

Bogalusa City School District
Northshore Charter School
2022-2023 Campus Improvement Plan

Accountability Rating: D (50-59.9)



Mission Statement

Northshore Charter School, in partnership with its parents, teachers, staff, and community, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

Vision

Northshore Charter School is a place where all adults are empowered to support each and every student to strengthen the mindsets and skills needed to thrive and make positive contributions in school, work, and life.

Value Statement

Northshore Charter School has in place a set of core values that reinforce the vision of the school. The values are unique to our school and are intertwined to the 5 key values using our acronym "PRIDE".

POSITIVITY: Positivity is success, joy, and accomplishment in all areas among the students and faculty. These are the main features that contribute to our positive school culture.

RESPONSIBILITY: Responsibility means doing what is expected of you, choosing the right thing to do, and being accountable for your actions.

INTEGRITY: Integrity is the commitment to demonstrating trust, honesty, fairness, determination, and responsibility despite challenges.

DETERMINATION: Determination means students set goals, solve problems, and make decisions to assume greater responsibility and control of their learning.

ENGAGEMENT: Engagement means school is a place for learning. We turn up every day prepared to listen, think, practice, and act on our knowledge.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 7
- School Processes & Programs 8
- Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 13
- Goals 15
- Goal 1: The academic school index for the 2022-2023 school year will rise to a minimum of 50.0 AI. 16
- Goal 2: On the LEAP 2025 Assessment for 2022-2023, 30% of ELA students will score at a level of "Mastery" or "Advanced". 22
- Goal 3: On the LEAP 2025 Assessment for 2022-2023, 25% of Math students will score at a level of "Mastery" or "Advanced". 25
- Title I Schoolwide Components 28
- 1.1: Family and Stakeholder Engagement 29
- 1.2: Comprehensive Needs Assessment 29
- 1.3: Strategies for Improvement 29
- 1.4: Student Support Services 31
- 1.5: Student Opportunities 32
- 1.6: Multi-Tiered Systems of Support for Behavior 32
- 1.7: Professional Development 33
- 1.8: Student Transition 33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Northshore Charter School (NCS) was started by a group of local business professionals in 2013. They wanted to offer a superior education choice to the families of Bogalusa. NCS is located on the north side of the city in a neighborhood. The school enrolls up to 460 students who live in the City of Bogalusa or Ward 4 in grades kindergarten through eighth grades. NCS is a Title I public school with diverse learners.

Diverse Learner's Demographics

2022-2023

Race/Ethnicity	Percent
African American	40%
Asian	.9%
Hispanic	3.7%
White	54.5%
American Indian	.5%
Pacific Islander	.5%

Grade	Male	Female
Kindergarten	49%	51%
1st	48.1%	51.9%
2nd	49.1%	50.9%
3rd	48.3%	51.7%
4th	57.1%	42.9%
5th	46.3%	53.7%
6th	57.1%	42.9%
7th	58.1%	41.9%

Grade	Male	Female
8th	53.1%	46.9%

Diverse Learner Groups

2022-2023

Student Group	Percent
English Learner	5.6%
Special Education	24%
Homeless	.09%
Migrant	.09%
Gifted and Talented	2%
Title I	100%

School Environment Data

In 2021-2022, NCS had 255 major referrals. Ninety-one students received referrals. Of the 98 In School Suspension placements, 55% were repeat offenders.

The 2021-2022 Mobility Report in JCampus shows that the majority of transfers in to NCS are from Bogalusa City Schools or families who are new to the area.

The average class size for the 2022-2023 is 21.75.

In 2021-2022, NCS had 28.54% unexcused absences. Two employees currently track and respond to unexcused absences and tardies. The principal and these two employees communicate with TASC (Truancy Assessment and Service Center) monthly and meet once a semester. PBIS monthly activities are used to encourage attendance.

Staff Data

Fifty-two percent of NCS's teachers are certified while 48% are non-certified or teaching outside of their certification.

<https://northshorecharterschool.org/meet-the-staff>

Parents/Guardians/Community

This website contains the latest demographics of Bogalusa, Louisiana from the U.S. Census Bureau.

