

2021-2022 Schoolwide Plan



Independence High Magnet School 9-12

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

School: Independence High Magnet School

SPS 70.4

Letter Grade C

Check all that apply (verify with principal):

☐ **CIR - Comprehensive Intervention Required**

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

☐ **UIR - Academic - Urgent Intervention Required for Academics:**

Schools earned a score for one or more student groups that is equivalent to an "F" for at least two years

- ☐ **Economically Disadvantaged**
- ☐ **Hispanic/Latino**
- ☐ **Black**
- ☐ **White**
- ☐ **Students with Disabilities**
- ☐ **English Learners**
- ☐ **Two or more Races**

☒ **UIR - Discipline - Urgent Intervention Required for Discipline:**

The out-of-school suspension rate is two times the national average for the past three years

Frequently Ordered Title I Supplies

Place an "X" in the box to applicable areas. Enter estimated costs.

Item/s Needed All items purchased must be for student use or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples	X	X	X	7000
Copy machine, Duplicator, Printer	X	X	X	4000
Service Contracts	X	X	X	2800
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, iPads/Cases, Projector, Document Camera, Bulbs	X	X	X	6500
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors	X	X	X	1000
Laminator, Laminating Film	X	X	X	3000
Poster Maker, Poster Paper, ink	X	X	X	1500
Communication Folders, Planners	X	X	X	2400
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,	X	X	X	2500
General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, Bulletin Board Boarder, glue, glue sticks	X	X	X	8000
Dry Erase Supplies: boards, erasers, cleaner, markers	X	X	X	4000
Science Refill Kits, other Science supplies,	X	X	X	1000

1. 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 subgroups; 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
According to the Student Panorama Survey Supportive Relationships results, (80%) out of 341 students indicated on how supported they felt through their relationships with friends, family, and adults at school.	According to the Student Panorama Survey Engagement results, (28%) out of 341 students indicated how attentive and invested students are in class.
According to the Student Panorama Survey Teacher-Student Relationships results, (47%) out of 341 students indicated how strong the social connection was between teachers and students within and beyond the classroom.	According to the Student Panorama Survey Sense of belonging results, (36%) out of 341 students indicated how much they felt that they were valued members of the school.
According to the Student Panorama Survey Cultural Awareness and Action results, (46%) out of 341 students indicated how often they learned about, discussed, and confronted issues of race, ethnicity, and culture in school.	According to the Student Panorama Survey School Climate results, (43%) out of 341 students indicated the perceptions of the overall social and learning climate of the school.
According to the Teacher Panorama Survey Staff-Leadership Relationship results, (70%) out of 28 people indicated the perceptions of faculty and staff relationships with school leaders.	According to the Teacher Panorama Survey School Climate results, (34%) out of 28 people indicated perceptions of the overall social and learning climate of the school.
According to the Teacher Panorama Survey Teacher Self-Reflection results, (65%) out of 28 people indicated the faculty perceptions of their professional strengths, and areas for growth related to social-emotional learning.	According to the Teacher Panorama Survey Cultural Awareness and Action (Adult Focus) results, (41%) out of 28 people indicated how well the school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.
According to the Teacher Panorama Survey Belonging Results, (57%) out of 28 people indicated how much faculty felt that they were valued members of the school community.	According to the Teacher Panorama Survey Well-being results, (53%) out of 28 people indicated that faculty and staff perceptions of their own well-being.
According to the Admin/Staff Panorama Survey Staff-Leadership Results, (78%) out of 17 people indicated the perceptions of faculty and staff relationships with school leaders.	According to the Admin/Staff Panorama Survey School Climate Results, (28%) out of 17 people indicated the perceptions of the overall social and learning climate of the school.

