

2020-2021 School Improvement Plan



NOLA Public Schools

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

MISSION STATEMENT

The mission of Robert Russa Moton Charter School, in partnership with families and the community, is to create a learning environment that fosters kindness, curiosity, and encourages our students to be lifelong learners.

Motto: “Wisdom, Understanding and Knowledge are the Keys to Success.”

List the names and titles/occupations of those persons who participated in developing this plan.

School Improvement Planning Committee Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	Parent/Family Engagement Committee Responsible for the Implementation of the PFE Activities in the SIP
Deidra Bradley/Interim Principal	Deidra Bradley/Interim Principal
Brian Richburg/Parent Liaison	Brian Richburg/Parent Liaison
Terracenia Rodney/Student Support Coordinator	Terracenia Rodney/Student Support Coordinator
Austin Sonnier/4th-8th Grade Instructional Coach (Math)	Marrius Berry/Parent
L'Tanya Randolph Bruno/ Business Manager	Dana Williams/Enrichment Coordinator
Marrius Berry/Parent	Brittany Bolds/Physical Education Teacher
Dana Williams/Enrichment Coordinator	Tina Matthews/Pre-K Teacher
Brittany Bolds/Physical Education Teacher	
Tina Matthews/Pre-K Teacher	
Shelby Evans/7th & 8th Grade ELA Teacher	
Gabriela Voorhies/7th and 8th Grade Math Teacher	

Robert Russa Moton Charter School 2020-2021

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subcategories; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Our current Eighth graders had the highest Achievement Level percentage of students scoring at Basic or above in ELA with 75% on the Spring 2019 LEAP 2025 Statewide Assessment.	Our overall Achievement Level percentage of students scoring at Basic or above in ELA was 64% on the Spring 2019 LEAP 2025 Statewide Assessment.
Our current Fifth graders had the highest Achievement Level percentage of students scoring at Basic or above in Math with 61% on the Spring 2019 LEAP 2025 Statewide Assessment.	Our overall Achievement Level percentage of students scoring at Basic or above in Math was 44% on the Spring 2019 LEAP 2021 Statewide Assessment.
A robust intervention program has been implemented including the use of i-Ready which is a comprehensive assessment and instruction program that connects the quarterly diagnostics to personalized instruction while monitoring the progress of the individual students. This makes accessing the potential stretch growth obtainable in every class when used with fidelity.	Ensuring that data is consistently monitored and that individualized learning plans are put in place to address specific areas of deficiencies for all students who are Reading and/or performing Math below grade level.
Instances of positive behavior have increased each month according to the data from our PBIS Reward Platform.	Consistent use of the PBIS Rewards platform by teachers/adults was not evident.
Parent Communication has improved drastically over the past two years. Weekly parent newsletters, the implementation of social media platforms, and the use of a school wide call-out system have been put into place.	According to our most recent parent survey, 25% of parents report that activities are not scheduled at a time that is convenient for them.

DATA SOURCES: School Demographic Information, School Performance Score (SPS), Spring 2019 LEAP 2025 ELA and Math Category/Subcategory Data, iReady Diagnostic Data and PBIS Data.

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subcategory Goal*

1. From Spring 2019 to Spring 2021, 3-8 students achieving mastery or above will increase 10% from 32% of students achieving mastery or above to 42% of students achieving mastery or above in ELA on LEAP 2025.

2. From Spring 2019 to Spring 2021, 3-8 students achieving mastery or above will increase 10% from 17% of students achieving mastery or above to 27% of students achieving mastery or above in Math on LEAP 2025.

3. By the Spring of 2021, 70% of students in grades Kindergarten through 8th grade will perform at or above grade level, or increase at least one grade band in reading and math as indicated by the i-Ready diagnostic and instruction program.

4. By the Spring of 2021, 70% of special education students will either read and perform Math on grade level or increase their reading and mathematical grade level by a minimum of one grade band as indicated by i-Ready.