Parental Involvement

- Meet the Teacher
- Open House
- Special Event Lunch and Programs
- Literacy Night
- Math Night
- Monthly Newsletters
- Website, Facebook Parent Page, JCampus (parent command center, text messages, emails, automated phone calls)

Community Engagement

- WFFF Flag Raising Ceremony
- Bogalusa Fire Department
- The Rotary Club
- The Gideons
- The Lions Club
- Washington Parish Library
- ADAPT
- Heart Study

**The data above was gathered from JCampus.

Demographics Strengths

Northshore Charter School's Demographic Strengths

- class size
- ratio of males to females in each grade level
- parental involvement
- community involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): NCS has a large number of repeat offenders according to the data above regarding discipline referrals and suspensions. **Root Cause:** A lack of

behavior interventions led to this problem.

Student Learning

Student Learning Summary

When comparing beginning of the year DIBELS 8th Edition data from the 21/22 school year to the 22/23 school year for grades 1st through 3rd, growth was evident. First grade grew from 13%-28% Benchmark and Above; second grade 14%-26%; and third grade 19%-32%. According to the results from the Spring 2022 LEAP (which is administered to grades 3-8), progress was shown in the majority of areas tested schoolwide. Out of the six grade levels tested, three showed improvement in Science, five in Social Studies, four in English Language Arts, and five in Math.

Student Learning Strengths

- According to the 2022 LEAP 2025 data in grades 3-8, there were increases in Writing Performance in ELA and Expressing Mathematical Reasoning and Modeling & Application in Math. These increases are attributed to our school-wide implementation writing strategy of R.A.C.E.R. in ELA and problem solving strategy of R.A.C.E. in Math.
- According to the 2022 LEAP 2025 data in grades 3-8, there was an increase in overall Mastery and above from 8% to 13%. NCS increased in all four content areas for scoring Mastery and Above as follows: ELA 14% to 23%; Math 5% to 12%; Science 8% to 9%; Social Studies 6% - 9%.
- According to the 2022 Beginning of the Year DIBELS 8th edition data, there was a decrease in percentage of Intensive students in 1st grade from 82% to 18%. This decrease was attributed to effective implementation of the Amplify CKLA curriculum with fidelity.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. **Root Cause:** Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .

School Processes & Programs

School Processes & Programs Summary

Rigorous, Standards-Based Curriculum:

CKLA - Teachers in grades K-2 will implement CKLA, Tier 1 ELA Curriculum.

CKLA Remediation Guide and LIFT - Interventions for K-5.

Guidebooks 3.0 - Teachers in grades 3-8 will implement Tier 1 state-created ELA Curriculum.

Eureka Math Squared - All teachers in grades K-8 will implement Math Curriculum.

Amplify Science - All teachers in grades K-8 will implement Tier I Science Curriculum.

Studies Weekly - Teachers in grades 3-5 will implement Social Studies Curriculum (Tier 1 grades 4-5)

LA Scope of Sequence for Social Studies - Teachers in grades 6-8 will implement Social Studies state created curriculum.

Clever - This program will be used as a single sign on system.

Use of Academic Assessments to Improve Instruction:

LEAP 360 - state-created diagnostic assessments and progress monitoring tool used to determine interventions/remediation/advancement that may need to occur with particular students based on data and results.

Classroom Assessments - Eureka Math Squared has embedded online high-quality assessments.

mCLASS-DIBELS - grades K-6

Opportunities and Interventions for Students in Need:

IXL and Accelerate - A core subject technology program to accelerate or remediate students' understanding of ideas, skills, and concepts. Student who need academic support or remediation are offered these programs during the regular instructional day.

CKLA Remediation Guide, LIFT, and Fast Forward - A comprehensive set of tools to diagnose, group, and teach students with weaknesses in their foundational skills. CKLA Burst - A staff led reading intervention that provides data and sequences lessons based on individual student needs.

Small Group Interventionist Support - NCS Interventionists support teachers and students in Reading and Math.

Instructional Coaches - Throughout the school year, teachers are supported with instruction through instructional coaches, Rebecca Crain, Kristi

Pittman, Amy Jenkins, and Deanna Brown, who provide support inside the classroom in addition to Teacher Collaboration sessions.

