

# 2022-2023 Schoolwide Plan



TANGIPAHOA  
PARISH SCHOOL  
SYSTEM  
EST. 1896

**Ponchatoula High School**  
**9-12 Grades**

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

School Ponchatoula High School

SPS 82.1

Letter Grade B

Check all that apply (verify with principal):

N/A 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%

YES 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 <b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>	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	6000.00
Copy Machine, Duplicator, Printer	X	X	X	2000.00
Service Contracts, Repair Cost, Rebuild Kits	X	X		6120.00
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X		3000.00
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X		500.00
Laminator, Laminating Film	X	X	X	2000.00
Poster Maker, Paper for Poster Maker, ink	X	X		2000.00
Communication Folders, Planners	X			3000.00
Accelerated Reader (AR) Licenses		X		6000.00
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X		4000.00
<b>Must be used by STUDENTS</b> Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		3000.00
<b>Must be used by STUDENTS</b> General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out, Post-it-		X		5000.00

Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards				
<b>Must be used by STUDENTS</b> Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels		X		2000.00
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	6000.00
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	3000.00
ELA Materials:	X	X	X	3000.00
Social Studies Materials: Globes, Maps	X	X	X	3000.00

## 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:**

- **Stakeholder Meeting** -Parents, students, and teachers will participate in the annual review meeting to get a cross view of our outcomes. They will assist in writing the Critical Needs Assessment and School Wide Plan.
- **Conferences**--Parents will be able to conference with teachers regarding student academic growth which is aligned to our yearly goals.
- **Annual Review Meeting (Open House)**-Meet with faculty and parents to review SWP in September.
- **Semester Meetings**--Parents can meet as a small group with the principal to discuss areas of concern or accomplishments.

\*Translators will be available if necessary.

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

- During the **Stakeholder Meeting** one of the stakeholders mentioned having a Career Day. This will be during or after the school day. Parents will be invited to share information about their career path with students. We have now added this to the plan.
- Stakeholders also asked for a Parent committee of volunteers.

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

- **Family Events**--Parents are included in stakeholder ship meetings where they assist in the implementation of action steps.
- **Website**--The school website and social media is used to educate parents via the use of information sharing and survey implementation.
- **Conferences**---Parents will be able to conference with teachers regarding student academic growth which is aligned to our yearly goals.
- **Semester Meetings**--Parents can meet as a small group with the principal to discuss areas of concern or accomplishments.
- IEP meetings, 504 meetings, and SAT meetings which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.

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

- **Title 1 Compact**
- **JPAMs for Parents**--Parents can log in to JPAMs to check grades, missed assignments, and absences. Also parents can see any alerts sent regarding student progress and behavior.
- **Progress Reports**--Teachers send home progress reports at the end of the 1st and 3rd nine weeks.
- **School Website**--Parents can check the PHS website for information, the teachers' webpage, upcoming events, and school initiatives.
- **Orientation**---Freshman Orientation is designed to introduce our newest Greenwaves to the traditions and experiences they will encounter at Ponchatoula High School. Small individual sessions are held to teach the students everything from where the student section is at football games to academic expectations at PHS. The Big Wave student organization welcomes the students to campus along with the PHS Student Council. Parents will also be invited to attend an afternoon session with administration.
- **Open House**--The parents and students are invited to PHS to meet teachers and learn about the school focus and expectations.
- IEP meetings, 504 meetings, and SAT meetings which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.
- **School Messenger**--Will be used to assist with communicating important school wide events.
- **Intervention**--Parents will be notified with schedules. All students who are struggling with current content in the classroom will have a 30 minute intervention period built into the master schedule. Teacher communication to parent via syllabus, JPAMS, or email.
- **Remediation Classes**--Parents will be notified with schedules on JPAMS. All students who enter 9th grade and have been unsatisfactory on LEAP will be placed in a remedial class to assist with acceleration. Teacher communication to parent via syllabus, JPAMS, or email.
- **Common Assessments**--Common assessments given in all ELAP 2025 assessments. These assessments will allow ILT members to better track student growth to mastery of state standards. Parents will be notified of these assessments via JPAMS or email.
- **School Bulletin Boards**--Bulletin boards will be displayed in various places around school to ensure that upcoming events and information are shared with students and parents.

**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><b>Parent/Family Engagement Activity:</b></p> <p><b>Stakeholder Meeting</b>--Parents, students, and teachers will participate in the stakeholder meeting to get a cross view of our outcomes. Data will be analyzed from the 2021-2022 school year from standardized assessments, discipline/attendance data, survey data, ect.. to help identify areas of weakness and strength to assist in goal setting. They will assist in writing the Critical Needs Assessment and School Wide Plan.</p>	<p><b>SWP Goal (s):</b></p> <p><b>ALL GOALS</b></p>	<p><b>Budget Decision /Coordination :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>*Refreshments</p> <p><b>Estimated Cost:</b></p> <p><b>500</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*Sign In Sheets</p> <p>*Agendas</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><a href="https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Family_Engageme">https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Family Engageme</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<a href="#">nt and Empowerment Brief Final Clean ADA Final.pdf</a>					Meeting was held on June 13, 2022 at 10:30 in the PHS Library. 11 people attended.
<b>Parent/Family Engagement Activity:</b>  <b>Open House/Annual Review Meeting--</b> The parents and students are invited to PHS to meet teachers and learn about the school focus and expectations. Teachers will educate parents of curriculum and assessments that are pertain to their course. Parents will also meet with faculty to review the School Wide Plan. Data from the 2021-2022 school year will be analyzed during the review.	<b>SWP Goal (s):</b>  <b>ALL GOALS</b>	<b>Budget Decisions/Coordination:</b>  <input 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	<b>Items Needed:</b>  *Refreshments   <div style="background-color: yellow; padding: 2px;"><b>Estimated Cost:</b></div> <b>1000</b>		<b>Effectiveness Measure:</b>  *Sign in Sheets *Agendas *Pictures
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="https://books.google.com/books?hl=en&amp;l r=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg1lZo&amp;sig=NgyfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false">https://books.google.com/books?hl=en&amp;l r=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg1lZo&amp;sig=NgyfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false</a>					<div style="background-color: yellow; padding: 2px;"> <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b> </div>



