

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Independence Magnet High School Grades 7-12

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

School Independence Magnet High School

SPS 71.7 C

Letter Grade C

Check all that apply (verify with principal):

☒ CIR - Comprehensive Intervention Required

UIR for discipline for three consecutive years

☐ UIR - Academic - Urgent Intervention Required:

☐ 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 more than 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	3500
Copy Machine, Duplicator, Printer	X	X	X	2800
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	2500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Box light, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	2000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	1500
Laminator, Laminating Film	X	X	X	2000
Poster Maker, Paper for Poster Maker, ink	X	X	X	1000
Communication Folders, Planners	X	X		2200
Accelerated Reader (AR) Licenses	X	X	X	0
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X	X	1000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	1000

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, Post-It-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards	X	X	X	2000
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels	X	X	X	1000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	1200
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	1000
ELA Materials:	X	X	X	1000
Social Studies Materials: Globes, Maps	X	X	X	300
Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock, Poster Boards, Colored Paper, Construction Paper, Copy Paper (several cases only), Post-It-Notes, Dry Erase Markers, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X			2500

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 is 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 -Prior to the 2023-2024 academic year, the IHMS SWP team invited parents, students, and community members to the CNA and SWP committee meetings. The Title 1 committee reviewed the CNA data with the stakeholders and explained the purpose of the information and its relevance in creating the SWP. The stakeholders were shown the relationship between the CNA, the SWP, and student progress. The stakeholders were encouraged to add their input to the CNA and SWP.

- **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.

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

Robo calls to announce the end of the 9-week grading period and as reminders of valuable information for parents, students, and staff.

During the Stakeholder Meeting some of the stakeholders mentioned having a STEM (Science Technology Engineering Mathematics) Family Day. This will be given during the school day.

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

- **Parents** are included in the decision-making process through informational meetings as well as parent surveys.
- **Community stakeholders** are invited to IHMS to present information on entrepreneurship ideas and topics.
- **Community stakeholders** are invited to IHMS to discuss SWP goals and action steps.
- **Family Events-** Parents are included in stakeholder meetings where they assist in the implementation of the action steps.
- **Freshmen Academy-** Parents and students are included in stakeholder meetings where accountability standards are shared.
- **Professional Development** are held to educate parents on individual student goal setting to help their child obtain their goals.
- **IEP** meetings, **504** meetings, and **SAT** meetings, which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.
- **Conferences--**Parents will be able to conference with teachers regarding student academic growth which is aligned to our yearly goals.

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

- **Title 1 Compact-** sent home in August.
- **Meet and Greet -**Parents and students are invited to meet their teachers before the first day of school.
- **School Website -**Parents can check the School Website for information, the teacher's web page, upcoming events, school initiatives, and school board website.
- **Open House -**Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events.
- **Leadership Team Meetings -**meetings are held weekly. During these meetings, team members plan for PLC with teachers and analyze data and samples of student work.
- **SBLC/IEP/504--** These meetings are held to discuss student progress as needed.
- **IEP** meetings, **504** meetings, and **SAT** meetings, which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.
- **Student Progress Center-** Parents can log into Oncourse Connect to check student's grades, missed assignments, and absences.
- Teachers send home a **Report Card every nine weeks.**
- **School Messenger-** Will be used to assist with communicating important school wide events.
- **Common Assessments-** Six teachers will be selected to create six common assessments for all LEAP 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 on course or email.