Retention and Recruitment of Teachers:

In order to retain and support teachers, teachers are offered a retention bonus each year as well as job-embedded instructional support via Instructional Coaches. NCS recruits teachers by posting on the school website, social media, and through Teach Louisiana.

Professional Development:

Teacher Collaborations are held weekly by the instructional coaches to support high quality tier I curriculum. The Instructional Leadership Team meets weekly to compile data gathered in observations, learning walks, and student work. This data drives the focus of Teacher Collaborations.

Professional Development is also held during the summer and on PD days throughout the school year. During the 22-23 school year, teachers participated in The Science of Reading training provided by LETRS, Eureka Math Squared training, CKLA training, Amplify Science training, and Studies Weekly training.

School Processes & Programs Strengths

100% of ELA Classrooms implement Tier 1 Curriculum.

Instructional Support and Job-embedded curriculum training via highly-qualified Instructional Coaches.

100% PD with the implementation of Rigorous, High-Quality Curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): NCS has a large number of uncertified teachers in the area they are currently serving in. **Root Cause:** The teacher shortage throughout the state has led to a large number of uncertified teachers.

Perceptions

Perceptions Summary

A student survey was posted in Clever for all 4th-8th graders to complete.

Perceptions of Students:

- 84% of NCS students feel they are treated fairly by the adults at school.
- 74% of students feel they have been rewarded for following the behavior expectations at school.
- 54% of students feel that behavior problems in class hinder their learning.
- 95% of students feel that their teachers care about them and want them to learn what they are teaching.
- 91% of students feel that they are prepared to succeed to the next grade level.

A faculty and staff survey was emailed so all had an opportunity to respond.

Perceptions of Faculty and Staff:

- 80% of faculty and staff feel respected and supported at NCS.
- 92% of faculty and staff feel they have opportunities to contribute to school-wide rules, norms, and expectations.
- 76% of faculty feel they would benefit from Teacher-Driven observations.
- 64% of faculty and staff would benefit from more professional development in the area of addressing the instructional needs of students with different learning styles.
- 84% of faculty and staff feel their voice and perspectives are valued and treated with dignity at NCS.

A parent/guardian survey was sent through JCampus Communications so all had the opportunity to respond.

Perceptions of Parents/Guardians:

- 79% of parents/guardians feel NCS provides opportunities for parents to engage in learning about the school's curriculum and methods of assessment.
- 85% of parents/guardians feel NCS provides clear and understandable methods of standardized test results.
- 62% of parents/guardians feel their child's teacher regularly communicates with them about academic progress.
- 56% of parents/guardians feel that NCS should offer after school tutoring for struggling students.
- 89% of parents/guardians feel the administrators at NCS are accessible to discuss needs or concerns.
- 93% of parents/guardians feel NCS is a welcoming environment for them.

Perceptions Strengths

Faculty:

96% of our faculty and staff at NCS feel that administration sets high standards for teaching, learning, and improvement by attending collaborative planning sessions.

100% of our faculty and staff at NCS stated that they participate in planned meetings to review and discuss data.

Students:

84% of our students at NCS feel safe at school.

91% of our students stated that their teacher gives them extra help if they are having trouble learning something that was taught in their daily lesson.

95% of our students at NCS feel that their teacher cares about them and wants them to learn what they are teaching in class.

Parents:

95% of our parents feel that their child is safe at NCS.

97% of our parents feel that their child's school is clean and well maintained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): NCS student perception is behavior problems in their classrooms prevent them from learning. **Root Cause:** A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.

Priority Problem Statements

Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas.

Root Cause 1: Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .

Problem Statement 1 Areas: Student Learning

Problem Statement 2: NCS has a large number of repeat offenders according to the data above regarding discipline referrals and suspensions.

Root Cause 2: A lack of behavior interventions led to this problem.

Problem Statement 2 Areas: Demographics

Problem Statement 3: NCS student perception is behavior problems in their classrooms prevent them from learning.

Root Cause 3: A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: NCS has a large number of uncertified teachers in the area they are currently serving in.

Root Cause 4: The teacher shortage throughout the state has led to a large number of uncertified teachers.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- State and federal planning requirements
- Covid-19 factors, and/or waivers

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices
- Action research results

Goals

Revised/Approved: November 10, 2022

Goal 1: The academic school index for the 2022-2023 school year will rise to a minimum of 50.0 AI.