visit with representatives from colleges. The colleges will present information through discussions and flyers on the career pathways and curriculum offered at their school.		<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	<b>Estimated Cost:</b> <b>200</b>	*Sign In Sheets *Agendas *Pictures  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</a>				
<b>Parent/Family Engagement Activity:</b>  <b>Conferences</b> --Parents will be able to conference with teachers regarding student academic growth which is aligned to our yearly goals. Teachers will discuss data that is related to their course with parents. Teachers with Tier 1 curriculum will discuss resources with teachers.	<b>SWP Goal (s):</b>  <b>ALL GOALS</b>	<b>Budget Decision /Coordination :</b> <input 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	<b>Items Needed:</b> *Refreshments  <b>Estimated Cost:</b> <b>300</b>	<b>Effectiveness Measure:</b>  *Sign in Sheets *Parent Surveys  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://files.eric.ed.gov/fulltext/EJ794819.pdf">https://files.eric.ed.gov/fulltext/EJ794819.pdf</a>				
<b>Parent/Family Engagement Activity:</b>  <b>Career Day</b> --Students will have the opportunity to learn about different careers that interest them. Students will learn about the curriculum pathways needed for career choices. Parents will	<b>SWP Goal (s):</b>  <b>ALL GOALS</b>	<b>Budget Decision /Coordination :</b> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV	<b>Items Needed:</b> *Refreshments	<b>Effectiveness Measure:</b>  *Sign in Sheets *Agendas *Surveys *Pictures



<p>curriculum, college admissions, career exploration, and TOPS</p> <ul style="list-style-type: none"> <li>FAFSA Representatives (Career Compass): Will work with parents and students to complete FAFSA applications.</li> </ul>		<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	<b>Estimated Cost:</b> <b>1000</b>	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</a></p> <p><a href="https://www.academia.edu/download/81192844/career-assessment-practices-for-high-school-students-with-disabilities-and-perceived-value-reported-by-transition-personnel.pdf">https://www.academia.edu/download/81192844/career-assessment-practices-for-high-school-students-with-disabilities-and-perceived-value-reported-by-transition-personnel.pdf</a></p>				
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Course Fair</b>--During scheduling, parents and students will be invited to attend a course fair in which teachers will give information on courses offered. The teachers will present information on the curriculum involved in their courses.</p>	<p><b>SWP Goal (s):</b></p> <p><b>ALL GOALS</b></p>	<p><b>Budget Decision /Coordination :</b></p> <input 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><b>Items Needed:</b></p> <p>*Brochure Paper</p> <p><b>Estimated Cost:</b>  <b>1000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*Sign in Sheets            *Surveys            *Pictures</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ojs.unisa.edu.au/index.php/EDEQ/issue/view/109">https://ojs.unisa.edu.au/index.php/EDEQ/issue/view/109</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Orientation</b>--Freshman Orientation is designed to introduce our newest Greenwaves to the traditions and experiences they will encounter at Ponchatoula High School. Small individual</p>	<p><b>SWP Goal (s):</b></p> <p><b>ALL GOALS</b></p>	<p><b>Budget Decision /Coordination :</b></p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*Sign in Sheets            *Agenda            *Survey            *Pictures</p>

<p>sessions are held to teach the students everything from where the student section is at football games to academic expectations at PHS. The Big Wave student organization welcomes the students to campus along with the PHS Student Council. Parents will also be invited to attend an afternoon session with administration. The administration will discuss details on expectations at PHS to graduation requirements with testing and curriculum.</p> <p>Grade Level Orientations will be held during the first two weeks of school.</p>		<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><b>Estimated Cost:</b> <b>1000</b></p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://files.eric.ed.gov/fulltext/EJ1117592.pdf">https://files.eric.ed.gov/fulltext/EJ1117592.pdf</a> </p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>College and Career Exploration—</b> Students will engage in lessons centered on college and career exploration during foreign language classes. The counselors will facilitate. This will include identifying graduation requirements, completing assessments to learn about self-related to careers, and exploring a variety of post-secondary options.</p> <p>The parents and students will also be invited to attend workshops after school hours to learn about college and career exploration. These workshops may focus on graduation requirements related to chosen diploma path, early college options, incoming 9th grade students, etc.</p>	<p><b>SWP Goal (s):</b></p> <p><b>ALL GOALS</b></p>	<p><b>Budget Decision /Coordination :</b></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><b>Items Needed:</b></p> <p><b>*College UnMazed Curriculum</b></p> <p><b>Estimated Cost:</b> <b>500</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*Sign in Sheets            *Agenda            *Survey            *Pictures</p>

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://www2.ed.gov/rschstat/eval/school-safety/school-climate-transformation-grants-aware-full-report.pdf">https://www2.ed.gov/rschstat/eval/school-safety/school-climate-transformation-grants-aware-full-report.pdf</a>				Evaluation / Effectiveness Results (guide revision to the SWP):
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## 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 <b>STRENGTHS</b> Listed IN CNA	OVERALL <b>WEAKNESSES</b> LISTED in CNA
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48% of English II students scored mastery or advanced on the LEAP 2025 assessment.	21.2% of Algebra I students scored mastery or advanced on the LEAP 2025 assessment.
PHS students scored above the district average on US History and Biology District Checkpoints	16% of US History students scored mastery or advanced on the LEAP 2025 assessment
78% of faculty think about what colleagues of different races, ethnicities, or cultures experience.	4% of our students scored advanced on the LEAP 2025 assessment in English I
82% of families have conversations with their child about what he/she is learning in school.	26% of our students scored advanced or mastery on the LEAP 2025 assessment in Biology
81% of students feel supported through their relationships with friends, family, and adults at school.	8% of the faculty feel students are enthusiastic about being at school
PBIS system and rewards used with fidelity	31% of families feel that teachers have respect for the children.
	28% of students responded favorably to the question, "If your teacher asked you how you are doing, how many would really be interested?"
	High incidences of schoolwide tardies and absences