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 will be 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 (S) 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>Meet and Greet: Students and families will have the opportunity to meet the faculty and staff of Independence Magnet High and Middle School. This event allows teachers and administration to start to lay the foundations of a working relationship between the school and home environments. This is an opportunity for parents and students to meet their child's teacher for the 2022-23 school year. Parents will be shown how to access instructional resources, teachers' expectations for Student's performance, grade-level curriculum, positive discipline, and homework procedures.</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decisions/Coordination:</p> <p>*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>Items Needed:</p> <p>Resource Materials</p> <p>Refreshments</p> <p>Estimated Cost:</p> <p>400.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Parent surveys • Pictures
<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://doi.org/10.1080/00940771.1987.11494725</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Parent/Family Engagement Activity: 7th Grade Orientation: This event is used to inform incoming students and their families about the academic and social expectations of high school.	SWP Goal (s): 1-7	Budget Decisions/Coordination: *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: Resource Materials Refreshments	Effectiveness Measure: <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/EJ1117592.pdf			Estimated Cost: 500.00	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: Open House: This is an opportunity for parents and students to receive an overview of the school’s focus and expectations. Teachers will educate parents about curriculum and assessments that pertain to their course. Parents can schedule parent-teacher conferences based on individual student needs at that time and throughout the year. Parents are given a summary of the evaluation results of the previous year’s SWP.	SWP Goal (s): 1-7	Budget Decision /Coordination: *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: Resource Materials Refreshments
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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>https://www2.rivier.edu/journal/roaj-fall-2007/j123-keane.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>Title 1 Annual Parent Meeting</p> <p>The IHMS SWP team invited parents, students, and community members to the CNA and SWP committee meetings. The Title 1 committee reviewed the CNA data with the stakeholders and explained the purpose of the information and its relevance in creating the SWP. The stakeholders were then shown the relationship between the CNA, the SWP, and student progress. The stakeholders were encouraged to add their input to the CNA and SWP.</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*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>Items Needed:</p> <p>Resource Materials</p> <p>Refreshments</p> <p>Estimated Cost:</p> <p>250.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Parent surveys • Pictures
<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://books.google.com/books?hl=en&lr=&id=LgeAAAAAMAAJ&oi=fnd&pg=PA1&dq=open+house+in+schools&ots=aw0wg1lZo&sig=NgYfZfG2ZFD RTPAHuX3N_OX4LYA#v=onepage&q=open%20house%20in%20schools&f=false</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>LEAP NIGHT Instructional Resources and Testing Information</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p>	<p>Items Needed:</p> <p>Resource Materials</p> <p>Refreshments</p>	<p>Effectiveness Measure:</p> <p>* Agenda</p> <p>*Sign In Sheets</p> <p>*Pictures</p>

<p>This is an opportunity for parents to learn tips necessary to ensure student success before and after standardized testing. Training will also include how to use websites and other resource information needed to help students succeed.</p>		<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: 300.00</p>	<p>*Surveys</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): <u>Parent involvement and student academic performance: A multiple mediational analysis - PMC (nih.gov)</u></p>				
<p>Parent/Family Engagement Activity:</p> <p>STEM (Science Technology Engineering Mathematics) Family Day:</p> <p>Students and their families rotate through hands-on science, math, and engineering activities to complete together. The event includes a range of activities covering different STEM topics and connections to exciting STEM careers. Activities are aligned with Louisiana State Science Standards</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*Title I</p> <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>Resource Materials</p> <p>Refreshments</p>	<p>Effectiveness Measure:</p> <p>*Surveys * Agenda *Sign In Sheets *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): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7036285/</p>			<p>Estimated Cost: 850.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent Family Engagement Activity: FAFSA</p> <p>FAFSA ID Representative (Career Compass) will work with parents and students to complete FAFSA applications.</p> <p>FASFA Seminar- Parents and students are invited to attend and receive information about FFSA, scholarships, financial aid, Scholarships, curriculum, college admissions, career exploration and TOPS.</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.academia.edu/download/81192844/career-assessment-practices-for-high-school-students-with-disabilities-and-perceived-value-reported-by-transition-personnel.pdf</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*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>Items Needed:</p> <p>Resource Materials</p> <p>Refreshments</p> <p>Estimated Cost: 400.00</p>	<p>Effectiveness Measure:</p> <p>* Agenda</p> <p>* Sign In Sheets</p> <p>* Pictures</p> <p>*Surveys</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>ACT Boot Camps-All 11*grade parents will be invited to place their student in a one-day ACT boot camp here at IHS. Students will learn English, Math, Reading, and Science content strategies.</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.act.org/content/dam/act/unsecured/documents/involve_parents.pdf</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*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>Items Needed:</p> <p>Resource Materials</p> <p>Refreshments</p> <p>Estimated Cost: 400.00</p>	<p>Effectiveness Measure:</p> <p>*Surveys</p> <p>* Agenda</p> <p>*Sign In Sheets</p> <p>*Pictures</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>ACT NIGHT</p> <p>Parents will gain valuable information as it pertains to ACT as well as the overall rules and regulations for testing. Parents will be informed on the scoring and administration of the ACT as it relates to IHMS students. All 11th Grade parents will be informed that their child will be placed in a one- day workshop on ACT college readiness standards. Students will learn English, Math, Reading, Science content strategies, pacing, time management, and test-taking strategies.</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.act.org/content/dam/act/unsecured/documents/involve_parents.pdf</p>	<p>SWP Goal (s):</p> <p>1-7</p>	<p>Budget Decision /Coordination:</p> <p>*Title I</p> <ul style="list-style-type: none"> <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>Resource Materials</p> <p>Refreshments</p> <p>Estimated Cost:</p> <p>400.00</p>	<p>Effectiveness Measure:</p> <p>*Surveys</p> <p>* Agenda</p> <p>*Sign In Sheets</p> <p>*Pictures</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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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.
- 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
School Performance Score has remained consistent from 2017-18 to 2021-22 with a score of 71.70	Comprehensive Intervention Required
61% of our students are graduating with credential and exceeding the state average	Urgent Intervention Required for discipline. High incidences of out of school suspensions
Student Progress Rating is a 77.70 (B)	<5% of our students scored Mastery or Advanced on LEAP 2025 in Geometry
75% of students responded favorably to teachers are respectful towards them.	Science and Social Studies were a Level 1-2 on the LADOE Curriculum Implementation Scale
Some Students Demonstrated Top Growth in Mastery	7% percent of students with disabilities scored mastery or advanced on LEAP 2025 in English 1
ELA are at Level 3 and 4 on the LADOE Curriculum Implementation Scale	<6% of students scored Mastery or Advanced on LEAP 2025 in Algebra
85% of families responded favorably to how much effort do you put into helping your child do things for himself/herself.	ACT Composite score is 14
22% of students scored mastery and Above on LEAP 2025 in English II	Assessment index is a 37 overall for school.
75% of students responded favorably to teachers are respectful towards them.	32% of students responded favorably to overall, how much do you feel like you belong at your school
	Increase the Basic and Advanced state credentials earned in the Jumpstart Pathways

