled by the Instructional leader around key Tier 1 curriculum embedded assessments including daily "exit tickets", weekly quizzes in every class, essential unit assessments such as mid and end of module assessments and interim and benchmark assessments
   ○ Instructional Leaders use a data analysis protocol to identify student growth needs and set a class data action goal to improve student performance.
   ○ After the data analysis coaching meeting, ILs monitor teachers academic data and provide feedback on the implementation and mastery of the action step.

In addition to these professional development strategies, Dorothy Height Charter School uses a transparent salary structure to recruit and retain

effective teachers, including teachers for high need students who are failing or at-risk of failing and students with diverse needs.. To encourage the retention of teachers, the salary scale has clear salary increases each year for years of experience and it is adjusted yearly to account for cost of living increases and inflation. To encourage the certification of teachers, the salary scale also includes additional stipends for teachers who are certified. Additionally, the salary scale also includes incentives for highly effective teachers to move into leadership roles.

To further encourage the retention of those highly effective teachers who move into instructional leadership roles, the instructional leadership team at Dorothy Height Charter school also receives weekly coaching from members of the Crescent City Schools CMO based schools support team. This weekly coaching for instructional team members includes the following topics:
1. Grade Level Instructional planning and Tier 1 curriculum implementation
2. Effective Observation and Feedback Coaching
3. Effective Data Driven Instructional Analysis
4. Leading Professional Development

Additionally, Dorothy Height Charter School partners with a number of organizations to recruit new teachers to the school including Teach For America and TNTP. These organizations help us recruit, train certify and retain new teachers to the profession.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
- [What Works Clearing House Guide to Using Student Achievement Data to Support Instructional Decision Making](#)
- [REL Southwest Reviewing the evidence on how teacher professional development affects student achievement](#)
- [Evidence Based Professional Learning](#)
- [WWC Teach For America Intervention Report](#)

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Title II and general funds will fund this professional development.

Coordination of Resources: Title I__ Title II_x_ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fund_x_ Other

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Evaluation:
The benchmark/evaluation indicator will be an increase in teacher knowledge that results in student academic gains. Teacher knowledge will be evaluated in the Insight survey twice a year and through the Instructional Practice Guide (IPG) Observational data from internal network reviews and site visits. Student academic gains will be evaluated using the following sources:
- DIBELs
- Tier 1 curriculum assessments (given regularly as prescribed by each curriculum)
- LDOE Interim Assessments (given twice a year in November and March)
- LEAP 2025 results

The instructional leadership team evaluates these sources of data throughout the school year to determine program effectiveness and teacher coaching and support needs.

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

Narrative:
Our critical transition points are between the grades of PreK and Kindergarten, as students are moving into a more formal academic setting and 8th to 9th grade as our 8th graders go on to high schools of their choosing. To help ease these transitions, we take the following actions:
1. Pre-k students tour the kindergarten classrooms in the spring.

2. Kindergarten parent orientation meetings are held to inform families of kindergarten expectations at the start of the school year..
3. 3rd grade students participate in an orientation week at the start of the school year before academic instruction begins to ease them into the new campus and learn the new expectations.
4. 3rd grade parents are invited to the new school for orientation meetings at parent-teacher night at the start of the school year.
5. All teachers collaborate to ensure students have what they need to feel comfortable. student data and essential information is shared between the transitioning grade level teams.
6. 8th Grade students participate in information sessions on high school options and go on school sponsored tours and visits to area high schools.
7. 8th Grade parents participate in Parent High School Information Nights designed to inform them of the high school application process, deadlines and requirements.
8. The Director of Community and Opportunities meets with all 8th graders and their families individually and assists them with the One-App application process for high school.
9. The Director of Student Culture tracks and supports 9th grade alumni during their 9th grade school year to ensure a successful academic transition using the following strategies:
   a. Academic Data tracking to ensure no risk factors for drop-out develop and the student stays on course to earn credits to graduate in for 4 years
   b. Individual Mentorship and advocacy at the highschool as necessary.
   c. Connection to Academic support and enrichment opportunities as needed

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
WWC DropOut Prevention Guide

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

The school will use its general funds.

Coordination of Resources: Title I__ Title II__ Title III__ Title IV__ Title V__ IDEA__ Homeless__ General Fund_x_ Other__

Evaluation:
The benchmark/evaluation indicator will be student academic gains in the transition years of Kindergarten, 3rd and 9th grade. Student academic gains for K and 3 will be evaluated using the following sources:
- DIBELs data
- Tier 1 curriculum assessments (given regularly as prescribed by each curriculum)
- LDOE Interim Assessments (given twice a year in November and March) (3rd only)
- LEAP 2025 results (3rd only)
The instructional leadership team will meet at least three a year to analyze this data and determine transition program effectiveness and teacher support and coaching needs.

Student academic gains for 9th graders will be evaluated using report cards, EOC assessments and course enrollment information that alumni students voluntarily submit to the Director of Community and Opportunity. The Director of Community and Opportunities will analyze this data throughout the school year to determine individual 9th grade alumni support needs. The Director of Community and Opportunity will further analyze the data with the instructional Leadership team before the next school year to evaluate overall 8th grade transition program effectiveness and adapt the next year's program accordingly.

SCHOOLWIDE PLAN ASSURANCES

The school assures:
- ● The plan referenced in the Schoolwide 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.

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ESSA Evidence-Based Requirements

Every Student Succeeds Act (ESSA) recognizes four levels of evidence. The top three levels require findings of a statistically significant effect on improving student outcomes or other relevant outcomes. The fourth level is a program or practice that does not yet have evidence qualifying for the top 3 levels but has a well-defined logic model or theory of action, supported by research and efforts are underway to determine the level of effectiveness.

ESSA Tiers of Evidence

ESSA Tiers of Evidence	Description
1. Strong Evidence	Statistically significant positive effect on student outcomes, large sample size, random control study
2. Moderate Evidence	Statistically significant positive effect on student outcomes, large sample size, quasi-experimental study
3. Promising Evidence	Statistically significant positive effect on student outcomes, large sample size, controlled study
4. Demonstrates a Rationale	Provides a specified logic model and currently undergoing the process of supporting the intervention or practice with a study

How do schools determine if programs that have been shown to be effective will work with our students? Programs are designed and implemented based on population, subgroups and settings. Matching the school-specific setting, target population and desired outcomes is critical to the fidelity and success of the program as designed, tested and evaluated. Many searchable databases offer the ability to select criteria to align with school needs.

What does it mean to be evidence-based?
To be evidence-based there must be a scientific evaluation, approval and endorsement verifying the study's design, results of the study, sampling size and setting are proven to change a selected targeted outcome.

Evidence ratings are not static, research organizations are constantly evaluating programming impacts. It is important to periodically check current program ratings to verify their level of evidence. New programs are submitted and evaluated against the various proven standards of effectiveness, so be sure to check for new information.

Evidence-Based Resources:

Schools may use the resources listed below to assist with identifying the evidence-based practice for strategies, activities and interventions included in the schoolwide plan:

- What Works Clearinghouse
- National Center on Intensive Intervention
- Best Evidence Encyclopedia
- Evidence-based Benefit Cost