According to the Admin/Staff Panorama Survey Belonging Results, (62%) out of 17 people indicated that they felt that they are valued members of the school Community.	According to the Admin/Staff Panorama Survey Cultural Awareness and Action (Adult Focus) Results, (19%) out of 17 people indicated how well the school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.
Overall School Performance Score and Letter Grade is 70.4 (C)	Urgent Intervention Required for Discipline
ACT Index is a 98.5 (A)	Reduce discipline referrals from 986 to 803
The student progress score for the school is 72.6, a letter grade of C.	EOC/LEAP 2025 Assessments Index is 31 (F)
89% of students submitted a Free Application for Federal Student Aid (FASFA).	ACT Composite Score is 15.4
Based on the Curriculum Implementation Scale, ELA and Math teachers are between a level 3 and level 4. Science and Social Studies teachers are between a Level 2 and Level 3.	14% of students scored Mastery or Advanced on LEAP 2025 in English 2
The STUDENT PERFORMANCE score for the school STRENGTH OF DIPLOMA is 72.9 a letter grade of C.	< 5% of students scored Mastery or Advanced on LEAP 2025 in Geometry
DATA SOURCES- List all Data sources analyzed (see instructions in Title I Crate Section 2): EOC/LEAP 2025 test data, Leap 360 Interim Assessments, Oncourse discipline data, PBIS Rewards App, Parent, Staff, Student Surveys, LDOE School Report Card and Curriculum Implementation Scale.	
<p style="text-align: center;">GOALS</p> <ul style="list-style-type: none"> ● <i>Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound</i> ● <i>Academic Goals Aligned to the Most Current School Data Analysis</i> ● <i>Must Include Subgroup (s) Goal (s)</i> 	
1. Over the course of one school year, the Cohort Graduation Rate Index will increase from 57.7(D) to 67(C)	
2. Over the course of one school year, the Strength of Diploma Index will increase from 72.5 (C) to 82.0 (B)	
3. Over the course of one school year, the ACT Assessment Index will increase from 55.6(D) to 75(B)	
4. Over the course of one school year, the EOC Assessment Index will increase from 33(F) to 50(D) Algebra I: 37.8 to 50 (40.4) Geometry: 17.4 to 30 (15.6) English I: 40 to 50 (37.2) English II: 41.4 to 50 (33.8) Biology: 35.4 to 40 (35.4) US History: 11:5 to 20 (15.6)	

5. Over the course of one school year, the school performance score will increase from 59.8 to 70.0 (D to C school)
6. Over the course of one school year, the Student Progress Index will increase from 73.4 (C) to 84 (C)
7. Over the course of one school year, the ACT Composite Score will increase from 15.1 to 18
8. Over the course of one school year, the subgroup SPED Graduates Earning Credentials will increase from 10% to 14%
9. Over the course of one school year the number of discipline behavior referrals will decrease from 986 to 803

2. PARENT AND FAMILY ENGAGEMENT

- *The SWP should 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 are required to 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 ACTIVITY	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 SWP (include the month that activity will take place):</p> <p>Design</p> <ul style="list-style-type: none"> ● Annual /Review Meeting (August-September 2021 Open House) parent will be involved in the design of the school wide plan. Meet with parents to review SWP activities and goals. 	Goal(s): 1-9	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>300.00</p> <p>Refreshments</p>	<p>Effectiveness Measure:</p> <p>Agenda and sign in sheets from SWP meetings</p> <p>Increase number of parent responses for the survey in 2021-22</p> <p>Effectiveness Results:</p>

<ul style="list-style-type: none"> • Parents will be invited to participate in the annual Needs Assessment Survey. <p>Implementation:</p> <ul style="list-style-type: none"> • Parents assist in the implementation of the plan through attendance of family event planning meetings. • Throughout the year parent workshops will be given • The school website will also be used to inform parents about school wide meetings, events, and activities. <p>Evaluation:</p> <ul style="list-style-type: none"> • In August/September 2021-22 (Open House) The review of the SWP will be shared with parents • The Needs Assessment survey for parents will be analyzed and shared with parents/families at Open house • In August/September, parents will be presented with the school data information from prior year • May/June 2022, a Close-out meeting will be held and information regarding the effectiveness of our SWP will be shared. <p>Design, Implementation, and Evaluation processes are ongoing through the school year</p>				
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<p>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.</p> <ul style="list-style-type: none"> • Student Progress Center- Parents can log into Oncourse Connect to check student's grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student's progress and behavior. • Teachers send home a six-week progress report • School Website – Parents can check the School Website for information, the teacher's web page, upcoming events, school initiatives, and school board website • Meet and Greet – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. • Open House – Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events. • Title 1 Compact-sent home in August • SBLC/IEP/504 Meetings – these meeting includes the parents, teachers, administrators, and support personnel. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Refreshments</p> <p>Estimated Cost</p> <p>400.00</p>	<p>Effectiveness Measure:</p> <p>Agenda and sign in sheets from Meet and Greet meeting, Open house</p> <p>Receipt of Title 1 compacts on file at school</p> <p>SBLC/SAT, IEP, 504 and CAP log meetings</p> <p>Effectiveness Results:</p>
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<p>These meetings are held as needed to make educational decisions.</p> <ul style="list-style-type: none"> • School Messenger/e-mails/ social media-school Facebook page will be used to disseminate information to parents 				
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<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools should ensure that all staff communicate with 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 conference will be arranged with a translator. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost: 0</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheet for translators</p> <hr/> <p>Effectiveness Results:</p>
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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.