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:

IHM School is a community school with 92% Economically Disadvantaged students. IHM school has an SPS score of 71.7. Comprehensive Intervention is required and Urgent Intervention Required for Disciples. A focus on Implementing PBIS is a critical next step toward decreasing the percentage of out of school suspension rate. The subgroup of Economically Disadvantaged students scored 72% below Mastery on LEAP 2025. In English II 22% of students scored Mastery or Advanced on LEAP 2025, using the Tier 1 curriculum. Students on the LEAP 2025 assessments scored below Mastery in science, math, and social studies. However, improvement in these areas is essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 1-2. The correlation between LEAP scores and the Implementation scores are significant. A focus on bridging the gaps between Basic and Mastery in core subject areas in ELA, math, science and social studies curriculum is a critical next step toward academic improvement. 31 seniors scored Silver or above on the ACT Work keys assessments. Strength includes that 75% of students responded favorably that teachers are respectful towards them. Weaknesses include that 32% of students responded favorably to overall, how much they feel like they belong at school. Increasing students' sense of belonging at school is a priority to implement next step toward improving students' sense of belongings.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase mastery of performance standards on LEAP 2025 Algebra, Biology, English 1, English II, US History and Geometry
- Increase effective implementation of Tier 1 curriculum.
- Increase the percentage of students scoring 18 or higher on ACT.
- Increase the percentage of out of school suspension rate.
- Increase mastery of performance standards on LEAP 2025 in ELA and Math
- Increase the Basic and advanced state credentials earned in the Jumpstart Pathways.

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. 2021 LADOE School Report Card, Positive Behavior Interventions Support (PBIS) Program, PBIS Digital Rewards Data, Oncourse Discipline Data Reports LADOE Curriculum Implementation Scale and Attendance Data.

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)*
- *By the Spring of 2024, IHMS will Increase the Aligned to District Goals*

1. By the spring of 2024, IHMS will Increase the percent of eighth grade students who achieve mastery on their eight-grade Leap 2025 assessment in ELA from **68% to 70%**.
2. By the spring of 2024, IHMS will Increase the percent of eighth grade students who achieve mastery on their eight-grade Leap 2025 assessment in Math from **56% to 60%**.
3. By the spring of 2024, IHMS will increase the percent of students scoring Basic and above from **32% to 40%** on the ENG I LEAP 2025 Assessment.
4. By the Spring of 2024, IHMS will increase the percent of students scoring Basic and above from **41% to 50%** on the ENG II LEAP 2025 Assessment.
5. By the spring of 2024, IHMS will increase the percent of students scoring Basic and above from **23% to 30%** on the ALG I LEAP 2025 Assessment.
6. By the spring of 2024, IHMS will increase the percent of students scoring Basic and above from **30% to 40%** on the Geometry LEAP 2025 Assessment.
7. By the spring of 2024, IHMS will increase the percent of students scoring Basic and above from **4% to 10%** on the U S History LEAP 2025 Assessment.
8. By the spring of 2024, IHMS will increase the percent of students scoring Basic and above from **39% to 48%** on the Biology LEAP 2025 Assessment.
9. By the Spring of 2024, IHMS will Increase the Cohort Graduation Rate from **70.2 to 78.8%**
10. By the Spring of 2024, IHMS will Increase the number of seniors eligible for Tops award from **43 to 63%**
11. By the Spring of 2024, IHMS will Decrease the % of students who are chronically absent (15 or more days a year from **70% to 80%**
12. By the Spring of 2024, IHMS will Decrease the % of students who are suspended from out of school from **93% to 95%**
13. By the Spring of 2024, IHMS will Increase the % of students with disabilities scoring mastery or advanced on the end of year assessment from **21% to 25%**
14. By the spring of 2024, IHMS will Increase the percentage of students of color Scoring Mastery or Advanced on the end of year state assessment. From **23% to 26%**
15. By the Spring of 2024, IHMS will increase the percent of students meeting their Progress Index from **41% to 45%** on the LEAP 2025 Assessment
16. By the Spring of 2024, IHMS will Increase the school performance score will increase from **71.7 to 75**
17. By the spring of 2024, IHMS will have 80% of students earn a Basic or advanced state credentials in the JumpStart pathway class they are enrolled.