5. By the Spring of 2021, Moton Charter School students will have attained a monthly average of 85% participation in PBIS celebration activities.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in*

an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITIES	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Parent Engagement meeting occurs to review the School Improvement Plan and provide feedback to Parent Liaison, May 2020. • The School Improvement Plan is posted on the school's website to obtain parent feedback, September, 2020. • One Parent representative and a community member are members of the SIP committee (meetings are at 	<p>Goal(s): 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>School website Parent & Family Engagement Meeting Agendas/ZOOM recordings Survey</p>	<p>Effectiveness Measure:</p> <p>Title I Surveys</p> <p>Effectiveness Results:</p> <p>Family Feedback Survey Results SIP Family Survey Summary</p>

<p>least 3 x per year).</p> <ul style="list-style-type: none"> Parent & Family Engagement meetings held to plan activities. <p>Evaluation:</p> <ul style="list-style-type: none"> Substantial parent approval as measured by survey results. 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> Parents and community stakeholders are invited to engage in Parent meetings, provide feedback on surveys, provide input and support with PBIS events, and make recommendations for resources and supports that would be helpful for their students when talking with teachers/administrators. 	<p>Goal(s) 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money X Other</p>	<p>Items Needed:</p> <p>School website News from the Nest</p>	<p>Effectiveness Measure:</p> <p>Title I Surveys</p> <p>Effectiveness Results:</p> <p>Family Feedback Survey Results</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student</p>	<p>Goal(s) 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4</p>	<p>Items Needed:</p> <p>PowerSchool Cardstock Colored paper and ink for newsletters and handouts</p>	<p>Effectiveness Measure:</p> <p>Title I Surveys</p>

<p>progress, etc.</p> <ul style="list-style-type: none"> • News from the Nest (School Newsletter) -school events, reminders, important dates, and ways to support home learning. • Handouts at Parent and Family Engagement events (Parent Orientation, Report Card Conferences, Family Literacy Night) • School handbook. • Robo Calls to remind families of special events. • Google Classroom, Classroom Dojo and Positive Behavioral Interventions Support (PBIS) Rewards systems. • Student Assistance Team (SAT) meetings to conference with parents and provide support for academic and behavioral needs • OWL Folders-weekly School/Parent Communicator • School Facebook Page-used to inform parents of activities for students being supported by 		<input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>School website Printers & Computers Copies (Paper and/or Virtual) Legal paper SAT Agendas Report Cards Title I Compacts Parent/Family meeting agendas including bilingual resources Parent Conference Logs SAT and IEP Documents CD/DVD players Microphones Laptops Index Cards Chart Paper Poster Boards Markers</p>	<p>Effectiveness Results:</p> <p>Family Feedback Survey Results</p>
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<p>teachers and parents</p> <ul style="list-style-type: none"> • Title I School Compact • English Learners (EL) families are offered translation services during parent meetings to help them understand agenda items (academic goals, instructional strategies, behavioral expectations, etc.) 				
<p>Translation Services:</p> <ul style="list-style-type: none"> • School must ensure that all staff communicate with Limited English Proficiency (LEP) families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964).</i> • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a 	<p>Goal(s) 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Translation services for: Permission Slips Testing Information Home Language Survey, etc. Interpreter for registration, SAT, IEP's and Parent & Family Engagement Activities Two way communication provided via FASTalk</p>	<p>Effectiveness Measure:</p> <p>Title I Surveys</p> <p>Effectiveness Results:</p> <p>Family Feedback Survey Results</p>

<p>conference will be arranged with a translator.</p> <ul style="list-style-type: none"> ● Items that may need to be written & translated include: Parent Permission forms, Testing Information, Home Language Survey, etc. ● Items that may need to be verbally interpreted include: Registration and Enrollment process, Orientation, Parent Teacher Conferences, Medical Emergencies/Nurse Calls, etc. 				
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1: <u>Virtual Open House (August 2020)</u></p> <ul style="list-style-type: none"> • Sessions held at the beginning of the school year to allow family members to meet their child's teacher and for the teacher to share school information to help make the start of the school year successful. • Administration welcomes parents and students with overviews of the school's policies, procedures, expectations, and goals (academic and behavioral). • Information on grade level scope & sequence, state academic standards, and formative vs. summative assessments is provided. 	<p>Goal(s) 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: ZOOM platform, Virtual Teacher Meet & Greets, Computers and Internet Connectivity</p>	<p>Effectiveness Measure: Title I Surveys</p> <p>Effectiveness Results: Sign-in sheets (Attendance taken via Chat feature)</p>
<p>Parent Family Engagement Activity 2: <u>PTO Election (October 2020)</u></p> <ul style="list-style-type: none"> • Elect representatives to share in decision making by giving voice to parental 	<p>Goal(s) 1, 2, 3, 4, and 5</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV</p>	<p>Items Needed: ZOOM platform Flyers Agendas Sign-in sheets Poster Boards Pens Refreshments</p>	<p>Effectiveness Measure: Title I Surveys</p> <p>Effectiveness Results:</p>

