

2022-2023 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Kentwood High School
7-12

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

School ___Kentwood High School

SPS __69.1

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

X 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 to support Tier I core curriculum 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, Ink, Toner, Masters, Staples	X	X	X	\$2000
Copy Machine, Duplicator, Printer				
Service Contracts, Repair Cost, Rebuild Kits	X	X		\$1100
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$3000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$1300
Laminator, Laminating Film	X	X	X	\$2000
Poster Maker, Paper for Poster Maker, ink		X	X	\$1000
Communication Folders, Planners	X	X	X	\$3000
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials		X	X	\$1500
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		\$2000
Must be used by STUDENTS General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out,		X		\$3000

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels		X		\$1200
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$2000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$2000
ELA Materials:		X		\$1000
Social Studies Materials: Globes, Maps		X		\$2000

1.1 Family and Stakeholder Engagement

The SWP/SIP 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 SWP/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.

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and student with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

Prior to the 2022-2023 academic year, the KHS SWP team invited the following parent and community members to the CNA and SWP committee meetings:

Ms. Keisha Briggs, parent of a student with a disability, Ms. Angela Bates, parent of a socioeconomically disadvantaged student, Ms. Karen Griffin, community member and a member of one of our community sponsors from Hancock Whitney Bank, Terrell Smith, member of the The North Tangi Support Group, and Ronnie Johnson, a KHS student. The educational staff at KHS on the Title 1 committee reviewed the CNA data with the invitees and explained the purpose of the information and its relevance in creating the SWP. The invitees were then shown the correlation between the CNA, the SWP, and student progress. The invitees were encouraged to add their input to the CNA and SWP.

Provide examples of changes made to the schoolwide plan based on input from families/parents:

- Have the Marquee in the front of the school fixed to display important messages
- Use the poster making machine to display important messages on the gates
- Robo calls to announce the end of the 9 week grading period and as reminders of important information for parents, students, staff
- Create an OnCourse step by step instruction guide to post on the school website, hand out at open house, and attach in Remind for parents
- Allow teachers access to the usernames and passwords for the parents of the students they teach so they will be easily accessible to give to parents who do not have the information
- Get coaches and students who participate in sports to get their parents involved in school visits and meetings
- Institute an after-school tutoring program
- Have men from the North Tangi Support Group be more visible in a positive, encouraging, and mentoring role on the campus to offer support

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

Parents, community members, and students are invited to serve on the CNA and SWP committee.

Stakeholder and committee meetings will be designed for planning during the year.

Parents and community stakeholders on the SWP team are shown how the findings and data from the CNA is broken down and taught what that data implies regarding student academic progress so they can assist in decision making.

Parents and community stakeholders are shown how to correlate the CNA data and the requirements of the SWP so decisions can be informed and purposeful.

IEP meetings will be held with parents, students, and educators to address students' needs.

Teachers will use Remind text and J Campus to communicate via email, phone calls, and messages.

Parents, the community, and students will have access to important information via various social media outlets (School Facebook page, school web page, Hypersign TV services within the school buildings).

KHS will hold 8th grade graduation and an award program at the end of each nine week grading period for all stakeholders.

Open house will be held at the beginning of the academic year and stakeholders will be presented with the SWP information.

KHS has an open door policy for parents and community members who want to be involved with decision making.

Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:

Parents, community members, and students are invited to attend CNA and SWP meetings to be involved in the decision making of KHS.

Parents and the community have access to J Campus and can view student information, they can send and receive emails and messages to and from KHS.

KHS and KHS teachers use Remind text messaging services to keep parents and students informed about important

IEP meetings will be held with parents, students, and educators to address students' needs.

Teachers will use Remind text and J Campus to communicate via email, phone calls, and messages.

Parents, the community, and students will have access to important information via various social media outlets (School Facebook page, school web page, Hypersign TV services within the school buildings).

KHS will hold 8th grade graduation and an award program at the end of each nine week grading period for all stakeholders.

Open house will be held at the beginning of the academic year and stakeholders will be presented with the SWP information and instructed on JCampus/OnCourse systems..

KHS has an open door policy for parents and community members who want to be involved with decision making.

