

2021-2022 Schoolwide Plan



Loranger High School

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

School Loranger High School

SPS 74.5

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	Parent and	Core Instruction	Professional	Estimated Cost
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	Family Engagement	Interventions Support and Extended Learning/Other Strategies	Development	
Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples	x	x	X	2000
Copy machine, Duplicator, Printer	x	x	X	600
Service Contracts	x	X		5,000
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard, Ipads, Projector, Document Camera, Bulbs	X	X		0
Mice, Headphone, Keyboard, USB Cord, Cat Cable	X	X		820
Laminator, Laminating Film	X	X		200
Poster Maker, Poster Paper, ink	X	X		
Communication Folders, Planners	x	X		0
Bonders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,	x	X		0
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, glue, glue sticks	x	x	X	1,000
Dry Erase Supplies: boards, erasers, cleaner, markers	x	x	x	0

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
Graduation cohort index of 93.2 (A). Graduation rate of 84%, higher than both the district and state averages.	69% of students consistently score below proficient on ACT and WorkKeys assessments.
Strength of diploma index of 88.5 (B). <i>AP, CLEP, DE Credit</i>	Overall average ACT score (16.8). White students average ACT score (18) Black students average ACT score (14.9) Economically Disadvantaged average ACT score (15.6)
90% of students have zero out-of-school suspensions. 81% of students have zero in-school suspensions.	State assessment index for LEAP 2025 is 53.9 (D).
School Progress Index is 74.5 (C).	Students in subgroups of Black (22%), Economically Disadvantaged (23%), and Students with Disabilities (8%) all score below the state average of Mastery and Above on LEAP2025.
87% of students completed the Free Application for Financial Aid (FAFSA), exceeding the state average.	71% of all students score below Mastery on LEAP2025.
71% of students missed fifteen or fewer days of school.	29% of graduates earned credentials. All subgroups were significantly below state averages. Black students (16%); Economically Disadvantaged (14%); Students with Disabilities (7%)
According to the fall 2020 Panorama survey, 76% of students have an adult or teacher on campus that they can count on for help.	56% of core classes are taught by appropriately certified teachers, significantly lower than the state average (83%)
	According to the fall 2020 Panorama survey, 31% of students and 17% of teachers felt that the school had a positive climate in comparison to the district average of 44% and 54% respectively.
	According to the fall 2020 Panorama survey, 31% of students felt a sense of belonging at school.
	According to the fall 2020 Panorama survey, 21% of students are engaged in class.
DATA SOURCES- List all Data sources analysed (see instructions in Title I Crate Section 2): LDOE 2019 School Performance Scores & Letter Grades; 2020 LDOE State-District ACT Subgroup Performance; LDOE TOPS Eligibility; LDOE 19-20 School Discipline Rates; LHS LDOE Published School Report Card; Fall 2020 Panorama Survey	
GOALS	

• <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, Increase the school's cohort graduation rate index from 93.2 to 95.0.	
2. Increase the index of my seniors graduating with a basic or advanced credential from 52.9 to 55.0.	
3. Increase the number of my seniors eligible for a TOPS award from 50% to 67% and/or 38% to 43%.	
4. Decrease the % of my students who are chronically absent (15 or more days a year from 29% to 25%.	
5. Increase the number of my seniors eligible for a TOPS award from 50% to 67% and/or 38% to 43%.	
6. Decrease the % of my students who are chronically absent (15 or more days a year from 29% to 25%.	
7. Increase the % of my students with disabilities scoring mastery or advanced on the end of year state assessment from ____ to ____%. (Still waiting on specific data)	

2. PARENT AND FAMILY ENGAGEMENT				
• <i>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.</i> • <i>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.</i> • <i>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.</i>				
PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):	Goal(s): All goals	Budgets used to support this activity: Title I	Items Needed: Refreshments Copies of SWP	Effectiveness Measure: *Parent Survey