717 incidents of students leaving the school premises or classroom without permission.
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### 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:

Ponchatoula High is a rural high school that serves 2026 students, 56% of which are categorized as economically disadvantaged. Ponchatoula High has an SPS score of 82.1 as of the last report card, and Urgent Intervention in Academics is required for the subgroup of Students with Disabilities. LEAP 2025 assessment data indicates that PHS students are consistently performing at or above the district average in all tested areas. More specifically, the highest achievement levels are seen in Biology, English II and Geometry, where students scored well above the district average in the Advanced and Mastery categories. US History, English I and Algebra I scores are at or above average, but are areas that require improvement. More than 50% of our students scored below an 18 composite on the ACT; while, we had 120 senior students score Silver or above on the ACT Workkeys assessments. While a TIER 1 Curriculum is being employed in the areas of English and math, the current, LADOE Curriculum Implementation Scores for science and social studies are a 1, which indicate a need to focus on improving in these categories. Shifts in these areas should result in raising academic performance across the board and improve performance on LEAP 2025 and other assessments. PBIS data and survey data indicate a positive learning environment. Strengths include that 81% of students feel they have favorable relationships with peers and adults on campus. Data indicates that increasing student attendance and engagement in the classroom and academics are areas of needed improvement, as well as increasing parent and family involvement. Additionally, data indicates a need to focus on improving the academic performance in the subgroups of African American students, ELL students and students with disabilities.

### PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Percent of students scoring mastery or advanced on the LEAP 2025 Assessments (English I, English II, Algebra I, Geometry, US History, Biology)
- Percent of students subgroups scoring mastery or advanced on the LEAP 2025 Assessments
- Percent of students scoring above an 18 on the ACT
- Percent of student scoring Platinum, Gold, and Silver on the ACT Workkeys
- Percent of student engagement and excitement of learning in the classroom
- Percent of students and teachers who feel teachers are respectful and interested in them
- High incidences of schoolwide tardies and absences
- Number of incidences of students leaving the school premises without permission and out of school suspensions.

**DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):**

Academic Data: LDOE School Report Card; LEAP 2025; District Data (ELA, US History, Biology); Affirm Assessments for Algebra 1 and Geometry, and ACT Data.

Survey Data: Tangipahoa Parish School Systems Panorama Needs Assessment Surveys (1) Administrators/Faculty and staff, (2) Families, (3) Students.

Discipline Data: 2021 LDOE School Report Card, Positive Behavior Interventions Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports

LDOE Curriculum Implementation Scale

**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. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **39% to 48% on the ENG I LEAP 2025 Assessment.**
2. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **48% to 49% on the ENG II LEAP 2025 Assessment.**
3. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **24% to 26% on the ALG I LEAP 2025 Assessment.**
4. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **28% to 29% on the Geometry LEAP 2025 Assessment.**
5. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **17% to 21% on the A. History LEAP 2025 Assessment.**
6. By the Spring of 2023, PHS will increase the percent of students scoring Mastery and above from **26% to 28% on the Biology LEAP 2025 Assessment.**
7. By the Spring of 2023, PHS will increase the percent of **students of color** scoring Mastery and above from **24% to 32%** on the LEAP 2025 Assessment.
8. By the Spring of 2023, PHS will increase the percent of **students with disabilities** scoring Mastery and above from **15% to 20%** on the LEAP 2025 Assessment.
9. By the Spring of 2023, PHS will increase the percent of students **meeting their growth targets from 41% to 45%** on the LEAP 2025 Assessment.

10. By the Spring of 2023, PHS will increase the number of senior students scoring Platinum on <b>WorkKeys from 4 to 6.</b>
11. By the Spring of 2023, PHS will increase the number of senior students scoring Gold on <b>WorkKeys from 19 to 24.</b>
12. By the Spring of 2023, PHS will increase the number of senior students scoring Silver on <b>WorkKeys from 97 to 110.</b>
13. From Spring 2022 to Spring 2023, the PHS SPS will increase from <b>82.1 to 84.0</b> as evidenced by LEAP scores and SPS calculations through the implementation of Tier 1 and TPSS approved curriculum in all subject areas at all grade levels (9 <sup>th</sup> -12 <sup>th</sup> ) to support student mastery.
14. By the Spring of 2023, PHS will increase the school's graduation cohort rate from <b>79.4 to 81.</b>
15. By the Spring of 2023, PHS will increase the percent of seniors graduating the a basic or advanced credential from <b>0.6% to 1%.</b>
16. By the Spring of 2023, PHS will increase the number of seniors eligible for a TOPS award from <b>52% to 54%.</b>
17. By the Spring of 2023, PHS will decrease the percent of students who are chronically absent (15 or more days a year) from <b>63.93% to 53.93% .</b>
18. By the Spring of 2023, PHS will decrease the percent of students in 5-12 who are suspended from out of school from <b>10% to 9%.</b>