Performance Objective 1: Increase grades 3-8 classroom AI in ELA and Math as measured by LEAP 360 interims and practice tests.

LDOE Commitments :

Academic Alignment in Early School and Classroom

Targeted

Evaluation Data Sources: LEAP 360 interims

LEAP practice tests

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Strategy 1 and implement unpacking the standards through a curriculum study

Strategy 1 Details	Reviews			
<p>Strategy 1: Rigorous standards based curriculum. Guidebooks 2022/3.0- All teachers grades 3-8 will use this rigorous Tier 1 state-created curriculum. Eureka Math Squared- Tier 1 math curriculum for 3-8 teachers. Prodigy- technology program to accelerate or remediate student understanding of Math ideas, skills, and concepts. It is used during Math interventions in all grades. IXL- A core subject technology program to accelerate or remediate students' understanding of ideas, skills, and concepts. Technology- All students in grades 3-8 will have access to Chromebooks.</p> <p>Strategy's Expected Result/Impact: On the spring LEAP 2025 results for the 2022-23 school year, students will score a minimum of a 50 AI.</p> <p>Person Responsible: All 3-8 general education and special education teachers; 4th- 8th math & ELA instructional coaches; principal.</p> <p>Title I Schoolwide Components: 1.3, 1.5, 1.7 - Believe to Achieve: Educational Priorities: 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. - Urgent Intervention Required - Academics (UIR-A): Black or African American, Students with Disabilities, Economically Disadvantaged - Comprehensive Intervention Required (CIR): All Students Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. Root Cause: Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .</p>

Goal 1: The academic school index for the 2022-2023 school year will rise to a minimum of 50.0 AI.

Performance Objective 2: Increase grades 1-2 classroom AI in Math as measured by Eureka Math Squared benchmark assessments.

LDOE Commitments :

Academic Alignment in Early School and Classroom

Targeted

Evaluation Data Sources: Eureka Math Squared Benchmark Assessments

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue Strategy 1 and implement unpacking the standards through a curriculum study

Strategy 1 Details	Reviews			
<p>Strategy 1: Rigorous standards based curriculum. Eureka Math Squared- Tier 1 math curriculum for 1-2 teachers. IXL and Prodigy - technology program to accelerate or remediate student understanding of Math ideas, skills, and concepts. It is used during Math interventions in all grades. Technology- All students in grades 1-2 will have access to Chromebooks.</p> <p>Strategy's Expected Result/Impact: On the spring Eureka Math Squared results for the 2022-23 school year, students will score a minimum of a 50 AI.</p> <p>Person Responsible: All 1st and 2nd grades general education and special education teachers; 1st and 2nd grades math instructional coach; principal</p> <p>Title I Schoolwide Components: 1.3, 1.5, 1.6, 1.7</p> <p>- Believe to Achieve: Educational Priorities: 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.</p> <p>- Urgent Intervention Required - Academics (UIR-A): Black or African American, Students with Disabilities, Economically Disadvantaged</p> <p>- Comprehensive Intervention Required (CIR): All Students</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div>			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: NCS has a large number of repeat offenders according to the data above regarding discipline referrals and suspensions. **Root Cause:** A lack of behavior interventions led to this problem.

Student Learning

Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. **Root Cause:** Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .

School Processes & Programs

Problem Statement 1: NCS has a large number of uncertified teachers in the area they are currently serving in. **Root Cause:** The teacher shortage throughout the state has led to a large number of uncertified teachers.

Perceptions

Problem Statement 1: NCS student perception is behavior problems in their classrooms prevent them from learning. **Root Cause:** A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.

Goal 1: The academic school index for the 2022-2023 school year will rise to a minimum of 50.0 AI.

Performance Objective 3: Increase grades K-2 classroom overall composite scores as measured by the End of Year DIBELS Benchmark Assessments.