<p>Parent Family Engagement Activity 1 and 2 There are 14 activities</p> <p>Meet and Greet This is an opportunity for parents and students to meet their child's teacher for the 2021-2022 school year. Parents will be taught how to access instructional resources, teachers' expectations for student's performance within the grade-level curriculum, positive discipline, and homework procedures.</p> <p>Freshman Orientation This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Snacks and refreshments will be provided to parents and students for all PFE meetings and activities</p> <p>Estimated Cost:</p> <p>350.00</p>	<p>Effectiveness Measure: Attendance Rate-determined by sign-in sheets Agendas Photos</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3 and 4:</p> <p>Open House This is an opportunity for parents and students to receive an overview of State Standards, District, and School Assessments. Parents can schedule parent-teacher conferences based on individual student needs at this time and throughout the year.</p> <p>Title 1 Annual Parent Meeting The law requires that each Title I School hold an Annual Meeting with Title I parents for the purpose of:</p> <ul style="list-style-type: none"> • Informing Parents of the school's participation in Title 1 • Explaining the requirements of Title I • Explaining the Parents' rights to be involved in decision-making and activities • Parents and students received information on: 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>350.00</p>	<p>Effectiveness Measure: Attendance Rate-determined by sign-in sheets Agendas Photos</p> <hr/> <p>Effectiveness Results:</p>

-how and why Schoolwide Title I Programs work -Schoolwide Title I Programs Facts for Parents				
Parent Family Engagement Activity 5 and 6 FASFA Seminar Parent Information meetings - parents are invited to attend and receive pertinent information about FAFSA, scholarships, and financial aid, curriculum, college admissions, career exploration, and TOPS. Test Taking Tips Parents will be informed of students' expectations for upcoming standardized tests. At this meeting standards will be discussed, and printed copies of the standards will be given to parents. Parents will be giving tips necessary to ensure student success before and after standardized testing; examples include getting a good night's sleep and eating a good breakfast- which all encompass a focus on academic achievement. Training will also include how to use websites and other information needed to help students succeed.	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Items Needed: Estimated Cost: 350.00	Effectiveness Measure: Attendance Rate-determined by sign-in sheets Agendas Photos <hr/> Effectiveness Results:
Parent Family Engagement Activity 7 FAFSA ID Representative Trainers will work with parents and students on completing FAFSA application, scholarships, curriculum, and financial aid.	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other	Estimated Cost: 350.00	Effectiveness Measure: Attendance Rate Agendas Photos

<p>Parent Family Engagement Activity 8 Diploma Track, Instructional Resources and FAFSA Students and their families visit several stations on campus for a variety of experiences. Families participate in stations designed to deepen their understanding of the curriculum.</p> <p>FAFSA ID Rep Trainers will work with students and parent on completing FAFSA applications, scholarships, and financial aid, curriculum, college admissions, career exploration and TOPS representative.</p> <p>Diploma track Parents are provided information regarding graduation requirements for each diploma track. Emphasis is places on LEAP 2025/EOC and its impact on the students' progress to graduation. Parents and students will determine students' schedule for 2022 school year.</p> <p>Instructional Resources and Testing Information This is an opportunity for parents and students to view and discuss previous state standardized test scores. Resources for students to be successful on the state test will be given out to families. Parents will be shown how to access Instructional and resource materials.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other 	<p>Estimated Cost:</p> <p>350.00</p>	<p>Effectiveness Measure: Attendance Rate Agendas Invitation/Flyer Photos</p> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity: 9 PBIS Events: At the end of each 6 weeks, the PBIS team will host events for students. During lunch concessions, students will be able to use points to make purchase. During the event, stations</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Estimated Cost:</p> <p>350.00</p>	<p>Effectiveness Measure: Attendance Rate Agendas Invitation/Flyer Photos</p>