### 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:

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment
4. Develop and retain a diverse, highly effective educator workforce.
5. 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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<b>Rigorous, Standards-Based Curriculum:</b> <ul style="list-style-type: none"> <li>● Core teachers are following Tier 1 curriculum. <ul style="list-style-type: none"> <li>○ Eureka for Math</li> <li>○ Guidebooks for English</li> <li>○ iHub for Science</li> </ul> </li> <li>● Social studies follows a district made curriculum.</li> <li>● Use of Socratic Seminar in English Class</li> <li>● Science teachers are implementing more science based phenomenon lessons.</li> <li>● Junior and Senior level math courses use Mathxl</li> <li>● Use of OnCourse classroom (learning management system) for online testing</li> <li>● Use of multiple select questioning and multi-part questions</li> <li>● Common Assessments created by school and district</li> <li>● Exit Tickets--a classroom teacher check of understanding on daily lessons.</li> <li>● Self--Contained Classes--Unique Learning</li> <li>● Dual Enrollment and Advanced Placement Courses</li> </ul>	<b>ED Priority(s):</b> <b>1, 2, 3</b>	<b>SWP Goal(s):</b> <b>ALL GOALS</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>*Content specific workbooks</li> <li>*MLA Format Guides</li> <li>*Science Specific Needs <ul style="list-style-type: none"> <li>● Guided Inquiry Kits for Science</li> <li>● Centrifuge</li> <li>● Spectrophotometer</li> <li>● Seed Disk Sets</li> <li>● Pollination Wands</li> <li>● Bromothymol Blue</li> <li>● Lab Materials</li> <li>● Seeds</li> <li>● Balance</li> <li>● Water Distiller</li> <li>● Microscope Slide Sets</li> <li>● Meter Sticks</li> <li>● Microscopes</li> <li>● Glassware</li> <li>● Wire Gauze</li> <li>● Magnetic Stirrer</li> <li>● Projectile Launcher</li> <li>● BioRad</li> </ul> </li> </ul>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>*LEAP Scores</li> <li>*ACT/Pre-ACT Scores</li> <li>*WorkKeys Scores</li> <li>*Common Assessment Data</li> <li>*Progress Reports</li> </ul>
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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>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</a> (TIER 1)</p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5685530/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5685530/</a> (Socratic Seminars)</p> <p>[PDF] <a href="#">atlantis-press.com</a> (phenomenon based learning)</p> <p>[PDF] <a href="#">jossr.org</a> (MathXL)</p> <p>[PDF] <a href="#">ed.gov</a> (Learning Management System)</p> <p>[PDF] <a href="#">gemsaa-abudhabi.com</a> (Common Assessments)</p> <p>[HTML] <a href="#">nsta.org</a> (Exit Tickets)</p> <p>[PDF] <a href="#">ed.gov</a> (Dual Enrollment)</p> <p><a href="https://files.eric.ed.gov/fulltext/EJ842068.pdf">https://files.eric.ed.gov/fulltext/EJ842068.pdf</a> (AP)</p> <p><a href="#">2156759X0701000309</a> (Self Contained)</p>				<p>Photosynthesis and Cellular Respiration Kit</p> <ul style="list-style-type: none"> <li>• Glass Cover Slips</li> <li>• BioRad Inoculation Loops</li> </ul> <p><b>Estimated Cost:</b> <b>15000</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• PLC--Teachers are working in their Professional Learning Communities (PLC) by departments to analyze samples of student work.</li> <li>• Previous years LEAP 2025 scores are used to determine remediation and instructional strategies.</li> </ul>	<p><b>ED Priority(s):</b> <b>1, 2, 3, 4</b></p>	<p><b>SWP Goal(s):</b> <b>ALL GOALS</b></p>	<p><b>Budget Decisions/Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p>	<p><b>Items Needed:</b> AP Workbooks</p>	<p><b>Effectiveness Measure:</b></p> <p>*LEAP Scores</p> <p>*ACT/Pre-ACT Scores</p> <p>*WorkKeys Scores</p> <p>*Common Assessment Data</p> <p>*Progress Reports</p> <p>*LEAP 360</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><a href="https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20">https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20</a> (Paraprofessional support)</p> <p><a href="https://guides.exceptionallives.org/hc/en-us/articles/360022352734-What-Is-the-April-Dunn-Act-Act-833-(ACT-833)">https://guides.exceptionallives.org/hc/en-us/articles/360022352734-What-Is-the-April-Dunn-Act-Act-833-(ACT 833)</a></p> <p><a href="#">[PDF] liberty.edu</a> (Double blocking)</p> <p><a href="#">[PDF] stjohs.edu</a> (iReady)</p> <p><a href="#">[PDF] waldenu.edu</a> (Achieve 3000)</p> <p><a href="#">[PDF] waldenu.edu</a> (Resource classes)</p> <p><a href="#">2156759X0701000309</a> (Self Contained)</p> <p><a href="#">[PDF] ed.gov</a> (IEP Goals)</p> <p><a href="#">[PDF] ed.gov</a> (After school program)</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"><li>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.</li></ul>	<p><b>ED Priority(s):</b> 1, 2, 3</p>	<p><b>SWP Goal(s):</b> <b>ALL GOALS</b></p>	<p><b>Budget Decisions/ Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>*EL Resource Books</p> <p>*EL Games</p>	<p><b>Effectiveness Measure:</b></p> <p>*EL Teacher Schedule</p> <p>*ELP Test</p>

<p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"><li>● Imagine Learning</li><li>● EL services during the week and after school tutoring.</li><li>● ELP test given at the beginning and end of the year.</li><li>● ESL teacher on campus and liaison at district level.</li><li>● Accommodations given through Oncourse</li><li>● Materials translated to native language (using Oncourse translation services)</li><li>● Translator Apps</li></ul>				<p><b>Estimated Cost:</b> <b>5000</b></p>	
<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="#">Using Data-driven Decision Making to Support English Learner Students</a></p> <p><a href="#">[PDF] imaginelearning.com</a> Imagine Learning</p> <p><a href="#">[PDF] academia.edu</a> (After School)</p> <p><a href="#">[PDF] ed.gov</a> - Accommodations, Translations, ESL Teacher, Assessments</p> <p><a href="#">[HTML] iteslj.org</a> - Technology for EL</p> <p><a href="#">[HTML] tesl-ej.org</a> - Translator Apps</p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

[illegible]