concerns.		<input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Sign-in sheets (Attendance taken via Chat feature)
Parent Family Engagement Activity 3: Family Math and Literacy Night (February 2021) <ul style="list-style-type: none"> Learn about different literature genres Learn how to build vocabulary Hands-on activities with parents and students to demonstrate higher order thinking skills, application and evaluation as they relate to math literacy Understand priority standards by grade level Serve as a resource for EL families 	Goal(s) 1, 2, 3, 4, and 5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: ZOOM platform with breakout rooms for content specific activities, and/or Literacy and Math station materials such as colored paper, index cards, manila folders, construction paper, pencils, glue, crayons, markers, art materials, sign-in sheets, agendas	Effectiveness Measure: Title I Surveys Effectiveness Results: Sign-in sheets (Attendance taken via Chat feature)

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3. SCHOOLWIDE PLAN STRATEGIES

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

- Provide opportunities for all children, including each of the subcategories of students, to meet the challenging State academic standards*

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Wit & Wisdom is used as the core ELA curriculum for all grades (K-8). It aligns with and allows students to master the required Louisiana Student Standards by using a great number of strategies, tools, novels, and methods that address varied 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Great Minds Wit & Wisdom workbooks (set for each class), In Sync supplementary component, Class, Novels, Great Minds Wit & Wisdom Teacher Edition/Online Access, dry erase board and markers, Promethean board, projector, poster board, organizers and graphs, Chromebooks, webcams, document cams, teacher training, and headphones.</p>	<p>Effectiveness Measure:</p> <p>Data reports, teacher observation, selection test assessment and performance based assessments, progress monitoring.</p> <p>Effectiveness Results:</p> <p>Spring 2021 LEAP test scores</p>

<p>student learning styles.</p>				
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Eureka Math is used as the core curriculum in math classes for all grades (K-8). It aligns with and allows students to master the required Louisiana Student Standards by using a great number of strategies, tools, and methods that address varied student learning styles. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money XOther</p>	<p>Items Needed:</p> <p>Great Minds Eureka Math modules (set for each class), In Sync supplementary component, Teacher Edition/Online Access to Eureka Math, Student modules (set for each class), calculators, pencils, and paper, Chromebooks, webcams, document cams, teacher training, and headphones.</p>	<p>Effectiveness Measure: Data reports, teacher observation, selection test assessment and performance based assessments, progress monitoring.</p> <p>Effectiveness Results: Spring 2021 LEAP test scores</p>
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Amplify Science is used as the core curriculum in Science classes for all grades (K-5). It aligns with and allows students to master the required 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money XOther</p>	<p>Items Needed:</p> <p>Amplify Science teacher online teacher resources and student kits (set for each class), manipulatives, pencils, and paper, Chromebooks, webcams, document cams, teacher training, and headphones.</p>	<p>Effectiveness Measure: Data reports, teacher observation, selection test assessment and performance based assessments, progress monitoring</p> <p>Effectiveness Results:</p>

<p>Louisiana Student Standards/Next Generation Science Standards by using a great number of strategies, tools, and methods that address varied student learning styles.</p>				<p>Spring 2021 LEAP test scores</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> ● iReady is a universal screener given to students in grades K-8 to progress monitor achievement in core instruction and individual reading and math proficiency levels. iReady's individual lessons are used as part of our Tier I intervention for 30 min a day. Tier II and Tier III interventions are combined with face to face small group instruction, 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/>Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money XOther</p>	<p>Items Needed:</p> <p>Computers, ipads/tablets, DIBELS benchmark assessment books, paper, pencils, headphones</p>	<p>Effectiveness Measure:</p> <p>iReady Diagnostic Assessment and Progress Monitoring assessments, LEAP 2025, and DIBELS</p> <p>Effectiveness Results:</p> <p>iReady Diagnostic Assessment and Progress Monitoring results, Spring 2021 LEAP results, DIBELS EOY Assessment results, and SLT results</p>