KHS holds an informational 7th grade orientation for parents and students.

All teachers at KHS are required to contact/attempt to contact parents consistently and frequently during the academic year.

KHS will hold a breakfast or luncheon for honor roll students each 9 weeks that parents will be invited to attend.

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.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged.

Translator APP will be utilized

Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on 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.

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Parent/Family Engagement Activity:</p> <p>*Invite families to share priorities, concerns, and feedback and bring families into the decision-making process via the SWP team, IEP meetings, teacher/parent conferences, phone calls, emails, text messages, and JCampus access.</p> <p>*Assess all family engagement initiatives through an equity lens</p> <p>*Offer flexibility and a variety of options for family involvement</p> <p>*Leverage a variety of tools to facilitate meaningful, two-way communication(face-to-face meetings, phone contact, emails, letters, Remind texts, parent conferences, IEP meetings, academic events for students and parents)</p>	<p>SWP Goal (s):</p> <p>#5,6</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper</p> <p>Ink/Toner</p> <p>Stamps</p> <p>Envelopes</p> <p>Tape</p> <p>Teacher/Parent contact forms</p>	<p>Effectiveness Measure:</p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Panorama Surveys</p> <p>Increased parent participation</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.dualcapacity.org/</p> <p>Kraft, M. A., & Rogers, T. (2015). The underutilizedpotential of teacher-to-parent communication: Evidence from a field experiment. <i>Economics of Education Review</i>, 47 (2015), 49-63.</p>			<p>Estimated Cost:</p> <p>\$1000-1500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>*Assess all family engagement initiatives through an equity lens and offer flexibility and a variety of options for family involvement. (Open house, meet and greet dates, 7th grade orientation with parents, awards ceremonies each grading period, Remind text, messaging service, JCampus ,FASFA assistance during the school day and after hours to accommodate parent work times.</p>	<p>SWP Goal (s):</p> <p>#5,6</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost: \$500-900</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets</p> <p>Panorama surveys</p> <p>Increased parent participation and communications</p> <p>Contact records and forms</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://data.calschls.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>*Leverage a variety of tools to facilitate meaningful, two-way communication (Consistent communication with parents via phone calls, texts, emails, Remind texts, JCampus communication services, parent/teacher meetings, IEP meetings, SWP committee meetings, academic award ceremonies each grading period).</p>	<p>SWP Goal (s):</p> <p>#5,6</p>	<p>Budget Decision /Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets</p> <p>Panorama surveys</p> <p>Increased parent participation and communications</p> <p>contact records and forms</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://data.calschls.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf https://www.dualcapacity.org/</p>			<p>Estimated Cost: \$500-800</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>*Engage in specific conversations with parents throughout the school year to discuss student learning and behavior, and testing information and data</p>	<p>SWP Goal (s)</p> <p>#2,3,4,5,6</p>	<p>Budget Decision /Coordination :</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets</p> <p>Panorama surveys</p> <p>Increased parent participation and communications</p> <p>contact records and forms</p> <p>academic records</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Henderson, A.T. (2011). Coaching Parents as teammembers: Academic parent-teacher teams. In FamilySchool-Community Partnerships 2.0: Collaborative Strategies to Advance Student Learning. Washington, DC: National Education Association.</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.2 COMPREHENSIVE NEEDS ASSESSMENT

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

- **Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**
and
- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take 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.**

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
1. Surveys show 82 % of students and staff highly rate positive relationships at KHS	1. 96% Percentage of students scoring below proficiency on LEAP
2. High school ELA curriculum was rated a 2 on the implementation scale.	2. 100% Students with exceptionalities scoring below proficient on LEAP
3. Surveys taken show 64% of families feel supported and that their students are safe at KHS.	3. Highest referral infraction is for instigating and participating in fights.
4. Students have supportive relationships based on survey results which were 82%.	4. Junior high curriculum implementation scale results rank low with a median score of 1
5. KHS had a 100% graduation rate, which surpassed the district and state rates.	5. Social studies has the lowest implementation scale rating in both junior high and high school with a 1 rating.
	6. Surveys indicate school climate, fit, sense of belonging, and student attentiveness rank low at 33% for each category.