<p><b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>● Student Assistance Team (SAT)</li> <li>● SAT process may result in 504 or IDEA evaluation</li> <li>● Professional Learning Communities</li> <li>● Counseling Referrals</li> <li>● Data follow up</li> <li>● After School Tutoring (Including Project Ready)</li> <li>● Targeted instruction</li> <li>● Parent contact</li> <li>● Credit recovery</li> <li>● Online classes</li> </ul>	<p><b>Goal(s):</b> <b>ALL GOALS</b></p>	<p><b>Budget Decisions/ Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>Estimated Cost:</b> <b>10000</b></p>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>*SAT log sheets</li> <li>*504/IEP logs</li> <li>*T-9 List</li> <li>*After School Attendance</li> </ul>
				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>● Resource Classroom</li> <li>● Study Skills Class</li> <li>● Accommodations</li> <li>● Tracking Reports</li> <li>● IEP reconvension</li> <li>● IEP Goals and Objectives</li> <li>● Para support</li> <li>● Testing Accommodations</li> <li>● Scaffolding</li> <li>● Double Blocking</li> <li>● After School Tutoring</li> <li>● iReady Literacy Program</li> </ul>	<p><b>ED Priority(s):</b> 2, 3</p>	<p><b>SWP Goal(s):</b> <b>ALL GOALS</b></p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*Intervention Data</p> <p>*504/IEP meetings and collaboration team meetings.</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>[PDF] <a href="#">ed.gov</a> (IEP Goals)</p> <p>[PDF] <a href="#">waldenu.edu</a> (Resource classes)</p> <p>[PDF] <a href="#">ed.gov</a> (After school program)</p> <p>[PDF] <a href="#">liberty.edu</a> (Double blocking)</p> <p><a href="https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20">https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20</a> (Paraprofessional support)</p> <p>[PDF] <a href="#">stjohns.edu</a> (iReady)</p> <p>[PDF] <a href="#">teachertoolkit.co.uk</a> (Study Skills)</p> <p>[PDF] <a href="#">ed.gov</a> (Scaffolding)</p> <p>[PDF] <a href="#">ku.edu</a> (Testing Accommodations)</p> <p>[PDF] <a href="#">iaase.org</a> (Tracking Reports)</p> <p>[PDF] <a href="#">advocacyinstitute.org</a> (IEP Reconvene)</p>				<p><b>Estimated Cost:</b></p> <p>10000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"><li>• Dictionaries</li><li>• Translators</li><li>• Student Mentors</li><li>• Oncourse written translations</li><li>• Accommodations</li><li>• After School Tutoring</li><li>• Google Translator App</li><li>• Imagine Learning</li></ul>	<p><b>ED Priority(s):</b></p> <p>2</p>	<p><b>SWP Goal(s):</b></p> <p>ALL GOALS</p>	<p><b>Budget Decisions/ Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>*EL Teacher Schedule</p> <p>*ELP Test</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>[PDF] <a href="#">imaginelearning.com</a> Imagine Learning</p> <p>[HTML] <a href="#">tesl-ej.org</a> - Translator Apps</p> <p>[PDF] <a href="#">imaginelearning.com</a> Imagine Learning</p> <p>[PDF] <a href="#">academia.edu</a> (After School)</p> <p>[PDF] <a href="#">ed.gov</a> (Dictionaries, Translators, Student Mentors)</p> <p>[PDF] <a href="#">academia.edu</a> (Accommodations)</p>					<p><b>Estimated Cost:</b></p> <p>5000</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.

<b>Activities to Address Social and Emotional Well Being:</b> <ul style="list-style-type: none"> <li>Character Strong Curriculum</li> </ul>	<b>ED Priority(s):</b> 2	<b>SWP Goal(s):</b> ALL GOALS	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> *Use of curriculum in SEL period *Surveys
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf">https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf</a>				<b>Estimated Cost:</b> 5000	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

## 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.

<b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.):</b> <ul style="list-style-type: none"> <li>Project Ready After School Program</li> <li>Dual Enrollment Courses</li> </ul>	<b>ED Priority(s):</b> 1, 3, 5	<b>SWP Goal(s):</b> ALL GOALS	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> *Pictures *Student Participation List
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<ul style="list-style-type: none"> <li>• Advanced Placement Courses</li> <li>• SLU Scholar Program</li> <li>• Field Trips</li> <li>• Clubs/Organizations</li> </ul>			<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><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>Project Ready After School Programs  <a href="#">ED474873.pdf</a>  <a href="#">Impacts of After-School Programs on Student Outcomes - Zief - 2006 - Campbell Systematic Reviews - Wiley Online Library</a></p> <p>Dual Enrollment Courses:  <a href="#">ED465090.pdf</a></p> <p>Advanced Placement Courses:  <a href="#">Is Increased Access Enough Advanced Plac20161025-6377-58k84m-with-cover-page-v2.pdf (d1wqtxts1xzle7.cloudfront.net)</a>  <a href="#">Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-They-Doing-A-Statewide-Two-Year-Study.pdf (researchgate.net)</a></p> <p>SLU Scholar Program:  <a href="https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1048&amp;context=jsfa">https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1048&amp;context=jsfa</a></p> <p>Field Trips:  <a href="#">1F-AD-10E-8-VSA-a0a2f0-a_5730.pdf (msu.edu)</a></p> <p>Clubs and organizations :  <a href="https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf">https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf</a></p>				<p><b>Estimated Cost:</b>  <b>15000</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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):**

- Inclusion
- Resource classes
- Study Skills
- Gifted classes
- Honors
- Advanced Placement
- Dual Enrollment
- Theater
- Visual Arts
- Talented Art, Music, Theater
- Physical Education
- Band
- Choir
- Communications
- Computer Science
- Family and Consumer Sciences and ProStart
- Foreign Language (French & Spanish)
- Business
- Agriculture courses
- Industrial Arts (NCCER, Drafting, Wood, Welding, Electrical, Core)
- JROTC
- Medical (CNA, EMR, Pharmacy)
- Psychology
- Sociology

**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.

**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.**

<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>● PBIS</li> <li>● RKM Counseling Services</li> <li>● School Counselors</li> <li>● Restorative circles</li> <li>● Positive Action Classroom (PAC)</li> <li>● Student Assistance Team (SAT)</li> <li>● Check in Check Out</li> <li>● 504 Services</li> <li>● SPED (IEP)</li> </ul>	<b>ED Priority(s):</b> <b>2, 3</b>	<b>SWP Goal(s):</b> <b>ALL GOALS</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> *PBIS Digital Reward System	<b>Effectiveness Measure:</b> *Discipline Data *Restorative Circles Log *SAT, 504, IEP Log *PBIS Reports
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> PBIS: <a href="https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf">https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf</a>  RKM Counseling Services: <a href="https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf">https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf</a>  School Counselors: <a href="https://files.eric.ed.gov/fulltext/ED301833.pdf">https://files.eric.ed.gov/fulltext/ED301833.pdf</a>  Restorative circles: <a href="https://d1wgtxts1xzle7.cloudfront.net/47002283/1467-">https://d1wgtxts1xzle7.cloudfront.net/47002283/1467-</a>				<b>Estimated Cost:</b> <b>10000</b>	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