<p>will be utilized. These events are held throughout the year.</p> <p>PBIS Store:</p> <p>Twice per school year, the PBIS store is available for students to visit and “purchase” items using their points. Donations are often requested in order to stock the store.</p>		<input type="checkbox"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Other		Effectiveness Results:
<p>Parent Family Engagement Activity: 10 and 11</p> <p>ACT BOOT Camps</p> <p>All 11th Grade parents will be informed that their child will be placed in a one- day workshop on ACT college readiness standards. Students will learn English, Math, Reading, and Science content strategies, pacing and time management, and test-taking strategies.</p> <p>Parent Family Engagement Activity: 12</p> <p>Parents Conferences</p> <p>Every 6 weeks’ students receive either progress reports or report cards. Parents are invited and encouraged to attend meetings to address curriculum concerns, grade concerns, or students’ strengths and weaknesses.</p> <p>This event is held throughout the year.</p>	Goal(s): 1-9	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Estimated Cost: 450.00	Effectiveness Measure: Sign-in sheet Photos Parent conference log sheets

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 subgroups 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) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Title I School Planning: <ul style="list-style-type: none"> SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	Items Needed: Stipends Substitutes Estimated Cost: 2000.00	Effectiveness Measure:
				Teacher log sheet Effectiveness Results:

<p>Rigorous, Standards-Based Curriculum: TIER 1 Curriculum These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. During instructional time document cameras, Chromebooks, Smartboards, and other resources are used to enhance individual class assignments, promote student interaction, and create discussion.</p> <p>Teachers are following the state curriculum.</p> <ul style="list-style-type: none"> • English I and II teachers are using Guidebook • Use of State Standards in Math: Algebra 1 and Geometry Eureka • Diagnostic/Interim testing • Inquiry Based Labs in Science • Document Based Questions in Social Studies • Read 180 is used for students with disabilities to improve their Lexile (reading) levels. • School Wide Writing Strategy (ERASE) is used to improve students' writing. • WorkKeyscurriculum.act.org • IB4E Intervention students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students also continue working on the IBC and WorkKeys credentials. IHMS also provides enrichment instruction during intervention. 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>, Wall planner calendars batteries for calculators in math classes and testing</p> <p>Top file jackets folders, loose leaf paper, file jacket folders, sharpies, graphing paper, easel pads</p> <p>Estimated Cost:</p> <p>2500.00</p>	<p>Effectiveness Measure:</p> <p>LEAP 360 data LEAP 2025 results Report Card Grades</p> <hr/> <p>Effectiveness Results:</p>