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Kentwood High School is a community school with 94% economically disadvantaged students. KHS has an SPS score of 69.1 and Urgent Intervention/Discipline is required. The SPS subgroup score is 41%, but notably student progress is a C rating. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas in grades 7-12 is a critical next step toward academic improvement.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- 1. Increase the percentage of all students scoring proficiency on LEAP (increasing advanced and mastery in each core area)
- 2. Address lack of engagement and motivation with curriculum (making it more meaningful and relevant to students)
- 3. Find ways to increase student and parent involvement with clubs and academics (increase involvement)
- 4. Decrease discipline referrals
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DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Attendance data; discipline data; Panorama survey results; LEAP test results; interim test results; Report cards

SCHOOLWIDE PLAN GOALS

- *Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include Subgroup (s) Goal (s)*
- *Aligned to District Goals*

1. Maintain our 95% graduation rate

2. Use methods and instructional strategies to increase the LEAP score proficiency rate from 4% to 6%. We will increase the subgroup subscores from 0% to 3%.

3. Address the lack of motivation as evidenced by Panorama surveys by instituting student of the month, PBIS, awards ceremonies each grading period, training new/beginning teachers in Eureka and Guidebooks, and consistently promoting high achieving students. KHS will also introduce an Acceleration program each morning for 30 minutes before classes begin for students and teachers to focus on areas of need and increase the amount of quality learning time.

4. Use methods and instructional strategies to increase the 7th grade yearly test scores from 6% proficient to 9% proficient, and increase the 8th grade yearly test scores from 14% proficient to 18%.

5. KHS will increase parental and community involvement.

6. KHS will decrease the number of discipline referrals by 5%.

1.3 STRATEGIES FOR IMPROVEMENT

Provide a description of schoolwide strategies that the school is implementing to:

1. Use methods and instructional strategies that strengthen the academic program in the school
2. Increase the amount and quality of learning time
3. Help provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education
4. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target.

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p>Rigorous, Standards-Based Curriculum: *Math teachers will adhere to the Eureka curriculum and standards as set forth by the district *ELA teachers will adhere to the Guidebooks curriculum and standards as set forth by the district *Collaborative Strategic Reading (CSR) *Science and social studies teachers will adhere to Open Sci Ed and the curriculum and standards as set forth by LDOE *Unique will be used and implemented self-contained students</p>	<p>ED</p> <p>Priority(s): #1,2,3,4</p>	<p>SWP Goal(s): #1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper Writing utensils Headphones Chromebooks Ink & Toner</p>	<p>Effectiveness Measure:</p> <p>Increased state test score mastery from 4% to 6%. and a subgroup increase from 0% to 3%.</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://bestevidence.org/category/writing/writing-grades-2-12/ 7th-8th Eureka https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-math-teachers</p> <p>https://www.edreports.org/math/eureka-math-2015/eighth-grade.html 9th-12th Eureka https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-math-teachers</p> <p>ELA Guidebooks 3-8 ELA Guidebooks 3-8 (2016 and 2018)</p> <p>ELA Guidebooks 9-12 ELA Guidebooks 9-12 (2020)</p> <p>Science Curriculum https://louisianabelieves.com/resources/library/k-12-science-resources</p>			<p>Estimated Cost:</p> <p>\$1,000-\$3,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>State and interim test data</p>	

<p>Social Studies Curriculum 6-8 https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-social-studies-teachers</p> <p>Social Studies Curriculum 9-12 https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-social-studies-teachers</p> <p>LEAP Practice Tests https://louisianabelieves.com/resources/library/practice-tests</p>					
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Diagnostic assessments are analyzed to determine students' progress, strengths, and weaknesses. Interim assessments are analyzed to determine students' progress, strengths, and weaknesses. J Campus/OnCourse assessments are used to gauge academic achievement. 	<p>ED</p> <p>Priority(s):</p> <p>#1</p>	<p>SWP Goal(s):</p> <p># 1,2,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper Writing utensils Headphones Chromebooks Ink & Toner</p> <p>Estimated Cost:</p> <p>\$1,000-\$3,000</p>	<p>Effectiveness Measure:</p> <p>Increased state test score mastery from 4% to 6%. and a subgroup increase from 0% to 3%.</p> <p>Interim test score data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>					