<p><a href="https://www.researchgate.net/publication/236718208_Check_in_Check_out_A_Post-Hoc_Evaluation_of_an_Efficient_Secondary-9604.0025420160704-29103-nwfacx-with-cover-page-v2.pdf?Expires=1657915130&amp;Signature=JHvzbJdB5UYyeh42G3UdyXhyDtBXO7DZCFsL6cHoX~2~GVA socOXiab0wtaQ4zwcKQXuPc89CKwjCLiAdDAgFGaHAcbs9d71nB5UuOKM6iHWrUNBUQYDyVBLsf9t7qU4jX~U1RGH3HlwwwjBuLt5edsg1Osi0GPpt3UQEBza8EtGFEpHj295sn1XnSz3hnll94-SX68ho225LG4Hp1QquCrSilSw6~sq~QQPOMB53v0q4ZhFAC7W~C~NjKQeRRxyf8TrfYAvmCdGAxIhV00yJJuiqz9XUPv1tCwvRVEK0qesgf4JYBvYc~vH3biPJ~LLmu1oYix0tfoXw2rk8-Wdg_&amp;Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA">9604.0025420160704-29103-nwfacx-with-cover-page-v2.pdf?Expires=1657915130&amp;Signature=JHvzbJdB5UYyeh42G3UdyXhyDtBXO7DZCFsL6cHoX~2~GVA socOXiab0wtaQ4zwcKQXuPc89CKwjCLiAdDAgFGaHAcbs9d71nB5UuOKM6iHWrUNBUQYDyVBLsf9t7qU4jX~U1RGH3HlwwwjBuLt5edsg1Osi0GPpt3UQEBza8EtGFEpHj295sn1XnSz3hnll94-SX68ho225LG4Hp1QquCrSilSw6~sq~QQPOMB53v0q4ZhFAC7W~C~NjKQeRRxyf8TrfYAvmCdGAxIhV00yJJuiqz9XUPv1tCwvRVEK0qesgf4JYBvYc~vH3biPJ~LLmu1oYix0tfoXw2rk8-Wdg_&amp;Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</a></p> <p><a href="https://research.library.mun.ca/12119/1/what_pedagogy_reveals.pdf">https://research.library.mun.ca/12119/1/what pedagogy reveals.pdf</a></p> <p><a href="https://www.tandfonline.com/doi/pdf/10.1080/10474412.2016.1246972">https://www.tandfonline.com/doi/pdf/10.1080/10474412.2016.1246972</a></p> <p>Positive Action Classroom: <a href="https://edsources.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf">https://edsources.org/wp-content/uploads/2018/09/Noltemeyer Ward 2015 Meta-Analysis.pdf</a></p> <p>SAT: <a href="https://files.eric.ed.gov/fulltext/ED452445.pdf">https://files.eric.ed.gov/fulltext/ED452445.pdf</a></p> <p>Check In Check Out: <a href="https://journals.sagepub.com/doi/pdf/10.1177/1098300719860131">https://journals.sagepub.com/doi/pdf/10.1177/1098300719860131</a></p> <p><a href="https://www.researchgate.net/profile/Kevin-Filter-2/publication/236718208_Check_in_Check_out_A_Post-Hoc_Evaluation_of_an_Efficient_Secondary-">https://www.researchgate.net/profile/Kevin-Filter-2/publication/236718208 Check in Check out A Post-Hoc Evaluation of an Efficient Secondary-</a></p>				
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<p><a href="#">Level Targeted Intervention for Reducing Problem Behaviors in Schools/links/0c960524d95fd0cd7c000000/Check-in-Check-out-A-Post-Hoc-Evaluation-of-an-Efficient-Secondary-Level-Targeted-Intervention-for-Reducing-Problem-Behaviors-in-Schools.pdf</a></p> <p>504:  <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&amp;rep=rep1&amp;type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&amp;rep=rep1&amp;type=pdf</a></p> <p>SPED IEP  <a href="https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410">https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410</a></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.

<b>Title I School Planning:</b> <ul style="list-style-type: none"> <li>SWP Meetings</li> <li>Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</li> </ul>	<b>ED Priority(s):</b> 4	<b>Goal(s):</b> <b>ALL GOALS</b>	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  <b>Substitutes</b> <b>Stipends</b> <b>See individual Prior Approval for specific items needed</b>	<b>Effectiveness Measure:</b> *Agendas *Sign in Sheets *Daily Log
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <b>SWP:</b> <a href="https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&amp;context=hon_thesis">https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&amp;context=hon_thesis</a>  <b>Activities:</b> file:///C:/Users/laure/Downloads/2483-Article%20Text-4315-1-10-20131007.pdf  <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;profile=ehost&amp;scope=site&amp;authtype=crawler&amp;jrnl=07384602&amp;AN=90497724&amp;h=LrEO2QkEhR1SCgcF4esdqMAXzAHZ2UI04DsuPPZ1bhQgRCYglzaQjF4NOWuG1eqwAG11%2B8lrqq4nRfoXiTV5iw%3D%3D&amp;crl=c">https://search.ebscohost.com/login.aspx?direct=true&amp;profile=ehost&amp;scope=site&amp;authtype=crawler&amp;jrnl=07384602&amp;AN=90497724&amp;h=LrEO2QkEhR1SCgcF4esdqMAXzAHZ2UI04DsuPPZ1bhQgRCYglzaQjF4NOWuG1eqwAG11%2B8lrqq4nRfoXiTV5iw%3D%3D&amp;crl=c</a>  <b>PD Activities:</b>				<b>Estimated Cost:</b> 5000	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>