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
<p>Rigorous, Standards-Based Curriculum:</p> <p>TIER 1 Curriculum These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards.</p> <p>Core teachers are following Tier 1 curriculum.</p> <ul style="list-style-type: none"> English teachers are using Guidebooks Math teachers are using Eureka I Hub for Science Social Studies follows a district made curriculum. Advanced Placement Course Exit Tickets- teachers' check for understanding on daily lessons. Read 180 is used for students with disabilities to improve their Lexile (reading) levels. School Wide Writing Strategy (RACE) is used to improve students' writing. Increase the Basic and Advanced state credentials earned in the Jumpstart Pathways 	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-7</p>	<p>Budget Decisions/ Coordination:</p> <p>*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>Items Needed:</p> <p>Content specific workbooks</p> <p>Leap 2025 workbooks</p> <p>Science Lab materials</p> <p>Social Studies materials</p> <p>Kagan materials</p> <p>Estimated Cost: 1400.00</p>	<p>Effectiveness Measure:</p> <p>*LEAP2025 Assessments *ACT/Pre-ACT Scores SLTs</p> <p>*WorkKeys Scores Student Work Teacher Evaluations SLTs</p>

<ul style="list-style-type: none"> • Common Assessments created by school and district. • WorkKeyscurriculum.act.org • IB4E Intervention students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students work on the IBC and WorkKeys credentials • Self-contained classes use the Unique Learning System program. • Inclusion for 7-12 grade for Math and ELA: • Special Education Teachers support students in the classroom and collaborate with general education teachers on specific student needs. • Students participate in the LEAP Connect Curriculum; students receive accommodation in the regular core curriculum. 					
<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/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf (TIER 1)</p> <p>https://www.atlantis-press.com/article/125952276.pdf (Phenomenon based learning)</p> <p>https://www.gemsaa-abudhabi.com/en/-/media/Project/GEMS/GAA_GEMS_American_Academy_Abu_Dhabi/Files-and-Documents/dufour.pdf (Common Assessments)</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

https://www.nsta.org/science-teacher/science-teacher-aprilmay-2019/exit-tickets https://files.eric.ed.gov/fulltext/EJ815413.pdf (AP) https://journals.sagepub.com/doi/abs/10.1177/2156759X0701000309 (Self Contained) https://files.eric.ed.gov/fulltext/ED560788.pdf (Learning Management System)					
Use of Academic Assessments to Improve Instruction: <ul style="list-style-type: none"> • SLTs • LEAP 2025 • Pre and Post Unit test • State Guidebook Assessments • Weekly Assessments • LEAP 360 • Weekly assessments 	ED Priority(s): 1-5	SWP Goal(s): 1-7	Budget Decisions/Coordination: <ul style="list-style-type: none"> *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: Kagan materials Guidebooks Estimated Cost: 5000.00	Effectiveness Measure: *LEAP 2025 Results * Student Work *Student Grade *Computer based program report *Teacher Evaluations * SLTs