LDOE Commitments :

Academic Alignment in Early School and Classroom

Targeted

Evaluation Data Sources: DIBELS Benchmark Assessments

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue Strategy 1 and 2

Strategy 1 Details	Reviews			
<p>Strategy 1: Rigorous standards based curriculum. Amplify CKLA - Tier 1 ELA curriculum for K-2 teachers. IXL and Amplify - technology program to accelerate or remediate student understanding of Reading ideas, skills, and concepts. It is used during ELA interventions in grades K-2. Technology- All students in grades K-2 will have access to Chromebooks or Chrome Tablets. Strategy's Expected Result/Impact: On the spring DIBELS Benchmark Assessment results for the 2022-23 school year, 60% of our K-2 students will score Benchmark or meet their zones of growth target. Person Responsible: All K, 1st and 2nd grades general education and special education teachers; K, 1st and 2nd grades ELA instructional coach; principal. Title I Schoolwide Components: 1.3, 1.5, 1.6, 1.7 - Believe to Achieve: Educational Priorities: 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. - Urgent Intervention Required - Academics (UIR-A): Black or African American, Students with Disabilities, Economically Disadvantaged - Comprehensive Intervention Required (CIR): All Students Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Staggered start of school for Kindergarten students to acclimate to their new environment.</p> <p>Strategy's Expected Result/Impact: This strategy will give Kindergarten students time needed to learn routines and procedures in a small student to teacher ration setting in order to be successful in the classroom.</p> <p>Person Responsible: Kindergarten teachers, Kindergarten paraprofessionals, K-2 instructional coaches, principal</p> <p>Title I Schoolwide Components: 1.4, 1.6, 1.8</p> <p>- Believe to Achieve: Educational Priorities: Remove barriers and create equitable, inclusive learning experiences for all children., Provide the highest quality teaching and learning environment.</p> <p>- Urgent Intervention Required - Academics (UIR-A): Black or African American, Economically Disadvantaged</p> <p>- Comprehensive Intervention Required (CIR): All Students</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: NCS has a large number of repeat offenders according to the data above regarding discipline referrals and suspensions. Root Cause: A lack of behavior interventions led to this problem.</p>
Student Learning
<p>Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. Root Cause: Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .</p>
School Processes & Programs
<p>Problem Statement 1: NCS has a large number of uncertified teachers in the area they are currently serving in. Root Cause: The teacher shortage throughout the state has led to a large number of uncertified teachers.</p>
Perceptions
<p>Problem Statement 1: NCS student perception is behavior problems in their classrooms prevent them from learning. Root Cause: A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.</p>

Goal 1: The academic school index for the 2022-2023 school year will rise to a minimum of 50.0 AI.

Performance Objective 4: Decrease repeat offender behavior referrals as measured by end of the year JCampus data.

Targeted

Evaluation Data Sources: JCampus data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Strategy #1

Strategy 1 Details	Reviews			
<p>Strategy 1: Two licensed social workers will provide interventions based on the screener that was completed by teachers at the beginning of the year and specials teachers will teach social emotional learning lessons</p> <p>Strategy's Expected Result/Impact: Decrease behavior referrals</p> <p>Person Responsible: Steve Sanders, LSWs, physical education teachers</p> <p>Title I Schoolwide Components: 1.4, 1.6</p> <p>- Believe to Achieve: Educational Priorities: Remove barriers and create equitable, inclusive learning experiences for all children., Provide the highest quality teaching and learning environment., Cultivate high-impact systems, structures, and partnerships.</p> <p>- Comprehensive Intervention Required (CIR): Black or African American, Students with Disabilities, Economically Disadvantaged</p> <p>- Urgent Intervention Needed (UIN): All Students</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: NCS has a large number of repeat offenders according to the data above regarding discipline referrals and suspensions. Root Cause: A lack of behavior interventions led to this problem.</p>
Perceptions
<p>Problem Statement 1: NCS student perception is behavior problems in their classrooms prevent them from learning. Root Cause: A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.</p>

Goal 2: On the LEAP 2025 Assessment for 2022-2023, 30% of ELA students will score at a level of "Mastery" or "Advanced".

Performance Objective 1: Increase ELA LEAP 2025 scores in grades 3-8 ELA LEAP from 23% mastery or advanced to 30% mastery or advanced.