<a href="http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf">http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf</a>					
<b>Professional Learning Communities (PLCs):</b> <ul style="list-style-type: none"> <li>Instructional Leadership Team Meetings-- ILT meetings are held weekly for various ILT members. ILTs are content driven except in 9th grade where PHS has adopted an academy format. During these meetings, team members will be planning for PLC with teachers and analyze 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.</li> <li>Professional Learning Communities (PLCs)-will meet weekly by content area except 9th grade where PHS has adopted an academy format. Teachers will plan intervention techniques.</li> </ul>	<b>ED Priority(s):</b> <b>1-5</b>	<b>Goal(s):</b> <b>ALL GOALS</b>	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <b>Stipends</b>  <b>Estimated Cost:</b> <b>5000</b>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>*Sign in sheets</li> <li>*Agendas</li> <li>*Surveys</li> </ul>

<p><b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>ILT:  <a href="https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.9936&amp;rep=rep1&amp;type=pdf">https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.9936&amp;rep=rep1&amp;type=pdf</a></p> <p><a href="https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf">https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf</a></p> <p>Professional Learning Community  <a href="https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf">https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Professional Development: Other Professional Training –</b></p> <ul style="list-style-type: none"> <li>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 activities.</li> <li>ILT team will work with Dr. Caminita and the administration to renew our accreditation. Data and curriculum will be analyzed and reviewed.</li> </ul>	<p><b>ED Priority(s):</b> <b>1-5</b></p>	<p><b>Goal(s):</b> <b>ALL GOALS</b></p>	<p><b>Budget Decisions/ Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals for specific items needed</p>	<p><b>Effectiveness Measure:</b></p> <p>*Agendas</p> <p>*Sign in Sheets</p>

<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf">https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf</a></p> <p><a href="https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf">https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf</a></p>			<p><b>Estimated Cost:</b> <b>5000</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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**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 Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

<b>Strategies for Workforce Talent:</b> <ul style="list-style-type: none"> <li>• Mentorship program for teachers new to the school.</li> <li>• PLCs once weekly</li> <li>• Instructional Leadership Team Meetings</li> <li>• Leadership Team Meetings</li> <li>• Team Meetings</li> <li>• Effectiveness Stipends</li> <li>• Stipends for PD</li> <li>• District level PD</li> <li>• New Teacher Orientation</li> <li>• In-district certification for non-certified teachers</li> </ul>	<b>ED Priority(s):</b> <b>1-5</b>	<b>Goal(s)</b> <b>ALL GOALS</b>	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <b>*Stipends</b>	<b>Effectiveness Measure:</b> <ul style="list-style-type: none"> <li>*Sign In Sheets</li> <li>*Agendas</li> <li>*Assessment of new certifications on boarded</li> <li>*List of Mentors/assigned teachers</li> </ul>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><b>Mentorship</b>  <a href="https://files.eric.ed.gov/fulltext/EJ1198689.pdf">https://files.eric.ed.gov/fulltext/EJ1198689.pdf</a></p> <p><b>PLC</b>  <a href="https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173">https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173</a></p> <p><b>ILTM</b>  <a href="https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf">https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf</a></p> <p><b>LTM</b>  <a href="https://www.education.uw.edu/ctp/sites/default/files/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf">https://www.education.uw.edu/ctp/sites/default/files/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p>Effectiveness Stipends:  <a href="https://files.eric.ed.gov/fulltext/ED283862.pdf">https://files.eric.ed.gov/fulltext/ED283862.pdf</a></p> <p>Stipends for PD:  <a href="https://files.eric.ed.gov/fulltext/ED485651.pdf">https://files.eric.ed.gov/fulltext/ED485651.pdf</a></p> <p>District Level PD  <a href="https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1176&amp;context=education_articles">https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1176&amp;context=education_articles</a></p> <p>New Teacher Orientation:  <a href="http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2028%20(4)%20Dec.%202020/34%20JSH-6470-2020.pdf">http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2028%20(4)%20Dec.%202020/34%20JSH-6470-2020.pdf</a></p> <p>Certification:  <a href="https://www.researchgate.net/profile/Lawrence-Baines/publication/275514876_Deconstructing_Teacher_Certification/links/563a157708aee0531dca3aa/Deconstructing-Teacher-Certification.pdf">https://www.researchgate.net/profile/Lawrence-Baines/publication/275514876_Deconstructing_Teacher_Certification/links/563a157708aee0531dca3aa/Deconstructing-Teacher-Certification.pdf</a></p>				
<b>1.8 STUDENT TRANSITION</b> Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.				
<b>Transition Activities for Incoming and Outgoing students:</b> <ul style="list-style-type: none"> <li>Freshman Orientation</li> <li>8<sup>th</sup> grade parent meeting</li> <li>Open House</li> <li>School counselors visit feeder schools for scheduling</li> <li>SPED coordinator meets feeder schools to aid in transition for SPED population</li> </ul>	<b>ED Priority(s):</b> 1-5	<b>Goal(s):</b> ALL GOALS	<b>Budget Decisions/ Coordination:</b> <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	<b>Items Needed:</b> *Refreshments *Information Brochures/Signs <b>Effectiveness Measure:</b> *Sign in Sheets *Agendas *Photos

<ul style="list-style-type: none"> <li>• Career Pathways offered</li> <li>• School counselors visit foreign language classes to aid in graduation pathway/career exploration.</li> <li>• Course Fair</li> <li>• Dual enrollment courses</li> <li>• Advanced Placement (AP) courses</li> <li>• Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit through the school year.</li> <li>• College Fair</li> <li>• Band/ROTC instructors visit feeder schools</li> <li>• Career Fair</li> </ul>			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Estimated Cost:</b> <b>5000</b></p>	
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><b>Freshman Orientation:</b>  <a href="https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1281&amp;context=bibliography_faculty">https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1281&amp;context=bibliography_faculty</a></p> <p><b>8th grade parent meeting:</b>  <a href="https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&amp;context=education_etd">https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&amp;context=education_etd</a></p> <p><b>Open House:</b>  <a href="https://d1wqtxts1xzle7.cloudfront.net/35974667/Involving_Parents_Delgado_Gaitan-with-cover-page-v2.pdf?Expires=1657920530&amp;Signature=GQOpnMg51gk00z9WfC0XZkY3KsrfmD2cuJUK9b95tP9kJmk28S2-N5yO8zXY45noRxVdi8sY3o5LuHqURmJZnbBb8nWriszu5U90~7lqNpGxO-n6KzGa6LC3tvX7Tt7M1~qsAS9DLPx9giqWowHbARzTLdhI7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOJkjWEHm3PEObBEO1Ay">https://d1wqtxts1xzle7.cloudfront.net/35974667/Involving_Parents_Delgado_Gaitan-with-cover-page-v2.pdf?Expires=1657920530&amp;Signature=GQOpnMg51gk00z9WfC0XZkY3KsrfmD2cuJUK9b95tP9kJmk28S2-N5yO8zXY45noRxVdi8sY3o5LuHqURmJZnbBb8nWriszu5U90~7lqNpGxO-n6KzGa6LC3tvX7Tt7M1~qsAS9DLPx9giqWowHbARzTLdhI7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOJkjWEHm3PEObBEO1Ay</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