<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/EJ1194725.pdf (PLCs)</p> <p>https://www.gemsaa-abudhabi.com/en/-/media/Project/GEMS/GAA_GEMS_American_Academy_Abu_Dhabi/Files-and-Documents/dufour.pdf (Common Assessments)</p> <p>https://par.nsf.gov/servlets/purl/10189809 (Data driven instruction)</p> <p>https://files.eric.ed.gov/fulltext/EJ1275324.pdf (Kagan Cooperative Learning Structures)</p> <p>https://www.kaganonline.com/free_articles/research_and_rationale/504/The-Effects-of-RoundTable-Consensus-on-the-Social-and-Task-Engagement-of-Students-with-or-at-Risk-of-Disabilities</p> <p>https://files.eric.ed.gov/fulltext/EJ815413.pdf (AP)</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none">• ACT 833 eligible students are provided with remediation for LEAP 2025 though Study Skills and elective class.• Inclusion for 7-12 grade for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teachers on specific student needs.• Students participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular core curriculum.• Unique Learning System Program Educators deliver differentiated, standards-aligned content enhanced assessments, data tools and evidence-based instructional support.• Para Support -Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs.• Kagan Cooperative learning Structures• Literacy- iReady• Literacy-Read 180 & System 44 <p>Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities.</p> <p>SAT team meetings are held weekly to focus on behavior issues as well as grades.</p>	<p>ED Priority(s) 1-5</p>	<p>SWP Goal(s): 1-7</p>	<p>Budget Decisions/ Coordination:</p> <p>*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>Items Needed:</p> <p>Estimated Cost:</p> <p>2500.00</p>	<p>Effectiveness Measure:</p> <p>*LEAP 2025</p> <p>*IEP data</p> <p>*WorkKeys Scores</p> <p>*Unique Data</p> <p>*Students Grades</p> <p>*Students 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>https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hpec20 (Paraprofessional support)</p> <p>https://guides.exceptionallives.org/hc/en-us/articles/360022352734-What-Is-the-April-Dunn-Act-Act-833- (ACT 833)</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1428&context=theses_dissertations (iReady) https://journals.sagepub.com/doi/abs/10.1177/2156759X0701000309 (Self Contained) https://files.eric.ed.gov/fulltext/ED599697.pdf (IEP Goals) https://files.eric.ed.gov/fulltext/EJ1275324.pdf (Kagan Cooperative Learning Structures)					
Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>: <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 content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> EL services during the week ELP Test given at the beginning and end of the year. ESL teacher on campus and liaison at district level. Certified teachers meet as needed with regular education teachers and students to discuss student progress within the curriculum. The District Translator, Imagine Learning, and Google Translation App are used to assist LEP students. Amira 	ED Priority(s) 1-5	SWP Goal(s): 1-7	Budget Decisions/ Coordination: <ul style="list-style-type: none"> *Title I <ul style="list-style-type: none"> <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"/> Homel ess <input type="checkbox"/> Genera l Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> *EL Resource Books *EL Games <p>Estimated Cost:</p> <p>2000.00</p>	Effectiveness Measure: <ul style="list-style-type: none"> *LEAP 2025 -Report Card -ELPT Results *Student Work -SLTs -LA Connectors -Image Learning Report -Sign-in Sheet

<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/pacific/blogs/blog43_using-data-driven-decisionmaking-to-support-ELL.asp</p> <p>https://cdn-websites.imaginelearning.com/marketing/Research/Issue_brief-ELL+and+IR.2+(1).pdf</p> <p>https://files.eric.ed.gov/fulltext/EJ948676.pdf - Accommodations, Translations, ESL Teacher, Assessments</p> <p>http://iteslj.org/Articles/Ybarra-Technology.html-Technology for EL</p> <p>http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/-Translator Apps</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions:	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Identify students with unsatisfactory on prior LEAP 2025 • State Assessments and/or students with under an 18 composite ACT score. • Professional Learning Communities • Student Assistant Team • EPs and IAP documents • Prior year grades in core classes • LEAP 360 • Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys) • School and District made common assessments. • Teacher recommendations • Parental concerns • Attendance Record • Discipline Record • Student Grades 	1-7	*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	Estimated Cost: 3000.00	*LEAP 2025 Results *District Benchmark *Students Grades *Students Work -ACT Results -Computer based program reports Evaluation / Effectiveness Results (guide revision to the SWP):
Opportunities and Interventions for Students in Need: <ul style="list-style-type: none"> • IB4E Students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction on LEAP 2025 remediation in the core subject areas. • ACT Prep Remediation Courses for seniors with less than an 18 composite ACT score. 	1-7	*Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4	Ring Toss Set Jump Rope Mats Hoops Activity Ring Set/6	*Student Grades -Students Work *LEAP 2025 *ACT/Pre- ACT Scores *ACT WorkKeys Scores *District Benchmark