<p>Interim Testing https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5965570/</p> <p>7th-8th Eureka https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-math-teachers</p> <p>9th-12th Eureka https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-math-teachers</p> <p>ELA Guidebooks 3-8 ELA Guidebooks 3-8 (2016 and 2018)</p> <p>ELA Guidebooks 9-12 ELA Guidebooks 9-12 (2020)</p> <p>Science Curriculum https://louisianabelieves.com/resources/library/k-12-science-resources</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Social Studies Curriculum 6-8

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-social-studies-teachers>

Social Studies Curriculum 9-12

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-social-studies-teachers>

LEAP Practice Tests

<https://louisianabelieves.com/resources/library/practice-tests>

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: *Unique will be used to for self-contained students *Study skills 1-4 will target students with</p>	<p>ED Priority(s): ##1,2,3</p>	<p>SWP Goal(s): #1,2,3,4</p>	<p>Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV</p>	<p>Items Needed: Paper Writing utensils Headphones Chromebooks Ink & Toner</p>	<p>Effectiveness Measure: LEAP connect Reading 1 and 2 Lexile scores IEP Goal progress</p>
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<p>disabilities *Reading 1 and Reading 2 will be used as intervention classes alongside core ELA classes *CBI-community based instruction- is used to shape students' academic and functional skills in the natural environment *Jumpstart is used as a diploma alternative</p>			<input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other		<p>monitoring SPED collaboration meetings Interim and Diagnostic assessments and benchmarks Class schedules to ensure students are on track</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1592063 Unique Learning Program Jumpstart LEAP Practice Tests</p>				<p>Estimated Cost: \$1,000-\$3,000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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 used 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. <p>Describe the EL program at your school, including how and what services are</p>	<p>ED Priority(s): #1,2,3</p>	<p>SWP Goal(s): #1,2.3.4</p>	<p>Budget Decisions/Coordination:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed: Paper Writing utensils Headphones Chromebooks Ink & Toner</p>	<p>Effectiveness Measure:</p>

<p>provided to the EL students:</p> <ul style="list-style-type: none"> Imagine Learning 					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://cdn-websites.imaginelearning.com/marketing/Research/Impact+Story-English+Learners.pdf</p> <p>English Learners</p> <p>https://louisianabelieves.com/academics/english-learners</p>				<p>Estimated Cost: \$800-\$1200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Interventions for At-Risk Students				
<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <p>*Review data from test scores</p> <ul style="list-style-type: none"> Teacher feedback will be used to gauge students' progress, performance, and participation. Teachers use students' academic work to categorize students' strengths and weaknesses. Teachers use Oncourse/J Campus to assess students and evaluate their performance on the assessments. The process will focus on monitoring students weekly and daily by looking at formative assessments, student data, behavior referrals, and truancy court. Students are present for IEP meetings 	<p>Goal(s):</p> <p>#1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Paper writing utensils student data chromebooks ink and toner</p> <p>Estimated Cost: \$1,000-\$3,000</p>	<p>Effectiveness Measure:</p> <p>Increasing students' academic progress and participation Use of truancy data and academic referrals</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Increasing academic success on interim and state tests.</p>

<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● Edgenuity is used as an online curriculum to enhance and sharpen students' academic performance. ● Students receive study skills classes. ● ACT and Workkeys software and/or workbooks will be used to supplement instruction ● Students scoring below proficient on state assessments will receive intervention through Reading I & II ● The Student Assistance Team (SAT) along with the SEL program will contact students and assist them through dialogue to help with problems to prevent students from dropping out or having discipline issues. ● SEL counselors provide social and emotional counseling ● Acceleration and SEL minutes have been implemented into the daily schedule. ● Credit recovery is offered during the summer. 	<p>Goal(s): #1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost: \$500-900</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Increasing students' academic progress and participation - Use of truancy data and academic referrals - Ensuring students are on track to a professional degree, college degree, or service. <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <ul style="list-style-type: none"> - Use of truancy data and academic referrals - individual student work - increased test scores
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Teachers will monitor 9 weeks grades after each grading period ● Interim assessments will be used to gauge students' progress ● Behavior data and reports will be used to identify struggling students are experiencing ● Edgenuity progress monitoring will be used to target students who are struggling ● The process for determining at-risk students involves looking at minor infractions and behavior referrals. More SAT meetings will take place to see if students need accommodations. Meetings will be held with the faculty about procedures and implementation for SAT. 	<p>Goal(s): #1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Coast:</p>	<p>Effectiveness Measure:</p> <p>Students' academic and SEL achievement Student test score data Student truancy data Student discipline data</p>