Initial Plan ● Parent Advisory Committee - The committee will be composed of parents of students in various grades, of various races, and performing at various academic and social levels. Parents will be invited to meet in August 2021 to provide feedback and input. The SWP will be updated if needed. Meetings will be held once per grading period from August 2021 to May 2022. ● Student Advisory Committee - The committee was formed prior to the 21-22 school year. Students represent various races, grades, and academic/social levels. Students will be invited to meet in August 2021 to provide feedback and input. Meetings will be held a minimum of once per grading period from August 2021 to May 2022. ● Parent/Teacher Conferences will be held as needed throughout the year to discuss academics, behavior, and attendance as it relates to student performance. ● Survey Data (various sources) - Panorama surveys will be used multiple times throughout the year with students, staff, and parents. This data, along with information from statewide assessments, discipline, and stakeholder feedback will be analyzed. ● Yearly SWP Review - Committees will meet during May or June 2022 to review data collected and evaluate effectiveness of SWP, initiatives, and note changes needed for future planning.		Title II LA4 IDEA Title III Title IV Perkins JAG Other	Copies of Progress Reports Estimated Cost: 200	*Student Survey *Teacher Survey *Exit Tickets *Meeting Agenda *Sign In Sheets Effectiveness Results:
Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: ● Parent Advisory Committee - In addition to the SWP, this committee will also provide input for other areas (i.e., school climate, stakeholder concerns, increased parent involvement).	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4	Items Needed: Copies of SWP Informational Brochures Refreshments	Effectiveness Measure: *Parent Survey *Student Survey *Teacher Survey *Exit Tickets *Meeting Agenda

Community Stakeholder Advisory Committee - In addition to the SWP, this committee will serve as a communication link between the school and community. Members will provide input for other areas (i.e., school events, available resources, school culture in the community feedback, etc.)				*Sign In Sheets
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		IDEA Title III Title IV Perkins JAG Other	Estimated Cost: 200	Effectiveness Results:
Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.: - Student Progress Center - Parents can log in to Oncourse Connect to check student grades, missed assignments, and absences. Parents can also see any alerts sent regarding their student's progress and behavior. - School website - Parents can view the school website for information, teacher webpage links, upcoming events, and school initiatives. - School Facebook Page - All stakeholders can view information about future events, up-to-date changes, and recent accomplishments of students and teachers. - School Messenger - Calls can be sent school-wide, to specific grade levels/groups, or a small group of parents for individual students to inform or remind parents of information. - School Marquee - Information about meetings, student academic achievement (i.e., ACT), etc. will be	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Sign repair SMORE subscription Copies of class schedules Estimated Cost: 300	Effectiveness Measure: Progress Reports *Parent/ Teacher Communication *Meeting agendas *Sign in documents *Surveys Effectiveness Results:

displayed for all stakeholders. ● Monthly Newsletter - Parents and students will receive a monthly newsletter with information about academics, extra-curricular, and district events. ● Meet & Greet - Parents and students are invited to meet teachers and staff by attending short sessions in each of their student's classes to receive information about expectations, procedures, and upcoming events. Teachers have sign-up sheets available for parents who wish to schedule individual conferences at another time. ● Orientation - Students and parents are invited to attend summer orientations set up by grade levels. School-wide and grade-specific information is shared. Incoming ninth grade students and transfer students from any grade are offered a tour of the campus highlighting teachers on their class schedule (if available). ● Student Assistance Team (SAT)/IEP/504 Meetings - These meetings are held as needed or according to timeline to discuss student progress and/or behavior.				
Translation Services: ● 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. ● Google Translate	Goal(s): 2,3,4,5	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Reports and copies of translated notes Estimated Cost: 0	Effectiveness Measure: Sign in sheets *Tally Marks of Google Translate Effectiveness Results:

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.