<p>in addition to the individualized computer based instruction on i-Ready with various times assigned based on student needs.</p> <ul style="list-style-type: none"> ● Dibels is a universal screener, benchmark assessment, and progress monitoring tool that is administered to all students in grades K-3. It measures reading achievement and is used to identify students who are at risk for reading deficiencies. ● LEAP 2025 is our state's annual CRT administered to all students in grades 3-8. 				
<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> ● In grades PreK-8, Students with 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II</p>	<p>Items Needed: Chromebooks, ipad/tablets, paper, pencil, content area related materials, manipulatives, headphones</p>	<p>Effectiveness Measure: iReady Diagnostic Assessment and Progress</p>

<p>Disabilities are taught in GenED classrooms with the support of SPED teachers as well as in resource classrooms, or by pushing into the GenED classroom using Tier 1 curriculum (Wit & Wisdom and Eureka Math), along with modified materials and assignments based on the students' individual needs.</p> <ul style="list-style-type: none"> ● Universal Design for Learning (UDL) Direct Instruction, Homework & Practice, and Student Goal Setting instructional strategies are employed. ● Writing Across the Curriculum is the adopted school-wide initiative. 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Monitoring assessments and LEAP 2025</p> <p>Effectiveness Results:</p> <p>iReady Diagnostic Assessment and Progress Monitoring results, Spring 2021 LEAP results, and SLT results</p>
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<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> • ELL students work with the ELL teacher daily. In grades PreK-8 students are pulled for small group instruction using our Tier 1 curricula (Wit & Wisdom and Eureka Math) for core instruction. Students are serviced daily. The ELL teacher assists them with in class assignments as well as Math and ELA strategy development. • Lexia Core5 is used to supplement the core program specifically for oral, reading, spelling, and writing language development. • Direct Instruction, Homework & Practice, and Student Goal Setting 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money XOther</p>	<p>Items Needed: Chromebooks, ipads/tablets, ELPS, ELPT, LexiaCore5, paper, pencil, and headphones</p>	<p>Effectiveness Measure: ELPS, ELPT</p> <p>Effectiveness Results: ELPS results and ELPT results</p>
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instructional strategies are employed.				
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Screening and progress monitoring assessments (DIBELS and iReady) are administered throughout the school year. Students who score below or well below benchmark on DIBELS and iReady are placed into intervention groups. Teachers collaborate regularly during PLC meetings to review data and determine appropriate interventions, grouping, and instructional supports. Teachers, and paraprofessionals work with students in small groups to provide instruction 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Chromebook, ipads/tablets, paper, pencil, DIBELS assessment materials, individualized reading and math materials (iReady toolbox), manipulatives, various online resources, and headphones</p>	<p>Effectiveness Measure:</p> <p>iReady Diagnostic Assessment and Progress Monitoring assessments, LEAP 2025, and DIBELS</p> <p>Effectiveness Results:</p> <p>iReady Diagnostic Assessment and Progress Monitoring results, Spring 2021 LEAP results, DIBELS EOY Assessment results, and SLT results</p>
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targeted to their identified needs.				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Small group instruction • After-school tutoring (LEAP Remediation Program) 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Chromebooks, ipads/tablets,, paper, pencil, consumable reading, writing, and math materials, manipulatives, various online resources including iReady Toolbox</p>	<p>Effectiveness Measure: iReady Diagnostic Assessment and Progress Monitoring assessments, LEAP 2025, and DIBELS</p> <p>Effectiveness Results: iReady Diagnostic Assessment and Progress Monitoring results, Spring 2021 LEAP results, DIBELS EOY Assessment results, and SLT results</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students identified through standardized test results/universal screener, and/or teacher recommendations (progress monitoring) as experiencing consistent difficulty are 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: 300R, individualized assistance plan, student work samples, parent communication form</p>	<p>Effectiveness Measure: iReady, LEAP 360, student grades, teacher records</p> <p>Effectiveness Results: iReady Diagnostic Assessment and Progress Monitoring results, Spring 2021 LEAP results, DIBELS EOY Assessment results</p>