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 2025-Statewide standardized testing in all core subjects is taken by students. Test results are obtained in the summer and used to determine remediation and instructional strategies for the following academic school year. • SLT (Student Learning Target): Student Learning Targets are measured goals for students in grade 9-12, which guide instruction throughout the academic school year. • Pre and Post Unit test: Grades 9-12 are given a pre-test in various subjects prior to unit instruction in order to determine foundational knowledge. A post-test is given after completion of a study unit in order to determine student's academic growth. • State Guidebook Assessments • DRC- Diagnostic Interim Assessments • Weekly Assessments: Grades 9-12 use various means of formal and informal assessments to measure student performance meeting criteria for content curriculum within a given timeframe. • LEAP 360: Students in grades 9 take a diagnostic assessment, practice assessment, and interim assessment for ELA and Math, which focuses on preparation for state standardizing testing. • WorkKeys curriculum 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Document cameras,</p> <p>Estimated Cost:</p> <p>1000.00</p>	<p>Effectiveness Measure: Review of Intervention data in PLC meetings after two rounds of progress monitoring</p> <p>Effectiveness Results:</p>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Inclusion for 9-12 grade for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teacher on specific student needs. • Students participate in the LEAP Connect Curriculum; students receive accommodations in the regular core curriculum. • Unique program is used by SPED students to increase their reading skills • Strategies may include scaffolded instruction and Guidebook Novels • Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. • Unique is used to support • Curriculum-based assessments are used to determine needs and assess on-going progress. • Teachers analyze data in articulation teams at Cluster meetings and grade level meetings. Weekly tests, exit tickets, rubrics, SLTs, and other assessments are analyzed to determine growth toward mastery. • Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities. <p>Corrective Action Plan (CAP) meetings are held bi-weekly to focus on behavior issues as well as grades.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>1200.00</p>	<p>Effectiveness Measure:</p> <p>Students Attainment of goals</p> <p>Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>400.00</p>	<p>Effectiveness Measure:</p> <p>ELDA Subgroup EL LEAP 2025</p>

<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Limited English Proficiency - meets as needed with regular education teacher and students to discuss student progress within the curriculum. The District Translator, Imagine Learning, and Translation App are used to assist LEP students. ESL teacher/Para support students weekly 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other		Effectiveness Results:
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Interventions for At-Risk Students				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>At the beginning of the year teachers and administrators review LEAP 2025 results from the prior school year, beginning of the year diagnostic assessments, LEAP 360 interim assessments, to determine students who are not proficient and who would likely benefit from intervention instruction</p> <p>Students who did not meet promotion criteria from prior school year will be review by the SBLC/SAT team which time a plan will be developed and monitored.</p> <p>IEPs, 504 and SBLC documents are used to determine placement into specific interventions based on students' needs and data.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>2000.00</p>	<p>Effectiveness Measure:</p> <p>Statewide assessment data</p> <p>Students promoted with intervention from previous school year</p> <p>SBLC/SAT, IEP and 504 documentations</p> <p>Effectiveness Results:</p>

<p>Opportunities and Interventions for Students in Need: LEAP 2025 Workbook</p> <p>All students who scored Approaching Basic or Unsatisfactory on the State Assessment in Social Studies, Science, Math, and ELA will use this workbook. Students' progression is monitored by the teacher.</p> <p>ERASE (Examine Restate Answer Support Explain) A step-by-step response strategy used as an intervention for students who struggle with written response.</p> <p>Read 180 students are identified as at risk based on their Reading Lexile test score. Students are expected to use the program daily for 45 minutes scoring a minimum 75% proficiency in each activity. Progress will be monitored by student performance reports and teacher.</p> <p>IB4E Students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students retaking the LEAP 2025 test are pulled twice a week for remediation. Students also continue working on the IBC and WorkKeys credentials. IHMS also provides enrichment instruction during intervention.</p> <p>JAG: Jobs for America's Graduates is a program designed to assist struggling students to obtain career skills, soft skills, and life lessons. Students are taught a curriculum provided from the official JAG program.</p> <p>Workkeyscurriculum.act.org seniors that have scored below 18 on ACT remediate using curriculum before taking the WorkKeys test.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins ✓ JAG <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>1000.00</p>	<p>Effectiveness Measure: LEAP 2025 results</p> <p>Average Number of students receiving IBC and WorkKeys credentials</p> <hr/> <p>Effectiveness Results:</p>
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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Proper documentation of failed intervention and failure to meet grade-level expectations result in a parent conference and referral to the SBLC process.as a result of the SBLC process, student may be referred to 504 for evaluation.</p> <p>SBLC/SAT: (School Building Level Committee) Students who did not meet grade-level expectations will be referred to the SBLC/SAT at the beginning of the school year in order to develop an intervention plan and monitor the student's progress</p> <p>Implementation/Review of progress will be monitored and addressed through their IEPs</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Coast:</p> <p>500.00</p>	<p>Effectiveness Measure: SBLC Log sheets</p> <p>promoted with intervention student list from 2020-21 school year</p> <hr/> <p>Effectiveness Results:</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • IEP – For students with a current Individual Education Plan who are still struggling, the IEP team will meet to determine if any changes to accommodations need to be made or if any other services are needed. The IEP team consists of an Official Designated Representative, special education teacher, regular education teacher, related service providers, parent, and student. • Unique program is used to support SPED students on increasing their reading skills • Corrective Action Plan (CAP) team will meet and collaborate to address areas of concern with student academics, behavior, motor, communication, health, or social skills • Weekly all teachers much submit Behavior Intervention Plan (BIPS) to Sped teachers 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p>JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>2000.00</p>	<p>Effectiveness Measure:</p> <p>IEP meetings and collaboration team meetings</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • All Sped teachers must submit weekly Inclusion Documentation Logs to the Assistant Principal • 504 Accommodations • Inclusion – special education and regular education teachers work together in some classes to meet the needs of students. • Study Skills teachers reteach and provide reinforcement to students with on skills and concepts • The PAES Lab helps students to be job-ready upon their exit from high school. The PAES lab focuses on a variety of job skills like carpentry, technology, and customer service. <p>Read 180 is used for students with disabilities to improve their Lexile Reading levels.</p>				
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • EL Advocates meet with regular education teachers to discuss student progress within the curriculum. • Imagine Learning and Translator App for English Learners will be utilized to help students meet the rigorous demands in each grade. This will allow the ELL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>EL Advocates monitors grades of all ELL students and gathers data from teacher when student's grades fall in the D or F category.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Cost: 0</p>	<p>Effectiveness Measure: ESL teacher/Para schedule</p> <hr/> <p>Effectiveness Results:</p>