Interventions Specific to <u>Students with Disabilities</u>: <ul style="list-style-type: none"> • IEP Goals and Objectives • IEP reconvention • iReady Literacy Program • Student Assistance Team (SAT) • Tracking Reports • Testing Accommodations • Inclusion • Scaffolding • Para support • Study Skills classes • The PAES Lab 	ED Priority(s): 1-5	SWP Goal(s): 1-7	Budget Decisions/ Coordination: <ul style="list-style-type: none"> *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: <ul style="list-style-type: none"> • LEAP 2025 Results • District Benchmark • Student Work • Student Grades • Intervention data • ACT Workkeys Results
<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/ED599697.pdf-(IEP Goals)</p> <p>https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20-(Paraprofessional support)</p> <p>https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1428&context=theses_dissertations-(iReady)</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2014/04/effect-of-learning-skills.pdf-(Study Skills)</p> <p>https://files.eric.ed.gov/fulltext/EJ1168865.pdf-(Scaffolding)</p> <p>https://journals.ku.edu/focusXchild/article/download/6812/6165-(Testing Accommodations)</p> <p>https://www.iaase.org/Documents/Ctrl_Hyperlink/Session_5b_Int</p>				Estimated Cost: 2000.00	Evaluation / Effectiveness Results (guide revision to the SWP):

<p>ervention in School and Clinic uid9152015835492.pdf (Tracking Reports)</p> <p>https://www.advocacyinstitute.org/academy/Oct07IEPessentials/TECProgressMonitoringLegalIssues.pdf IEP Reconvene)</p>					
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Amira • Student Mentors • Accommodations • Google Translator App • Dictionaries • Translators 	<p>ED Priority(s): 1-5</p>	<p>SWP Goal(s): 1-7</p>	<p>Budget Decisions/Coordination: *Title I</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> • LEAP 2025 Results • District Benchmark • Student Work • Student Grades • Intervention data • ACT Workkeys Results • Unique computer reports
<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/Issue_brief-ELL+and+IR.2+(1).pdf Imagine Learning</p> <p>http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/ Translator Apps</p> <p>https://files.eric.ed.gov/fulltext/ED478291.pdf (Dictionaries, Translators, Student Mentors)</p> <p>https://www.academia.edu/download/68326901/Ensuring_Accommodations_Used_in_Content_20210726-5210-93y4fz.pdf (Accommodations)</p>				<p>Estimated Cost: 2000.00</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:	ED Priority(s)	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<p>Character Strong Curriculum</p> <p>Meet the current social & emotional needs of students and prepare them for post-secondary life by teaching stress and coping techniques, self-management practices, relationship skills, and more.</p>	1-5	1-7	<p>*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>		*Panorama Survey Results for students SEL
<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://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf</p>				<p>Estimated Cost:</p> <p>3000.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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.

<p>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, etc.):</p> <ul style="list-style-type: none"> • After School Programs • Summer Learning Camp 	<p>ED Priority(s)1-5</p>	<p>SWP Goal(s): 1-7</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> *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> <ul style="list-style-type: none"> *Student Work *Student Grades -LEAP 2025 Results
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): Charmaraman, L., & Hall, G. (2011). School dropout prevention: what arts-based community and out-of-school-time programs can contribute. New directions for youth development, 2011 Suppl 1(Suppl 1), 9–27.</p> <p>Southeastern Upward Bound Program https://doi.org/10.1002/yd.416 http://www.southeastern.edu/acad_research/programs/up_bound/index.html</p> <p>Advanced Placement Courses: https://www.researchgate.net/profile/George-Moore-5/publication/236708846_Who%27s_Taking_the_Advanced_Placement_Courses_and_How_Are_They_Doing_A_Statewide_Two-</p>				<p>Estimated Cost:</p> <p>2500.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Year Study/links/56a442a308ae1b6511309c75/Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-They-Doing-A-Statewide-Two-Year-Study.pdf</p> <p>Field Trips http://kora.matrix.msu.edu/files/31/173/1F-AD-10E-8-VSA-a0a2f0-a_5730.pdf</p> <p>Clubs and organizations https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf</p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g., Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Talented Art • Resource classes • Study Skills • Honors • Advanced Placement • Dual Enrollment • Physical Education • Band • Communications <ul style="list-style-type: none"> • Computer Science • Family and Consumer Sciences • Foreign Language (Spanish) • Business • Agriculture courses • Industrial Arts (NCCER, Drafting, Wood, Welding, Electrical, Core) • Medical (CNA, EMR, Pharmacy) 				

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.

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s) 1-5	SWP Goal(s): 1-7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • RKM Counseling Service • School Counselors • PBIS • Positive Action Classroom (PAC) • Student Assistance Team • 504 services • SEL Team • IEP 			*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		*Discipline data *PBIS reports *SEL Achievement
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): PBIS https://files.eric.ed.gov/fulltext/EJ1141556.pdf RKM Counseling Service https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf School Counselors https://files.eric.ed.gov/fulltext/ED301833.pdf				Estimated Cost: 800.00	Evaluation / Effectiveness Results (guide revision to the SWP):

Positive Action Classroom: https://edsources.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf SAT https://files.eric.ed.gov/fulltext/ED452445.pdf 504: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&rep=rep1&type=pdf SPED IEP https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410				
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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.