<p>referred to the school's Student Assistance Team.</p> <ul style="list-style-type: none"> SAT – meets with the teacher, parent(s), and administration to develop more intensive interventions as part of an appropriate individualized plan of action. 				
<p>Interventions Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> Intervention Blocks – focusing on re-teaching, remediation and practice on a daily basis that increases the quality and quantity of learning time. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Chromebook, ipads/tablets, pencil, paper, manipulatives, and headphones</p>	<p>Effectiveness Measure: iReady</p> <p>Effectiveness Results: iReady Diagnostic Assessment and Progress Monitoring results</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> English Language Proficiency Screener (ELPS) is administered to new ELL students at the beginning of the school year for placement. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> EEF <input type="checkbox"/> Bond Money</p>	<p>Items Needed: Chromebooks, ipads/tablets, Lexia Core 5, pencils, paper, headphones, ELPS, and ELPT</p>	<p>Effectiveness Measure: ELPT</p> <p>Effectiveness Results: ELPT results</p>

<p>English Language Proficiency Test (ELPT) is administered in the spring to measure the student's level of proficiency in English.</p> <ul style="list-style-type: none">● LexiaCore 5 online platform is used to develop oral, reading, spelling, and writing proficiency in ELL students.● Time/block with ELL Teacher - ELL students work with ELL teacher daily to increase the quality and extend the quantity of learning time.● Collaboration between classroom teacher and ELL teacher - ELL teacher and classroom teachers collaborate with each other on student work, progress, and services provided.		X Other		
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Reading, Math, Science and Social Studies is integrated in all enrichment classes to strengthen and enrich the core academic program. • School-wide health and mental health services that promote healthy/active lifestyles are employed. • Speech services, Adapted Physical Education, Occupational Therapy, Gifted and Talented Services are provided by a contracted vendor for students in need. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS <input type="checkbox"/>Title II <input type="checkbox"/>LA4 X IDEA B X IDEA PRESCHL X Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money X Other</p>	<p>Items Needed: Content specific material, speech materials/contracted services, SEL program, art supplies, PE/Health equipment and materials, musical materials and supplies, dance materials and supplies, chromebooks, ipads/tablets, headphones & WiFi devices</p>	<p>Effectiveness Measure: SEL Survey and PBIS Data</p> <p>Effectiveness Results: SEL Survey results and PBIS data results</p>
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<ul style="list-style-type: none"> Enrichment Classes are provided to all students to provide a "Well-Rounded" educational experience. 				
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> LEAP Remediation Program - (February-April) Students remain after school or online via ZOOM from 3:30pm-5:30pm. Students are grouped by grade level. Teachers guide instruction by using LEAP 2025 aligned material (Released Test Items from www.louisianabelives.org, ABC content specific workbooks/web 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>iReady teacher toolbox, pencils, paper, Promethean board, dry erase board and markers, binder, American Book Company workbooks/web extension, LEAP 2025 released questions, bus transportation, lunch, Chromebooks, ipads/ tablets, headphones, and WiFi devices</p>	<p>Effectiveness Measure:</p> <p>iReady Diagnostic Assessment and Progress Monitoring assessments and LEAP 2025</p> <p>Effectiveness Results:</p> <p>iReady Diagnostic Assessment and Progress Monitoring results and Spring 2021 LEAP results</p>