LDOE Commitments :

Academic Alignment in Early School and Classroom

Targeted

Evaluation Data Sources: LEAP 360 interims

LEAP practice tests

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Strategy 1 and implement unpacking the standards through a curriculum study

Strategy 1 Details	Reviews			
<p>Strategy 1: Academic assessments will be used to improve instruction.</p> <ul style="list-style-type: none"> - LEAP 360 : state-created diagnostic assessments and progress monitoring tool used to determine interventions/ remediation/ advancement that may need to occur with particular students based on data and results. -Classroom assessments -mClass (Dibels) <p>Opportunities and interventions for students in need: Individual interventions by classroom teachers, school-wide interventions, and tutoring are all utilized to support students progress:</p> <ul style="list-style-type: none"> - IXL- A core subject technology program to accelerate or remediate students' understanding of ideas, skills, and concepts. Students who need academic support or remediation are offered this program during the regular instructional day. - Small group interventionist support- our interventionists support our teachers and students in Reading <p>Strategy's Expected Result/Impact: On the spring LEAP 2025 results for the 2022-23 school year, 30% of students will score mastery or advanced in ELA.</p> <p>Person Responsible: Small group interventionists, general and special education teachers, principal, instructional coaches.</p> <p>Title I Schoolwide Components: 1.3, 1.4, 1.5, 1.6, 1.7</p> <ul style="list-style-type: none"> - Believe to Achieve: Educational Priorities: 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. - Urgent Intervention Required - Academics (UIR-A): Black or African American, Students with Disabilities, Economically Disadvantaged - Comprehensive Intervention Required (CIR): All Students <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. Root Cause: Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .</p>
School Processes & Programs
<p>Problem Statement 1: NCS has a large number of uncertified teachers in the area they are currently serving in. Root Cause: The teacher shortage throughout the state has led to a large number of uncertified teachers.</p>

Perceptions

Problem Statement 1: NCS student perception is behavior problems in their classrooms prevent them from learning. **Root Cause:** A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.

Goal 3: On the LEAP 2025 Assessment for 2022-2023, 25% of Math students will score at a level of "Mastery" or "Advanced".

Performance Objective 1: Increase Math 2025 scores in grades 3-8 LEAP from 12% mastery or advanced to 25% mastery or advanced.

LDOE Commitments :

Academic Alignment in Early School and Classroom

Targeted

Evaluation Data Sources: LEAP 360 interims

LEAP practice tests

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Strategy 1 and implement unpacking the standards through a curriculum study

Strategy 1 Details	Reviews			
Strategy 1: Academic assessments will be used to improve instruction. - LEAP 360 : state-created diagnostic assessments and progress monitoring tool used to determine interventions/ remediation/ advancement that may need to occur with particular students based on data and results.	Formative			Summative
	Nov	Jan	Mar	June

-Classroom assessments
 Opportunities and interventions for students in need:
 Individual interventions by classroom teachers, school-wide interventions, and tutoring are all utilized to support students progress:

- IXL- A core subject technology program to accelerate or remediate students' understanding of ideas, skills, and concepts. Students who need academic support or remediation are offered this program during the regular instructional day.
- Small group interventionist support- our interventionists support our teachers and students in Math

Strategy's Expected Result/Impact: On the spring LEAP2025 results for the 2022-23 school year, 25% of students will score mastery or advanced in Math.

Person Responsible: Small group interventionists, general and special education teachers, principal, instructional coaches.

Title I Schoolwide Components:

1.3, 1.4, 1.5, 1.6, 1.7

- Believe to Achieve: Educational Priorities:

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.

- Urgent Intervention Required - Academics (UIR-A):

Black or African American, Students with Disabilities, Economically Disadvantaged

- Comprehensive Intervention Required (CIR):

All Students

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: According to the 2022 LEAP 2025 data, NCS continues to show a deficiency in writing across all content areas. **Root Cause:** Educational repercussions due to interruption of instruction during the pandemic years of 2019-20 and 2020-21 .

School Processes & Programs

Problem Statement 1: NCS has a large number of uncertified teachers in the area they are currently serving in. **Root Cause:** The teacher shortage throughout the state has led to a large number of uncertified teachers.

Perceptions

Problem Statement 1: NCS student perception is behavior problems in their classrooms prevent them from learning. **Root Cause:** A lack of social emotional learning and trauma informed teaching approach led to classroom behavior issues.