Parent Family Engagement Activity: Summer Orientations (July 2021) - Students and parents will attend sessions based on grade level. Ninth grade and transfer students will be provided a tour of campus. All students will receive their class schedule (if available) and transcript (grades 10-12). School counselors and teachers will be present to give information and answer questions.	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Estimated Cost:	Effectiveness Measure: *Sign in Sheets *Agendas *Pictures Effectiveness Results:
Parent Family Engagement Activity: Meet & Greet (September 2021) - After a short whole-group introduction (including information about the new Title I SWP), parents and students will attend short information sessions in each of their scheduled classes. Teachers will provide general information such as classroom expectations, certifications, special supplies, etc. Parents can request an individual conference to discuss grades, behavior, etc. via each teacher's sign-in sheet.	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Estimated Cost:	Effectiveness Measure: *Sign in Sheets *Agendas *Pictures Effectiveness Results:
Parent Family Engagement Activity: Senior Meetings and/or Senior Night (throughout the year) - Parents and students are invited to attend and receive information pertinent to graduating seniors. Information includes, but not limited to: FAFSA, scholarships, career exploration, college admissions, and TOPS. FAFSA Completion Night (February 2022) - FAFSA representatives will assist parents and students with the completion of the FAFSA application process.	Goal(s): 2,3, 5	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Copies of FAFSA information Copies of Scholarship information Copies of TOPS information Refreshments Stipends	Effectiveness Measure: Sign in sheets Google Surveys Agendas Effectiveness Results:

			Estimated Cost: 450	
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Parent Family Engagement Activity: ACT Bootcamp (February 2022) - 11th and 12th grade students will be selected based on previous ACT or PLAN scores. Parents will be informed that their student will attend an on-campus, one-day workshop to develop skills for ACT. Students will learn strategies for test-taking, pacing, and time-management in the areas of English, Reading, Math, and Science.	Goal(s): 3&5	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Refreshments ACT Practice Tests ACT informational packets	Effectiveness Measure: Practice test results ACT score index Parent/Student Surveys
			Estimated Cost: 500	Effectiveness Results:
			Items Needed: Refreshments Thank you notes	Effectiveness Measure: Google surveys
Parent Family Engagement Activity: Career Fair (March/April 2022) - Students will attend short presentations from a variety of presenters. Parents will be invited as presenters where possible. Students will select an area of interest from five categories (Health Sciences, Business & Technology, Hospitality & Tourism, Public Service & Government, and Vocational Trades)	Goal(s): 3,4,5	Budgets used to support this activity: Title I Title II LA4 DEA Title III Title IV Perkins JAG Other	Estimated Cost: 500	Effectiveness Results:

Parent Family Engagement Activity: Bi-Weekly Progress Reports (throughout the 21-22	Goal(s): All goals	Budgets used to support this activity:	Items Needed:	Effectiveness Measure: Individual Grade
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school year) - teachers will communicate information about student academic performance via progress reports sent via On Course and tracked in the student's communication log a minimum of once every two weeks.		Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Estimated Cost:	improvement Parent Survey Contact Acknowledgment Effectiveness Results:
Parent Family Engagement Activity: ● Academic Awards Ceremony - Parents and students (grades 9-11) are invited to attend a ceremony recognizing academic achievement, perfect attendance, and other accolades.	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Refreshments Programs Awards Estimated Cost: 250	Effectiveness Measure: Google Surveys Sign in sheets Effectiveness Results:

Additional activities may be added

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) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Title I School Planning: SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc.	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Stipends Substitutes Estimated Cost: 3000	Effectiveness Measure: * Agendas *Daily Log Effectiveness Results:

Rigorous, Standards-Based Curriculum: - Core teachers are following Tier 1 curriculum - Use of Tier 1 curriculum and Eureka support for math - Use of guidebooks for English courses as Tier 1 curriculum - Junior and Senior Level math courses use Mathxl - Use of Socratic seminar in English classes - Use of OnCourse Classroom for Online testing - Use of multiple select questioning and multi-part questions - Science teachers are implementing more science based phenomenon lessons - Exit Tickets—a classroom teacher check of understanding on daily lessons - Common Assessment created by school and district - Social Studies teachers will follow a district made curriculum	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: *Calculators *Compasses *Rulers *Protractors *LEAP 2025 Workbooks *Content area related workbooks *MLA Format Guides Estimated Cost: 500	Effectiveness Measure: *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data *Progress Reports *Exit Tickets Effectiveness Results:
Use of Academic Assessments to Improve Instruction: OnCourse Standards Assessments - teachers will utilize assessments in On Course to track student mastery of standards. Results will drive changes to instruction as needed. LEAP 360 - All 9th and 10th grade students (enrolled in LEAP 2025 courses) will complete this diagnostic assessment, practice assessment, and interim assessment in ELA and Math to prepare for state testing. Teachers will use this data to make changes for instruction, intervention, etc. as needed. Data will be discussed	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed:	Effectiveness Measure: *LEAP 2025 Scores *ACT/Pre-ACT Scores - WorkKeys Scores *LEAP 360 Data *Common Assessment Data *Sign In Sheets *Agendas Estimated Cost:

Effectiveness Results:				
	during department planning time and/or PLC. ● Pre- and Post-Tests - Students will complete pre- and post-tests for various subjects prior to and after instruction in order to determine prior knowledge and content mastery. Data will be used to make changes for instruction as needed, and it will be discussed in department planning time and/or PLC. ● Formal/Informal Assessments - Students in grades 9-12 will complete various formal and informal assessments each week to measure student mastery of content standards. These include, but are not limited to, State Guidebook Assessments, Eureka Math exit tickets, and teacher-made assessments. ● LEAP 2025 - Students will complete statewide standardized tests in core subjects (English I & II, Algebra I, Geometry, Biology, and US History). Test results are used to determine summer remediation and retest groups. Data is also used to plan for instructional strategies and scheduling needs for the following year. ● SLT (Student Learning Target) - SLTs are specific, measurable goals for all teachers. Data from SLTs is used to modify or plan for instruction throughout the year. ● ACT Work Keys Curriculum - 11th grade students (Jump Start core classes) complete online assessments and activities to determine student success on the WorkKeys assessment. Data is used to revise instruction or attend intervention as needed. ● ACT WorkKeys Assessment - This vocational based ACT exam is taken by all first time 11th grade students who have opted in to the Jump Start Graduation Pathway. 12th grade Jump Start students who have not successfully scored proficient are also tested after completing intervention.			

Strategies, Curriculum, and Assessments Specific to Students with Disabilities: • Para support • Inclusion classes • April Dunn eligible students are provided with remediation for LEAP 2025 either through Study Skills or another elective class. • SAT interventions	Goal(s): 7	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Estimated Cost:	Effectiveness Measure: *Progress Reports *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data Effectiveness Results:
Strategies, Curriculum, and Assessments Specific to English Learners: • 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 on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Describe the EL program at your school, including how and what services are provided to the EL students: • Materials translated to native language (using Oncourse translation services) • Google Translator Apps	Goal(s):	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Items Needed: *EL Resource Books *EL Games Estimated Cost:	Effectiveness Measure: *ELP Test *ELL Teacher Schedule Effectiveness Results:

• Accommodations given through Oncourse				
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Interventions for At-Risk Students

Process for Determining Student Participation in School and Classroom Interventions:	Goal(s): 7	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Identify students with unsatisfactory on prior LEAP 2025 State Assessments and/or students with under an 18 composite ACT score. • Professional Learning Communities • Student Assistant Team • IEPs and IAP documents • Prior year grades in core classes • LEAP 360 • Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys) • School and District made common assessments • Teacher recommendations • Parental concerns • Attendance Record • Discipline Record • Student Grades		Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Estimated Cost:	*Progress Reports *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data Effectiveness Results:
Opportunities and Interventions for Students in Need: • IB4E - Students are given daily differentiated intervention for 25 minutes. Intervention can include LEAP 2025 remediation, industry-based credential exams, WorkKeys/ACT preparation or remediation (online). Students who do not attend intervention	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA	Items Needed: IB4E software	Effectiveness Measure: *Progress Reports *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data