				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Class schedules Oncourse/JCampus Sign-in sheets Interim and Diagnostic assessments and benchmarks Increased club and PBIS participation Decrease in discipline and truancy referrals Progress monitoring in Edgenuity</p>
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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Reading I & II will be used as an intervention to support ELA instructions. • Pull outs will be done by resource and inclusion teachers. • The speech therapist will assist students. • The school psychologist will have a social skills group. • FBA's, BIP's, rewards, pull outs and pull ins, physical therapy, adaptive PE, 	<p>ED</p> <p>Priority(s):</p> <p>#1,2,3</p>	<p>SWP Goal(s):</p> <p>#1,2,3,4</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Students' academic and SEL achievement Student test score data Student truancy data Student discipline data</p>
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<p>occupational therapists, paraprofessionals, and visually impaired teachers (as needed).</p>					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://www.shsu.edu/academics/education/journal-of-multidisciplinary-graduate-research/documents/2016/Article%203%20-%202016%20-%20Fernandez%20and%20Hynes.pdf</p> <p>https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/667</p> <p>Bulletin 1508 https://www.doa.la.gov/media/g0jbnrxn/28v101.pdf</p> <p>Students with Disabilities https://louisianabelieves.com/students-with-disabilities</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Class schedules Oncourse/JCampus Sign-in sheets Interim and Diagnostic assessments and benchmarks Increased club and PBIS participation Decrease in discipline and truancy referrals Progress monitoring in Edgenuity</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> Teachers will use District Translation, Imaging Learning, and Translation App. 	<p>ED Priority(s):</p> <p>#1,2,3</p>	<p>SWP Goal(s):</p> <p>#1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Will be determined upon receipt of ELs.</p>	<p>Effectiveness Measure:</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/ED595363.pdf</p> <p>English Learners https://louisianabelieves.com/academics/english-learners</p>				<p>Estimated Cost:</p> <p>\$1000-2000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.4 STUDENT SUPPORT SERVICES

Provide a description of schoolwide improvement strategies the school is implementing to address students well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe and Achieve: Educational Priorities.

Activities to Address Social and Emotional Well Being: <ul style="list-style-type: none"> Implemented time into daily schedule for SEL Students who demonstrate mental health and instructional need will be referred to the counselor 	ED Priority(s): #1,2,3	SWP Goal(s): #3	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: BIPs & FBAs Discipline referrals
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncsl.org/research/education/social-emotional-learning.aspx#:~:text=Research%20demonstrates%20that%20social%20and,percentile%2Dpoint%20gain%20in%20achievement. https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf https://louisianabelieves.com/schools/public-schools/discipline				Estimated Cost: \$800-1000	Evaluation / Effectiveness Results (guide revision to the SWP): BIPs & FBAs Discipline referrals

1.5 STUDENT OPPORTUNITIES

Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring,	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II 	Items Needed:	Effectiveness Measure: Academic data Discipline data Certifications
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<p>etc.):</p> <ul style="list-style-type: none"> • Students can participate in customer service, nutrition, carpentry, welding, and electrical. • Students can participate in ProStart, an industry based curriculum • Students participate in STEM camps, ELA field trips, college tours, college fairs, and College and Career Day. • Students can participate in CLEP programs. • Student Learning Camps in the summer • Extended School Year (ESY) for SPED students • Workkeys testing • Acceleration & SEL implementation into the daily schedule • Jumpstart Summers Program 	#1,2,3,5	#1,2,3,4,5	<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost:</p> <p>\$1000-2000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northwest/news/cte.asp#:~:text=Previous%20research%20has%20shown%20that,overall%20educational%20attainment%2C%20or%20earnings.</p> <p>https://education.jhu.edu/2021/10/robert-balfanz-jumpstart-high-school-success/</p> <p>Jumpstart https://louisianabelieves.com/courses/all-things-jump-start</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>Student diploma endorsements Academic data and test scores</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): Non-Core (ie. Acceleration, Dance, Speech, PE, Adaptive PE, Enrichment Classes, Fine Arts, Business, NCCER Core, Welding, Carpentry, Electrical, Family & Consumer Science, Agriculture)