Title I Schoolwide Components

1.1: Family and Stakeholder Engagement

Northshore Charter School solicited input on the development of the schoolwide plan from families through a family survey. All of the families were asked to complete a family survey at the beginning of the school year. Overall, the survey results indicated that parents were satisfied with their child's education and that their child was well prepared to succeed to the next grade level. When the parents were asked what the school could provide more of, there were some parents who indicated that NCS could provide after school tutoring or during school tutoring support for struggling students. The schoolwide plan does include time for each child to receive interventions and extra remediation for ELA and Math. Additionally, Northshore Charter School does set up one-on-one parent conferences with the teacher and admin team. Also, quarterly individual student data reports are sent home to parents to show their child's progress on their reading assessment that is mandated by the state department.

1.2: Comprehensive Needs Assessment

Northshore Charter School took the following data into consideration for the comprehensive needs assessment:

DIBELs scores for grades k-6 and LEAP 2025 test data for grades 3-8 - LEAP360 Diagnostic and Interim Data for grades 3-8. Teacher, leader and staff survey data results from these data sources indicated that students are performing below grade level across all grades and subject areas.

90% of Kindergarteners enter Kindergarten below grade level according to the DIBELs BOY benchmark assessment - 47% of 1st graders enter 1st grade below grade level according to the DIBELs BOY benchmark assessment - 48% of 2nd graders enter 2nd grade below grade level according to the DIBELs BOY benchmark assessment - 48% of 3rd graders enter 3rd grade below according to the DIBELs BOY benchmark assessment

15% of 3rd graders scored mastery or above on the ELA LEAP2025 assessment - 17% of 3rd graders scored mastery or above on the Math LEAP2025 assessment - 25% of 8th graders scored mastery or above on the ELA LEAP2025 assessment - 2% of 8th graders scored mastery or above on the Math LEAP2025 assessment

1.3: Strategies for Improvement

ELA

Based on the comprehensive needs assessment, Northshore Charter School is focusing on improving student outcomes in writing, fluency, and vocabulary as follows:

1. NCS focuses on strengthening Tier 1 core academic curriculum program for ELA (CKLA & LA Guidebooks). Based on the data analysis and

needs identified above literacy, NCS is committed to implementing CKLA and LA Guidebooks, with fidelity across grades and in all classrooms in grades K-8. This curriculum is an aligned instructional materials to the Louisiana State Standards and has received a tier 1 rating from LDOE.

a. 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 via LIFT (recommended by LDOE).

b. A set of comprehension-building practices will be incorporated daily 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. Northshore Charter School focuses on strengthening the Tier 1 Foundational Skills Curriculum (CKLA skills strand) in all classrooms in grades K-2. Based on the data analysis and needs identified, NCS plans to implement CKLA skills with fidelity. Included in this curriculum is:

- developing awareness of the segments of sounds in speech and their connection to letters
- teaching students to decode words, analyze word parts, and write and recognize words
- ensure that each student reads text daily to increase comprehension skills as well as reading accurately and fluently.

3. NCS implements intervention programs to support all students struggling with reading in grades k-8. Students are screened using the Dibels 8th benchmark assessments at the beginning, middle, and end of the year. Struggling students are also progress monitored every 3 weeks to track data and make adjustments as needed. Regular small group instruction:

- focuses on decoding skills in order to read multi-syllabic words
- provides purposeful fluency building activities
- emphasizes comprehension-building practices to help students make sense of the text

MATH

Based on the comprehensive needs assessment, Northshore Charter School is implementing strategies to improve student outcomes in Math.

1. NCS focuses on strengthening the Tier 1 core academic program for Math (Eureka Math Squared). This program is implemented with fidelity and teaches:

- number and operations using a developmental progression
- clear and concise mathematical language and supports students' use of language
- number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare

students for advanced mathematics.

- deliberate instruction on word problems to deepen students' mathematical understanding and supporting their capacity for application.
- timed fluency activities.