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> <p>In grades 9-12 inclusion is widely used and support by instructional teachers and SPED paras.</p> <p>LEP students are supported by ESL Teacher/para in the general education setting.</p> <p>Clubs: Students in grades 9-12 have the opportunity to join various school sponsor clubs such as: Beta, National Honor Society, SADD, STEM, FFA, FBLA, Student Council, Chess, Spanish, 4H, FCA, and FCCLA.</p> <p>Career and Technical Based Classes: support students in obtaining jobs post high school. IHMS offers a variety of IBCs or Industry Based Certifications such as Welding, Microsoft Office Specialist, Java Script, Customer Service, ServSafe, Agriscience, EMT, CNA, Micro Enterprise, Medical Assistant, AutoCAD Inventor, Drafting, Carpentry, and NCCER Core. Our school also allows students to take the ACT WorkKeys assessments in order to fulfill their ACT requirement.</p> <p>JAG (Jobs for America's Graduates): This program serves as a bridge to outside stakeholders. The program support students in developing job skills. Through this program, students are paired with businesses that best fit their job qualifications.</p> <p>Career Day provides students the opportunity to obtain</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> ✓ Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins ✓ JAG Other 	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>5200.00</p>	<p>Effectiveness Measure:</p> <p>ESL schedule Photos Newspaper articles</p> <hr/> <p>Effectiveness Results:</p>
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<p>information from professionals regarding a variety of careers.</p> <p>Representatives from post-secondary institutions and the military visit campus regularly support and provide information to students.</p>				
<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"> • Summer remediation for students who did not meet promotion requirements • LEAP2025/EOC remediation during study skills classes and during daily Intervention. • Character education and life skills are emphasized as teachers, administrators, and support staff guide students to improve positive decision-making and self-accountability skills. Character education and life skills are implemented during the IB4E intervention program. • National Honor Society and Beta Club members assist with various projects throughout the school and the community. • Students have the opportunity to participate in STEM • LOGO Field Trip 	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>1000.00</p>	<p>Effectiveness Measure:</p> <p>Report card grades</p> <p>IEPs/progress reports</p> <p>Photos</p> <p>Newspaper articles</p> <p>LEAP results</p> <hr/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior:	Goal(s): 1-11	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<p>Bi-Weekly PBIS Meetings- Behavior data is shared to determine a monthly behavior goal.</p> <ul style="list-style-type: none"> • PBIS -The Positive Behavior Support Team develops strategies to encourage positive behaviors. Points are issued by teachers to students exhibiting appropriate behaviors. Points can be redeemed for incentives. Monthly incentives and end of the year incentives are also provided to encourage positive behaviors. A PBIS Binder is kept in order to monitor and document PBIS initiatives. • Discipline Data will be analyzed to determine strengths and weakness of the school program. • The Positive Action Classroom is use for students as a means to keep students in school • Mental Health Provider: Due to the often-unstable environments that many of our student's experience, a Mental Health Provider (MHP) will work with students during the week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and life stresses. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the 		<input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Estimated Cost:</p> <p>600.00</p>	<p>PBIS reports Discipline data</p> <hr/> <p>Effectiveness Results:</p>