1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● PAC will be used to address behavior to ensure students are exposed to the highest quality learning environment. ● Minor infraction forms will be used to track students’ behavior ● Professional development for faculty will take place to discuss strategies for behavior to create equitable, inclusive learning experiences. ● Teachers will contact parents or guardians to discuss behaviors and possible solutions to allow parents to have participation in students’ needs and act as a partner with the school ● Teachers are provided tracking charts for all students that have BIPs ● FBA’s are completed and analyzed for students to determine if a BIP needs to be put in place ● A collaborative Step 5 meeting is held to provide preventive measures to assist 	<p>ED</p> <p>Priority(s):</p> <p>#1,2,3</p>	<p>SWP Goal(s):</p> <p>#1,2,3,4,5,6</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>binders notebooks writing utensils curriculum resource materials BIP chart chromebook highlighters/sharpies chart paper</p>	<p>Effectiveness Measure:</p> <p>discipline referrals sign-in sheets BIP tracking logs collaboration meeting notes notes from step 5 hearing parent contact information parent contact log student work</p>
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<p>with behaviors that will include parents in partnership with the school</p> <ul style="list-style-type: none"> ● Collaborative meetings must be held for any student with a behavior ● PBIS will be instituted to address behavior ● Students will participate in buddy work, student circles, conferences to discuss restorative practices, reflection form, and developing student success plans as lifelong learners.. ● Teacher and student conferences will take place. ● Students will participate in a small-group setting where they earn social skills with a counselor. ● Acceleration & SEL minutes have been implemented into the daily schedule ● KHS has added open house, orientation, meet & greet, and academic award ceremonies in order to increase parent engagement. 				<p>Estimated Cost: \$3000</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1184&context=msw_papers#:~:text=The%20frequent%20use%20of%20suspension,SUSPENSION%20PROGRAMMING%2015%20suspension%2C%20after</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4032114/#:~:text=Third%2C%20PBIS%20is%20evidence%2Dbased,%2C%20%26%20Leaf%2C%202009).</p> <p>Bulletin 1508</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>discipline referrals sign-in sheets BIP tracking logs collaboration meeting notes notes from step 5 hearing parent contact information parent contact log student work</p>

<p>https://www.doa.la.gov/media/g0jbnrxn/28v101.pdf</p> <p>Students with Disabilities https://louisianabelieves.com/students-with-disabilities</p> <p>PBIS https://louisianabelieves.com/resources/family-support-toolbox/positive-behavior-intervention-support-(pbis)</p> <p>Dual Capacity https://data.calschls.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf</p> <p>https://www.dualcapacity.org/</p>				
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1.7 PROFESSIONAL DEVELOPMENT

Describe the professional Development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

<p>Title I School Planning:</p> <ul style="list-style-type: none"> ● SWP Meetings ● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. ● School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>#1,3,4</p>		<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p>	<p>Effectiveness Measure:</p> <p>Agendas Sign-in sheets meeting notes</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=70&display=1</p> <p>Title 1 Crate https://806technologies.com/title1crate/</p>				<p>Estimated Cost:</p> <p>\$500-900</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Professional Learning Communities will take place to look at student work, to have teacher reflection, to examine teacher practices, to discuss and show effective instructional models, and to review teacher assessments. 	<p>ED</p> <p>Priority(s): #1,3,5</p>		<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>paper writing utensils chart paper staplers staples card stock poster paper folders notebooks binders index cards highlighters sharpie markers</p>	<p>Effectiveness Measure:</p> <p>Agendas Sign-in sheets meeting notes</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1113856.pdf</p> <p>Professional Learning Center https://louisianabelieves.com/academics/compass/professional-learning-center</p>				<p>Estimated Cost: \$800-2000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> <p>SWP goals are met</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> 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 approved prior-authorization in Crate for specific 	<p>ED</p> <p>Priority(s): #4</p>	<p>Goal(s): #1,2,3,4,5,6</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>-Substitutes -Stipends -See individual Prior Approvals for specific items needed</p>	<p>Effectiveness Measure:</p>

activities.					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>RegisterMe Portal https://app.registermelive.com/Account/Login?ReturnUrl=%2F</p>				<p>Estimated Cost: \$500-900</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:

- 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 provides 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.