receive enrichment instruction including character and relationship building, life-skills, etc. ● Rotating intervention periods built into the school day. ● ACT Remediation Courses for seniors with less than an 18 composite ACT score. ● After School Programs (ACT, subject specific acceleration) ● ACT Boot camp ● Math and English Acceleration Courses ● Student Assistance Team ● RKM Counseling Services ● April Dunn eligible students are provided with remediation for LEAP 2025 either through Study Skills or during another elective class. ● Double Blocking in core classes ● After school tutoring	Title III Title IV Perkins JAG Other	Estimated Cost: \$1300.00	*Common Assessment Data Effectiveness Results:
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: ● Student Assistance Team - Teachers refer struggling academically to the SAT composed of administrators, counselors, teachers, Pupil Appraisal staff, and parents. The participants vary depending on the student. The team determines if more accommodations are needed. ● Test Data (interim, OnCourse, LEAP 360) ● Collaboration Forms - Forms can be submitted at any time; however, teachers are required to submit forms a minimum of once per grading period. Collaboration meetings can include administrators, special education teachers, general education teachers, Pupil Appraisal staff, students, and parents. ● Review of IEP/504	Goal(s): All goals	Budgets used to support this activity: Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other Items Needed: Estimated Cost:	Effectiveness Measure: *SAT log sheets *T-9 List Effectiveness Results:

Interventions Specific to Students with Disabilities:	Goal(s): 7	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
● 504 Individualized Academic Plan (IAP) - current students who qualify for 504 services and are still struggling will be scheduled for a review of their IAP. The IAP team consists of an administrator, 504 Coordinator, general education teacher, parent, and student. ● Individualized Education Plans (IEP) - current special education students who are still struggling will be scheduled for a review of their IEP. The IEP team consists of an Official Designated Representative, special education teacher, general education teacher, related service providers, parent, and student. ● Inclusion - general education and special education teachers work collaboratively to meet the needs of students with disabilities. ● Paraprofessional Support- students receive support in general education classes from paraprofessionals who provide academic and behavior accommodations or interventions. ● Study Skills Classes - students with special needs are offered this class to provide necessary skills for success in high school and beyond. Their study skills teacher also serves to communicate with the student's general education teachers to monitor student success. ● Behavior Intervention Plans - Teachers submit data daily/weekly via a shared Google document to log student actions and monitor the effectiveness of the BIP or determine if changes/revisions need to be made ● Read 180 - is a specialized reading intervention program. The program is used in Study Skills and in general education classrooms (i.e., Remedial English) to build skills and improve Lexile reading levels.		Title I Title II LA4 IDEA Title III Title IV Perkins JAG Other	Estimated Cost:	*Intervention data *IEP meetings and collaboration team meetings. Effectiveness Results:

● Study Skills ● Honors ● Advanced Placement ● Dual Enrollment ● Theatre ● Talented Art, Music, Theatre ● Physical Education ● Band ● Communications ● Computer Science ● Family and Consumer Sciences and ProStart ● Foreign Language (French & Spanish) ● Business ● Agriculture courses ● Industrial Arts ● Medical (CNA, EMR, Pharmacy)		Title IV Perkins JAG Other	Estimated Cost:	
Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips): ● Field Trips ● Dual Enrollment ● AP classes ● Clubs and organizations ● After School Program	Goal(s): All goals	Budgets used to support this activity: Title I Title II L A4 IDEA Title III Title IV Perkins JAG Other	Items Needed: Estimated Cost:	Effectiveness Measure: *Progress Reports *IEPs *photos
Effectiveness Results:				

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): 7	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:	
• RKM Counseling Services • School Counselors • PBIS • Restorative circles • Positive Action Classroom (PAC) • Student Assistance Team • Check in Check Out • 504 services • IEP		Title I Title II LA4 IDEA Title III Title IV Perkins IAG Bond Money Other	Estimated Cost:	*Discipline data *PBIS reports	
Effectiveness Results:					
Strategies for Assisting Students in the Transition from One School to the Next:					
Transition Activities for Incoming and Outgoing Students:	Goal(s): All goals	Budgets used to support this activity:	Items Needed: Refreshments Thank You Notes	Effectiveness Measure:	
• Freshman Orientation • th grade parent meeting • Open House • School counselors visit feeder schools for scheduling		Title I Title II LA4 IDEA Title III			