<p>extension, and iReady's Teacher Toolbox). The after school program's goal is to further reinforce the opportunity of all students to master grade level standards, thereby scoring Mastery or above on the LEAP 2025 Assessment.</p> <ul style="list-style-type: none">● Summer Intensive Program - Students will attend a month-long summer intensive program to review standards taught during the school year. The goal is to ensure student success by narrowing the academic achievement gap by addressing any unfinished learning.● Adaptive Staffing - Faculty will follow an Adaptive Staffing Plan during periods of				
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<p>facility closure or modified operations in order to ensure high-quality instruction is consistently being provided to students.</p> <ul style="list-style-type: none">● Instructional Strategies - Direct Instruction, Homework & Practice, and Student Goal Setting instructional strategies are employed.● Schoolwide Initiative - Writing Across the Curriculum is the adopted school-wide initiative with Data Driven Instruction being the driving force behind PLCs.● Field Trips- Louisiana standards-based field trips are scheduled to extend classroom learning into real world locales.				
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<p>Field trip objectives are related to the grade-level standards and may be either virtual or in-person.</p> <ul style="list-style-type: none"> • Community Partners - Organizations that volunteer their time to provide students with opportunities to develop Social/Emotional skills are the Silver Back Society, Guardians of the Flame, and Community Legion. 				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • School Counselor- Counselor will 	<p>Goal(s):</p> <p>1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Pencil paper, table, chairs, highlighters/markers, Chromebooks, ipads/tablets, headphones, WiFi devices</p>	<p>Effectiveness Measure:</p> <p>Student Interviews and Evaluations</p>
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<p>hold group and individual sessions with students to encourage the development of coping strategies for handling conflict and stress they may be facing.</p>		<input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p> <p>Evaluation results and PBIS data results</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> ● School counselor- All students are allowed to visit school counselors upon their request anytime during the school day. ● Counselor provides students with in-class and individual emotional support. ● Group sessions are held with students to discuss topics such as emotion regulation, study skills and friendship. ● For families, the counselor provides resource referrals and 	<p>Goal(s):</p> <p>5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>Pencil paper, table, chairs, highlighters/markers, Chromebooks,ipads/tablets, headphones, WiFi devices</p>	<p>Effectiveness Measure:</p> <p>Student Interviews and Evaluations and PBIS data</p> <p>Effectiveness Results:</p> <p>Evaluation results and PBIS data results</p>

<p>suggestions for intervention strategies at home.</p> <ul style="list-style-type: none"> • Counselor partners with the RTI team to appropriately address student needs and facilitate planning. 				
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Implementation of a Schoolwide Tiered Model to Prevent and Address Problem Behavior

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS - The entire student body participates in our Positive Behavior Interventions and Supports program. Students are rewarded with points when caught demonstrating positive behavior showing respect, responsibility and safety. Monthly celebrations are held to recognize students who consistently display positive 	<p>Goal(s): 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>PBIS and Class Dojo</p>	<p>Effectiveness Measure:</p> <p>PBIS data and Behavior Intervention Plans</p> <p>Effectiveness Results:</p> <p>PBIS data results and BIP results</p>
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<p>behavior.</p> <ul style="list-style-type: none"> ● Class Dojo- Two way communication for students in grades PreK-2. ● Routines, Rules, consequences, and rewards are posted in every teachers' classroom. 				
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Strategies for Assisting Students in the Transition from One School to the Next