<p>Strategies for Workforce Talent:</p> <p>Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.</p>	<p>ED</p> <p>Priority(s):</p> <p>#4</p>	<p>Goal(s)</p> <p>1,2,3,4,5</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Educators: Preparation, Certification, Workforce https://louisianabelieves.com/teaching</p> <p>Talent Ed https://tangischools.tedk12.com/hire/index.aspx</p>					<p>Estimated Cost:</p> <p>\$500-1000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.8 STUDENT TRANSITION

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

<p>Transition Activities for Incoming and Outgoing students:</p> <p>Middle school staff hosts a campus visit for incoming 6th graders from the elementary to allow them to visit the middle school campus and meet the middle school teachers</p> <p>7th grade will have a separate orientation for 7th grade students and their parents/families to allow them to meet, speak to, and ask questions</p> <p>***An addendum has been added to the Title 1 crate.</p>	<p>ED</p> <p>Priority(s):</p> <p>#1,2</p>	<p>Goal(s):</p> <p>#2,3,4,5</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Certified teachers will increase</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>				<p>Estimated Cost: \$300-800</p>	
					<p>Evaluation / Effectiveness Results (guide revision to the SWP): Certified teachers will increase</p>

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
<p>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.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p>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.</p>	<p>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.</p> <p>21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.</p> <p>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.</p>

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:

- It is monitored through the SWP meetings and administration, which will occur bi-monthly. Participants will be invited via letter/email. If participants cannot attend, Zoom meetings will also be held.

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:

- Stakeholder meetings will take place in August and May / Summer months to look at the SWP and discuss its effectiveness. The committee will look at and analyze sign-in sheets, referrals, lesson plans, activity/event agendas, student class schedules, and assessment data. Parents, students, administration, teachers, and community members will be invited in August and May / summer months in order to attend. Zoom meeting will also be used for those individuals who cannot attend physically.

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

- The evaluation results of the SWP will be discussed at faculty meetings, which will occur bimonthly. At the Open House in August, parents and community members will review the data concerning the SWP. In May or summer months, a community meeting will take place where parents and community members find out about the evaluation results.

2022-2023 Committee

Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP

Members Include:

- **Principal: Sharisse Baptiste**
- **Assistant Principal: Rosetta Harrell**
- **Student: Ronnie Johnson**
- **Teacher: Rhonda Travis**
- **Teacher: Phyllis Vernon**
- **Teacher: Marilyn Owens**
- **Teacher: Jakioya Wilkerson**
- **Teacher: Kimberly Cryer**
- **Teacher: April Brown**
- **Teacher: David Sandage**
- **Parent/Family: Keisha Briggs**
- **Parent/Family: Angela Bates**
- **Community Member: Karen Griffin, Hancock Whitney**
- **Community Member: Terrell Smith, North Tangi Support Group**

You may add more members. Provide title and name of each member.

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- **Principal: Sharisse Baptiste**
- **Assistant Principal: Rosetta Harrell**
- **Student: Ronnie Johnson**
- **Teacher: Rhonda Travis**
- **Teacher: Phyllis Vernon**
- **Teacher: Marilyn Owens**
- **Teacher: Jakioya Wilkerson**
- **Teacher: Kimberly Cryer**
- **Teacher: April Brown**
- **Teacher: David Sandage**
- **Parent/Family: Keisha Briggs**
- **Parent/Family: Angela Bates**
- **Community Member: Karen Griffin, Hancock Whitney**
- **Community Member: Terrell Smith, North Tangi Support Group**

You may add more members. Provide title and name of each member.

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

Date

Chairperson, Schoolwide Improvement Team Signature

Date