• SPED coordinator meets feeder schools to aid in transition for SPED population • Career Pathways offered • School counselors visit foreign language classes to aid in graduation pathway/career exploration. • Dual enrollment courses • Advanced Placement (AP) courses • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit through the school year. • Career Fair		Title IV Perkins JAG Other	Estimated Cost: 500	Effectiveness Results:
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Professional Development

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

Professional Learning Communities (PLCs):	Goal(s): All goals	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Instructional Leadership Team Meetings—ILT meetings are held weekly for various ILT members. ILT are content driven. During these meetings, team members will be planning for PLC with teachers and analyzing data and samples of student work. Team members will also analyze data and manipulate the SPS calculator with each group to come to consensus on our targeted goal for each LEAP 2025 student assessment, ACT, WorkKeys, Graduation Index and Strength of Diploma indexes. • Professional Learning Communities will meet weekly by content area. Teachers will analyze data		Title I Title II L44 IDEA Title III Title IV Perkins JAG Other	Estimated Cost:	Sign In Sheets Agendas Attainment of Goals Exit Ticket Effectiveness Results:

and samples of student work. Teachers will plan intervention techniques.				
Professional Development: - Other Professional Trainings * Conferences/Trainings Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual prior- authorization approvals for specifics.	Goal(s): All goals	Budgets used to support this activity: - Title I - Title II - LA4 - IDEA - Title III - Title IV - Perkins - JAG - Other	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed Estimated Cost: 1500	Effectiveness Measure: Agendas Sign In Sheet Effectiveness Results:

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: - School Administrators 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 colleges 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 provided an alternative 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 recommendation for hire.				
Strategies for Workforce Talent:				
Mentor teachers	Goal(s): All goals	Budgets used to support this	Items Needed:	Effectiveness Measure: Teacher retention

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> • After school training • Job shadowing • Teacher leaders • Data walks | | activity:
Title I
Title II
LA4
IDEA
Title III
Title IV
Perkins
JAG
Other | Teacher survey
.....
Effectiveness Results: |
| | | Estimated Cost: | |

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 L/A4, 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:

- At the beginning of each school year, the SWP will be reviewed by faculty and staff. It is discussed at Leadership Team Meetings in addition to PLC meetings where focus areas are addressed, student work, state assessment, and discipline data are reviewed and analyzed. Next steps are discussed and implemented to make sure that the goals are being addressed.

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:

- In the fall the SWP Committee will meet to review the SWP and make any necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2022, an effectiveness meeting will be held to review the 2021-2022 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities.

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

- Information from the effectiveness meeting in May/June 2022, when data is released from department of Education, will be shared on the school's website, discussed with faculty and staff at our end of the school year faculty meeting, and our parent activities.

2021-2022 Committee Members

Parent/Family Engagement Committee	
Responsible for the Implementation of the PFE Activities in the SWP	
<u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP Members Include: • Principal: Amber Anthony • Assistant Principals: Nicholas Varnado, Kallie Wilson • Student: Abby Vollenwelder, Spencer Griffin, Julyssa Garcia Marquez, Alondra Frayre, Claire Pelloat, Jonquail Taylor,	Members Include: • Principal: Amber Anthony • Assistant Principals: Nicholas Varnado, Kallie Wilson • Student: Abby Vollenwelder, Spencer Griffin, Julyssa Garcia Marquez, Alondra Frayre, Claire Pelloat, Jonquail Taylor, Jeremiah Wells,

Jeremiah Wells, • Teacher: Blaine Daigle • Parent/Family: Tawanda Robertson, Melissa Pellichino, Harriet Wells • Community Member: Nicole Pelloat You may add more members. Provide title and name of each member.	• Teacher: Blaine Daigle • Parent/Family: Nicole Pelloat, Tawanda Robertson, Melissa Pellichino, Harriet Wells You may add more members. Provide title and name of each member.
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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.


Principal Signature

11-17-2021
Date


Chairperson, Schoolwide Improvement Team Signature

11-17-2021
Date