Title I School Planning: <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. 	ED Priority(s): 1-5	SWP Goal(s): 1-7	Budget Decisions/Coordination: <ul style="list-style-type: none"> *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 	Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed	Effectiveness Measure: <ul style="list-style-type: none"> * Student Performance Scores * Sign-in Sheets * Panorama Survey Results
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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>SWP https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&context=hon_thesis</p> <p>Activities file:///C:/Users/laure/Downloads/2483-Article%20Text-4315-1-10-20131007.pdf</p> <p>https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=07384602&AN=90497724&h=LrEO2QkEhR15CgcF4esdqMAXzAHZ2UI04DsuPPZ1bhQgRCYgIzaQjF4NOwuG1eqwAG11%2B8lrqq4nRfoXiTV5iw%3D%3D&crl=c</p> <p>PD activities http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf</p>			<p>Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p>Estimated Cost:</p> <p>2500.00</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs):</p> <p>Leadership Team completes weekly reviews and analyzes student needs to drive instruction. Goals and objectives are discussed and shared with the faculty. Once the need is identified, the team will implement Research Based Strategies and lesson activities to address the needs. The Leadership Team will use backwards design methods to plan units of instruction for ELA, Math, Social Studies, and Science as well as credentialing courses.</p>	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-7</p>	<p>Budget Decisions/Coordination:</p> <p>*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>Items Needed:</p> <p>Estimated Cost:</p> <p>2500.00</p>	<p>Effectiveness Measure:</p> <p>*Sign In Sheets</p> <p>*Agenda</p> <p>*Conferences/training</p> <p>- Lesson Plans</p>

<p>PLC Meetings will meet weekly and be led by teacher leaders. Teachers work together to develop lessons aligned with current state curriculum standards. Meetings will discuss strategies and lesson activities for instruction. Teachers will bring students’ work to analyze. Data will be tracked in order to monitor students’ progress.</p>			<div><input type="checkbox"/> Perkins</div> <div><input type="checkbox"/> Other</div>		
<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>ILT:</p> <p>https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.9936&rep=rep1&type=pdf</p> <p>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</p> <p>Professional Learning Communities</p> <p>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</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Professional Development: Other Professional Training – 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.	ED Priority(s): 1-5	Goal(s): 1-7	Budget Decisions/ Coordination: *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: -Substitutes -Stipends -See individual Prior Approvals for specific items needed Estimated Cost: 2500.00	Effectiveness Measure: Sign In Sheets *Sign-in Sheet *Agendas from Conferences/training <hr/> Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf					

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.

Strategies for Workforce Talent: <ul style="list-style-type: none"> • Mentorship program • PLCs once weekly • Instructional Leadership Team Meetings • Leadership Team Meetings • Team Meetings • Stipends for PD • District level PD • New Teacher Orientation • In-district certification for non-certified teachers 	ED Priority(s): 1-5	Goal(s) 1-7	Budget Decisions/Coordination: <ul style="list-style-type: none"> *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: Stipends Estimated Cost: 2800.00	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): Mentorship https://files.eric.ed.gov/fulltext/EJ1198689.pdf PLC https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173 Instructional Leadership Team 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					Evaluation / Effectiveness Results (guide revision to the SWP):

<p>Leadership Team https://www.education.uw.edu/ctp/sites/default/files/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf</p> <p>Stipends for PD https://files.eric.ed.gov/fulltext/ED485651.pdf</p> <p>District level PD https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1176&context=education_articles</p> <p>New Teacher Orientation http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2028%20(4)%20Dec.%202020/34%20JSH-6470-2020.pdf</p> <p>Certification: https://www.researchgate.net/profile/Lawrence-Baines/publication/275514876_Deconstructing_Teacher_Certification/links/563a157708aeed0531dca3aa/Deconstructing-Teacher-Certification.pdf</p>				
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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.