<p>MHP for varying amounts of time depending on need.</p> <ul style="list-style-type: none"> • Grade level Assemblies are provided to teach students how to report and deal with problem behaviors. • The Leadership Team provides Enrichment teachers with social skills lessons that teach students how to avoid problem behaviors. 				
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> • 8th Grade Transition Visit- 8th grade students from feeder schools will visit during the school day in the spring. They tour the campus and are given information on clubs, extracurricular activities, and graduation requirements. • Guidance counselors visit each of the feeder schools for scheduling. • Freshman Orientation: This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school. <p>Outgoing Students:</p> <ul style="list-style-type: none"> • Our Internship Program offers senior the opportunity to gain experience in the community workforce in this area. • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year. • LOSFA Presentation • College Tour • College Field Trip • FAFSA Workshop <p>College/Vocational/Military Opportunity sessions</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>2000.00</p>	<p>Effectiveness Measure: Attendance rate Sign in sheets Agendas photos</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction

<p>Professional Learning Communities (PLCs):</p> <p>Leadership Team completes weekly reviews and analyzes student needs in order to drive instruction. Goals and objectives are discussed and shared with the faculty. Once the need is identified, the team will implement Research Based Strategies and lesson activities to address the needs. The Leadership Team will use backwards design methods to plan units of instruction for ELA, Math, Social Studies and Science.</p> <p>Cluster Meeting Team will meet weekly and be led by teacher leaders. Teachers work together to develop lessons aligned with current state curriculum standards. Meetings will discuss strategies and lesson activities for instruction. Teachers will bring students' work to analyze. Data will be tracked in order to monitor students' progress.</p> <p>Faculty Meetings meet monthly and led by the Instructional leader to celebrate teachers' success in the classroom, collaborate on students' behavior, academics, social events and concerns. Data, goals, objectives and strategies are reviewed.</p> <p>PBIS Planning Team meets monthly to analyze discipline data, review incentives and rewards data.</p> <p>Departments meet monthly to discuss curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats. Teachers review data from assessments, such as Benchmark and departmental assessments, to develop relevant instruction</p> <p>Kagan Trainer will work in the classrooms with teachers on maximize cooperative Learning Management Techniques</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Wall planner calendars, batteries for calculators in math classes and testing</p> <p>Top file jackets folders, loose leaf paper, file jacket folders, sharpies, graphing paper, easel pads</p> <p>-2 Substitutes a month needed for 3 teachers to cover their classes for PBIS Planning Team meetings</p> <p>Kagan Cooperative Classroom Management Techniques Training</p> <p>Estimated Cost: 7000.00</p>	<p>Effectiveness Measure:</p> <p>PLC agendas/sign-in sheets</p> <hr/> <p>Effectiveness Results:</p>
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NIET Teacher Support – Teacher Leaders provide follow-up classroom assistance to teachers’ weekly.				
<p>Professional Development:</p> <ul style="list-style-type: none"> Other Professional Training: <ul style="list-style-type: none"> * Conferences/Trainings <p>Conferences and workshops are attended by teachers based on their content areas and grade level. Attend professional development throughout the school year to review curriculum, receive updated information regarding curriculum, and implement research-based strategies in the classroom and school.</p> <p>See individual prior- authorization approvals for specifics</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p>Other</p>	<p>Items Needed:</p> <p>Estimated Cost: 0</p>	<p>Effectiveness Measure:</p> <p>Substitute claim forms</p> <hr/> <p>Effectiveness Results:</p>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