2. NCS implements a tiered intervention program to support students struggling with math in all grades K-8. Students are screened for potential math difficulties and unfinished learning using diagnostic assessments. These small group interventions provide 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 fact fluency

1.4: Student Support Services

Northshore Charter School implements a variety of strategies to address student well-being and mental health. These strategies are listed below:

All students at NCS, in grades Kindergarten through eighth grade, receive weekly instruction in social and emotional learning (SEL), to develop healthy identities, work toward and achieve personal and collective goals, manage emotions in healthy and positive ways, feel and exhibit empathy toward others, establish and maintain positive relationships, and make responsible and respectful decisions. SEL benefits students in the school setting by establishing learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum, and ongoing evaluation.

In addition to the ongoing SEL curriculum, students have the opportunity to speak with two licensed social workers as needed for emotional support and mental well-being. Weekly check-ins and individualized counseling is provided as needed to students who present with more severe emotional or mental-health concerns. Referrals to outside agencies, such as agencies that provide more intensive therapeutic services, agencies that assist families with acquiring resources and improving the home and family environment, and agencies that intervene where there are safety concerns, are also made on a case-by-case basis as needed.

NCS also uses a web browser filter called Lightspeed Filter, which informs administrators immediately when students type certain words that could be indicative of suicidal ideation, planning to harm themselves or others, sexual content or any other words that could potentially be involved in something harmful. In addition, several teachers and staff members receive CPI training in Nonviolent Crisis Intervention each year, with a focus on learning to be cognizant of precipitating factors that may influence student behavior, specific de-escalation strategies for challenging student behaviors.

All students participate in Northshore Charter School's tiered PBIS system and have the opportunity to earn rewards and access to special activities each month for exhibiting positive and appropriate behaviors in the school setting. At Tier 2, students are afforded more opportunities to

earn positive reinforcement for appropriate behavior with behavioral supports such as check-in/check-out and daily behavior monitoring. These students may also be included in weekly social skills groups or additional SEL groups. Tier 3 behavioral supports may include intensive multidisciplinary team meetings, individualized counseling sessions or face-to-face meetings with a school social worker, and behavior intervention plans to help support challenging or inappropriate behaviors at school. Comprehensive behavior intervention plans (BIP) are developed for individual students who continue to struggle with behavioral concerns, even after all other interventions have been implemented. These plans address the function of the student's behavior and include techniques and strategies for school staff to utilize in an effort to help improve student behavior and avoid behaviors that may distract others or cause disturbances.

1.5: Student Opportunities

Not Applicable

1.6: Multi-Tiered Systems of Support for Behavior

Northshore Charter School uses a multi-tiered student support system to prevent and address problem behaviors. The behavior support system 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. Follow PBIS, a schoolwide behavior management strategy to reduce negative behaviors and foster positive interactions (Tier 1).

The Tier 1 system includes the following three components:

1. The whole-school participation of a consistent, school wide behavior management approach, PBIS. 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. Parent conferences are held several times a year. Teachers and parents regularly communicate as needed via phone when, as all teachers give families their work phone number.

The Tier 2 system 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 the class for "Check-In" and/or "Time Out" 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 modifications 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" visits.

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

1. The Support 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 Support Team to further to 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.

Additionally, members of the Support Team and teachers meet regularly or as needed to discuss the proper supports individual students may need.

1.7: Professional Development

Retention and Recruitment of Teachers:

In order to retain and support teachers, teachers are offered a retention bonus each year as well as job-embedded instructional support via Instructional Coaches. NCS recruits teachers by posting on the school website, social media, and through Teach Louisiana.

Professional Development:

Teacher Collaborations are held weekly by the instructional coaches to support high quality tier I curriculum. The Instructional Leadership Team meets weekly to compile data gathered in observations, learning walks, and student work. This data drives the focus of Teacher Collaborations.

Professional Development is also held during the summer and on PD days throughout the school year. During the 22-23 school year, teachers participated in The Science of Reading training provided by LETRS, Eureka Math Squared training, CKLA training, Amplify Science training, and Studies Weekly training.

1.8: Student Transition

The critical transition points for students at Northshore Charter School 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. Kindergarten parent orientation meetings are held to inform families of Kindergarten expectations at the start of the school year.
2. All teacher collaborate to ensure students have what they need to feel comfortable. Student data and essential information are shared between the transitioning grade level teams.
3. NCS provides 8th grade families access to school and extra-curricular activities to local high schools.