[1mtR6vV5ni9aKFCBGn-goXKknI6wPmnCUHlCoirnTjJznoMLBTHqU413z9MLk1wezfLyaMk5d6t7yrz7cVMFQsTf5HoJ1SIQe5PYnYNhf0Vbqv5w &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA](https://www.researchgate.net/profile/David-Fein/publication/338225616_Career_Pathways_as_a_Framework_for_Program_Design_and_Evaluation_A_Working_Paper_from_the_Pathways_for_Advancing_Careers_and_Education_PACE_Project/links/5e0926ea92851c8364a48284/Career-Pathways-as-a-Framework-for-Program-Design-and-Evaluation-A-Working-Paper-from-the-Pathways-for-Advancing-Careers-and-Education-PACE-Project.pdf)

**Counselors and schedules**

<https://new.every1graduates.org/wp-content/uploads/2016/08/Preventing-1000-Failures.pdf>

**SPED Coordinator:**

<https://journals.library.ualberta.ca/slw/index.php/iasl/article/download/8212/5057>

**Career Pathways:**

[https://www.researchgate.net/profile/David-Fein/publication/338225616\\_Career\\_Pathways\\_as\\_a\\_Framework\\_for\\_Program\\_Design\\_and\\_Evaluation\\_A\\_Working\\_Paper\\_from\\_the\\_Pathways\\_for\\_Advancing\\_Careers\\_and\\_Education\\_PACE\\_Project/links/5e0926ea92851c8364a48284/Career-Pathways-as-a-Framework-for-Program-Design-and-Evaluation-A-Working-Paper-from-the-Pathways-for-Advancing-Careers-and-Education-PACE-Project.pdf](https://www.researchgate.net/profile/David-Fein/publication/338225616_Career_Pathways_as_a_Framework_for_Program_Design_and_Evaluation_A_Working_Paper_from_the_Pathways_for_Advancing_Careers_and_Education_PACE_Project/links/5e0926ea92851c8364a48284/Career-Pathways-as-a-Framework-for-Program-Design-and-Evaluation-A-Working-Paper-from-the-Pathways-for-Advancing-Careers-and-Education-PACE-Project.pdf)

**Counselors/Foreign Language:**

[https://www.researchgate.net/profile/Derald-Sue/publication/232577183\\_Barriers\\_to\\_effective\\_cross-cultural\\_counseling/links/5717a06e08aed8a339e5aad9/Barriers-to-effective-cross-cultural-counseling.pdf](https://www.researchgate.net/profile/Derald-Sue/publication/232577183_Barriers_to_effective_cross-cultural_counseling/links/5717a06e08aed8a339e5aad9/Barriers-to-effective-cross-cultural-counseling.pdf)

**Course Fair**

<https://files.eric.ed.gov/fulltext/ED325298.pdf>

**Dual Enrollment:**

<https://files.eric.ed.gov/fulltext/ED465090.pdf>

AP

<https://files.eric.ed.gov/fulltext/EJ746053.pdf>

**Military and Vocational Recruitment:**

<http://www.wnpj.org/pdf/Truth%20in%20Military%20Recruiting.pdf>

[https://ecommons.cornell.edu/bitstream/handle/1813/77311/88\\_09\\_Occupational\\_training\\_in\\_high\\_school.pdf?sequence=1](https://ecommons.cornell.edu/bitstream/handle/1813/77311/88_09_Occupational_training_in_high_school.pdf?sequence=1)

**College and Career Fairs:**

[https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1000&context=ncie\\_facpub](https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1000&context=ncie_facpub)

**Band Director visiting Feeder Schools:**

[https://web.archive.org/web/20090516092027id\\_/http://www.public.iastate.edu/~bestler/arts\\_based\\_articles/2008\\_Gouzouasis\\_Turning\\_Points.pdf](https://web.archive.org/web/20090516092027id_/http://www.public.iastate.edu/~bestler/arts_based_articles/2008_Gouzouasis_Turning_Points.pdf)

**ROTC:**

<https://books.google.com/books?hl=en&lr=&id=F6OwnE6uQ2AC&oi=fnd&pg=PT3&dq=High+school+ROTC+visits+feeder+schools&ots=k8eEbiF1Uy&sig=rtYRSbTvG0Bmfr4ujuk5MfgX1XQ#v=onepage&q&f=false>

<https://files.eric.ed.gov/fulltext/ED389050.pdf>



***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.

**21<sup>st</sup> Century Programs:** Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

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

#### 4. Regular Monitoring and SWP Revision

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

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

- At the beginning of each school year, the SWP is 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 summer the SWP Committee will meet to write 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 2023, an effectiveness meeting will be held to review the 2022-2023 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 July/August 2023, 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.

## 2022-2023 Committee

### Members

#### School Improvement Planning Committee

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

**Members Include:**

- Principal: Anna Faye Caminita
- Student: Josh Ho and Claire Lusk
- Teacher: Michelle Hills
- Parent/Family: Kevin Raiford, Hope Hughes, Jessica Wilson
- Community Member: Chance Enmon

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: Anna Faye Caminita
- Student: Josh Ho and Claire Lusk
- Teacher: Michelle Hills
- Parent/Family: Kevin Raiford, Hope Hughes, Jessica Wilson

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

8/4/22

Date



Chairperson, Schoolwide Improvement Team Signature

8/4/22

Date