Transition Activities for Incoming and Outgoing	ED Priority(s):	Goal(s):	Budget Decisions/ Conditions:	Items Needed:	Effectiveness Measure:
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<p>Students:</p> <ul style="list-style-type: none"> • Meet and Greet • Open House • 7th Grade Parent Orientation • Guidance counselors visit feeder school for scheduling. • Career fair • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year. • SPED coordinator meets feeder schools to aid in transition for SPED population • College Fair • Advanced Placement Courses • Career Pathways Offered • Band instructors visit feeder schools 	<p># 1-5</p>	<p>1-7</p>	<p>Coordination:</p> <ul style="list-style-type: none"> *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>Refreshments Information Brochures/Signs</p> <p>Estimated Cost: 2800.00</p>	<p>*Sign in sheets *Agendas *Photos</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>7th Grade Parent Orientation https://core.ac.uk/download/pdf/163106788.pdf</p> <p>Open House https://d1wqtxts1xzle7.cloudfront.net/35974667/Involving_Parents_Delgado_Gaitan-with-cover-page-v2.pdf?Expires=1657920530&Signature=GQOpnMg51gk00z9WfCOXZkY3KsrfmD2cuJUK9b95tP9kJmk28S2-</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

N5yO8zXY45noRxVdi8sY3o5LuHqURmJZnbBb8nWriszu5U90~7lqNpGxO-n6KzGa6LC3tvX7Tt7M1~qsAS9DLPx9giqWowHbARzTLdhl7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOJkjWEHm3PEObBEO1Ay1mtR6vV5ni9aKFCBGn-goXKknI6wPmnCUHlCoirnTjJznoMLBTHqU413z9MLk1wezflYaMk5d6t7yrz7cVMFQsTf5HoJ1SIQe5PYnYNhf0Vbqv5w &Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA

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

AP

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

Military and Vocational Recruitment:

https://ecommons.cornell.edu/bitstream/handle/1813/77311/88_09_Occupational_training_in_high_school.pdf?sequence=1

<p>College Fair https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1000&context=ncie_facpub</p> <p>Band instructors visit feeder schools https://web.archive.org/web/20090516092027id/http://www.puublic.iastate.edu/~bestler/arts_based_articles/2008_Gouzouasis_Turning_Points.pdf</p>				
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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 after-school 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>
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1. 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 and mid-year, the SWP is reviewed by stakeholders. It is discussed at the Leadership Team Meeting in addition to PLC meetings where focus areas are addressed, student work, state assessment, and discipline data are reviewed and analyzed. Next steps are discussed and implemented to make sure that the goals are being addressed

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

- In the fall the SWP Committee will meet to review the SWP and make any necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revision needs to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2024, an effectiveness meeting will be held to review the 2023-2024 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities.

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

Information from the effectiveness meeting in May/June 2023, when data is released from LADOE, 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.

2023-2024 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Donnis C. McIntyre
- Assistant Principal: Thasia Domiano
- Assistant Principal: Ryan Joseph
- Assistant Principal: Qiana Smith
- Counselor: Ronina Walls
- Curriculum Facilitator: Pauline Williams
- Cynthia : SEL Coach
- Science Teacher: Chudney Hart
- English Teacher: Heather Gullledge
- Math Teacher: Kai Batiste
- Sped Teacher: Stacie Noto
- Vocational Teacher: Holly Milazzo
- Community Member: Cheryl Brumfield
- Parent/Family: Britany Brown
- Parent/Family: Doris Jackson
- Parent/Family: Jessica Saragusa
- Student: Marvie'onna Brown
- Student: Iriel Holmes
- Student: Adam & Elisha Saragusa

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Donnis C. McIntyre
- Assistant Principal: Thasia Domiano
- Assistant Principal: Ryan Joseph
- Assistant Principal: Qiana Smith
- Counselor: Ronina Walls
- Curriculum Facilitator: Pauline Williams
- Cynthia: SEL Coach
- Science Teacher: Chudney Hart
- English Teacher: Heather Gullledge
- Math Teacher: Kai Batiste
- Sped Teacher: Stacie Noto
- Vocational Teacher: Holly Milazzo
- Community Member: Cheryl Brumfield
- Parent/Family: Britany Brown
- Parent/Family: Doris Jackson
- Parent/Family: Jessica Saragusa
- Student: Marvie'onna Brown
- Student: Iriel Holmes
- Student: Adam & Elisha Saragusa

SCHOOL ASSURANCES

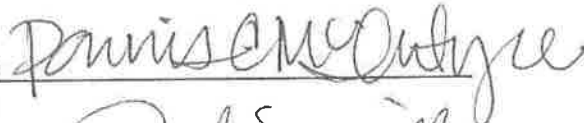
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ 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
- A schoolwide action plan with timelines and specific activities for implementing the above criteria

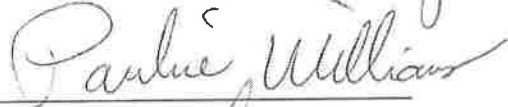
- ✓ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Donnis C. McIntyre
Principal Signature



Date 10/30/2023

Pauline Williams
Chairperson, Schoolwide Improvement Team Signature



Date 10/30/2023

Qiana Smith
Co-Chairperson, Schoolwide Improvement Team Signature



Date 10/30/2023