<p>Teacher Certification: Teachers, who are uncertified, will either begin or continue the certification process by either taking classes or taking tests to become alternatively certified. Some are currently enrolled in master's degree programs, while others are enrolled in other licensed programs. Teachers will produce documentation of their ongoing attempts to become certified twice per school year.</p> <p>Teacher Retention: Teachers work with teacher leaders, administration, or leadership team members to strengthen their skills as a teacher and become stronger teachers. Knowing their content and becoming more knowledgeable about classroom management, organization, and necessary paperwork helps teachers understand professional expectations and increase their effectiveness in the classroom.</p>	<p>Goal(s): 1-9</p>	<p>Budgets used to support this activity:</p> <p>✓ Title I</p> <ul style="list-style-type: none"> • Title II • LA4 • IDEA • Title III • Title IV • Perkins • JAG • Other 	<p>Items Needed:</p> <p>Estimated Cost: 0</p>	<p>Effectiveness Measure: Attainment of goals, Data report results</p>
				<p>Effectiveness Results:</p>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent:

<ul style="list-style-type: none">• Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.	Goal(s):	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	Items Needed: Estimated Cost: 0	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments <hr/> Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

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

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

- *The SWP remains in effect for the duration of the school year. 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 SWP 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 subgroups:

Schoolwide Plan (SWP) is monitored through:

- DATA; weekly, month, semester, and yearly
- SLTs provide diagnostic, pre, and post test results
- Progress Monitoring - data is collected and charted
- OnCourse Reports - behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.
- SIP committee meets quarterly to monitor the plan. OnCourse data, Leap 360 data, mid-year assessment data, and SLTs are used to measure the effectiveness of the plan.
- Diagnostic, Interims, and Summative Assessment Data.
- LEAP 360 data are used to determine student readiness for instruction.
- Teachers adjust lessons according to their students' needs.
- Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly.
- Teachers will use SWP to align instruction and provide remediation to close the achievement gaps.
- Discipline, PBIS, and attendance reports
- Professional Development documentation

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

The SWP Committee will meet in May/June 2022 to discuss the impact of the school programs and Parent Family Engagement events outlined in the SWP to determine their effectiveness.

Describe how and when the evaluation results of the SWP are reported to the school's stakeholders (faculty, staff, parents/families, and community members): Report to Stakeholders at Open House and the Annual Title 1 meeting.

2021-2022 Committee

Members

School Wide Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP
Members Include:

- Principal: Chasity Collier
- Assistant Principal: Thasia Domiano
- Disciplinarian: Mack Webb
- Counselor: Ronina Walls
- Literacy Specialist: Pauline Williams
- Science Teacher: Chudney Hart
- English Teacher: Danielle Gongora
- Math Teacher: Sandra Moran
- Sped Teacher: Raut Chandralekha
- Vocational Teacher: Dwayne Wascom
- School Board and Community Member: Robin Abrams
- Mayor, Community Member: Jim Paine
- Parent/Family: Eola Trobona
- Parent/Family: Maria Pina
- Parent/Family: marguerite Smith
- Student: Jose Pina
- Student: Alec Smith
- Student: Marvie'onna Brown

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP
Members Include:

- Principal: Chasity Collier
- Assistant Principal: Thasia Domiano
- Disciplinarian: Mack Webb
- Counselor: Ronina Walls
- Literacy Specialist: Pauline Williams
- Science Teacher: Chudney Hart
- English Teacher: Danielle Gongora
- Math Teacher: Sandra Moran
- Sped Teacher: Raut Chandralekha
- Vocational Teacher: Dwayne Wascom
- School Board and Community Member: Robin Abrams
- Mayor, Community Member: Jim Paine
- Parent/Family: Eola Trobona
- Parent/Family: Maria Pina
- Parent/Family: marguerite Smith
- Student: Jose Pina
- Student: Alec Smith
- Student: Marvie'onna Brown

SCHOOL ASSURANCES

- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

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

Chasity Collie

Principal Signature

July 30, 2021

Date

Pauline Williams

Chairperson, Schoolwide Improvement Team Signature

July 30, 2021

Date