<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Virtual Open House - Students and parents visit the school prior to the first day of the school year to meet teachers and staff, receive student schedules, learn about school and classroom expectations, and receive school supply lists. Teachers also review contact options, the TS Gold Assessment System, and translation services.</p> <p>High School Day - 8th grade students participate in "High School Night," an event that exposes them</p>	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/> DSS <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA B <input type="checkbox"/> IDEA PRESCHL <input type="checkbox"/> Title IV <input type="checkbox"/> EEF <input type="checkbox"/> Bond Money X Other</p>	<p>Items Needed: Parent surveys, activity related materials</p>	<p>Effectiveness Measure: Parent, staff, and community surveys</p> <p>Effectiveness Results: Family Feedback Survey results</p>
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<p>to different high schools in the greater N. O. area. The goal is to provide students with an opportunity to make well-informed decisions about where they would like to attend H.S.</p>				
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Professional Development
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● Weekly PLCs - Teachers, Instructional Coaches, and Administration meet once per week to share expertise, use student data to make instructional decisions, and work collaboratively to improve teaching 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity: X Title I <input type="checkbox"/>DSS X Title II <input type="checkbox"/>LA4 <input type="checkbox"/>IDEA B <input type="checkbox"/>IDEA PRESCHL <input type="checkbox"/>Title IV <input type="checkbox"/>EEF <input type="checkbox"/>Bond Money X Other</p>	<p>Items Needed: Student data trackers, computers, headphones, web cameras, document cameras, ZOOM platform, pencil, paper, etc.</p>	<p>Effectiveness Measure: PLC Feedback Surveys</p> <p>Effectiveness Results: Spring 2021 LEAP results</p>
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<p>skills and the academic performance of students.</p> <ul style="list-style-type: none">• Prof. Dev. sessions are designed to shift from a focus on teaching to a focus on student learning with particular attention given to understanding core standards, foundational skills in early literacy, conceptual understandings in Math, and effective strategies for Writing and Reading.• Instructional strategies, best-practices, and curriculum sequencing/ pacing are also discussed.• Particular attention is given to the instructional strategies (1) Direct Instruction, (2) Homework and Practice, and (3)				
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<p>Student Goal Setting.</p> <ul style="list-style-type: none"> • Writing Across the Curriculum is the adopted school-wide initiative with Data Driven Instruction as a focus. • Online platform trainings are held at the beginning of the school year and intermittently thereafter to ensure faculty capacity building and proficiency. 				
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Faculty members participate in P.D. on versatile instructional delivery strategies and remote service delivery. • Google Classroom Teacher certification is completed independently. • 3 Mentor Teachers are trained to provide faculty support 	<p>Goal(s):</p> <p>1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> DSS</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA B</p> <p><input type="checkbox"/> IDEA PRESCHL</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> EEF</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>PD related materials</p>	<p>Effectiveness Measure:</p> <p>Certificates of Completion</p> <p>Effectiveness Results:</p> <p>Spring 2021 LEAP results</p>

<p>through effective use of the Coaching Cycle.</p> <ul style="list-style-type: none"> ● 3 Content Leaders trained to provide faculty with subject-specific expertise in ELA, Math, and Science. ● In-house P.D. on Student Support Services delivered to faculty by the SPED Coordinator. ● Peer-Led sessions presented on Test Security. ● Mandatory Reporting training conducted by the Counselor. ● Certification/ Licensure tuition reimbursement available to increase the number of certified faculty members. 				
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- **School Administrators attend and interview teachers at the Greater New Orleans Collaborative of Charter Schools Job Fair to fill openings.**
- **Teacher openings are advertised through the Greater New Orleans Collaborative of Charter Schools website.**
- **Administrators attend local university teacher recruitment fairs in the spring.**

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs

McKinney Vento:

- Homeless students receive all services for which they are eligible for through Title I, Food Services, and LA4.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Child Find requires the school to locate, identify, and evaluate all children with suspected disabilities who are in need of early intervention or special education services.
- Identified students with disabilities, gifted, and talented students receive all services specified on their IEP through a combination of IDEA, Title I, and the General Fund. Services are but not limited to Counseling, Social Work, Occupational Therapy, Speech Therapy, and Adapted Physical Education.

English as a Second Language (ESL):

- Identified LEP students receive services from a certified ESL teacher on-site. These services are paid for through the General Fund.

21st Century Programs:

- N/A

Head Start Preschool Programs:

- Moton provides transition activities and services for children and parents. Preschool programs are funded through LA4 and Title I.

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4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subcategories:

- Once beginning-of-year assessments are compiled and analyzed, the SIP committee reviews budgets along with school programs to make adjustments so that core instruction and interventions meet the current needs of the student population. Intervention services are adjusted throughout the year based on student progress (i-Ready and DIBELS data). Data is analyzed during Professional Learning Community meetings to evaluate instructional practices and to review grade level strengths/weaknesses in order to target specific skills. The SPED team specifically reviews SPED student data to monitor targeted skill growth. EL data is also reviewed by the SPED team in order to adjust instruction.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee meets April-June to review the previous year's SIP evaluation and data prior to planning programs for the next school year. Once beginning-of-year diagnostic data is compiled, along with previous school year CRT and index data, the SIP committee meets again to review instructional plans and make any necessary adjustments.

Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):

- Results of assessments are reported to stakeholders through the School Report Card published on Louisiana Believes State Website as well as the local newspaper. In addition, results are shared at Orientation, PTO meetings, and Parent & Family Engagement events. Results are also posted on the school's marquee.