

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Ponchatoula High School
9th-12th Grades

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

School Ponchatoula High School

SPS 80.7

Letter Grade B

Check all that apply (see CIR/UIR chart in Crate):

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%

X - 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

X Students with Disabilities

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed All items purchased must be for student use 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 and Toner (not for office use), Masters, Staples	X	X	X	8000.00
Copy Machine, Duplicator, Printer	X	X	X	80,000.00
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	5000.00
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X		10,000.00
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X		1500.00
Laminator, Laminating Film	X	X	X	3000.00
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	2000.00
Accelerated Reader (AR) Licenses		X		6000.00
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools	X	X		8000.00
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		8000.00
Must be used by STUDENTS General Supplies: Pens (stick pens only), 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, Glue, Glue Sticks,		X		15000.00

Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers		X		8000.00
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	7000.00
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: Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials	X	X	X	6000.00
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps,	X	X	X	4000.00
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			3000.00
Communication Folders and Planners	X	X		5000.00

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.

*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 discussed the possibility of having orientations with parents for each grade level. This is something that is being considered.

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.
- 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 parents 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 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 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>Parent/Family Engagement Activity:</p> <p>Stakeholder Meeting--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>SWP Goal (s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>*Refreshments</p>	<p>Effectiveness Measure:</p> <p>*Sign In Sheets *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): https://ies.ed.gov/ncee/edlabs/regions/west/rewestFiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf</p>			<p>Estimated Cost:</p> <p>200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Parent/Family Engagement Activity: Open House/Annual Review Meeting --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 pertain to their course. Parents will also meet with faculty to review the School Wide Plan. Data from the 2022-2023 school year will be analyzed during the review.	SWP Goal (s): ALL GOALS	Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: *Refreshments	Effectiveness Measure: *Sign in Sheets *Agendas *Pictu
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity: College Fair --During Open House/Annual Review Meeting, parents and students will be able to visit with representatives from colleges. The colleges will present information through discussions and flyers on the career pathways and curriculum offered at their school.	SWP Goal (s): ALL GOALS	Budget Decision /Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Items Needed: *Refreshments	Effectiveness Measure: *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):			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):	

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf			\$200		
<p>Parent/Family Engagement Activity:</p> <p>Conferences--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.</p>	<p>SWP Goal (s)</p> <p>ALL GOALS</p>	<p>Budget Decision /Coordination :</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>Items Needed:</p> <p>*Refreshments</p>	<p>Effectiveness Measure:</p> <p>*Sign in Sheets</p> <p>*Agendas</p> <p>*Surveys</p> <p>*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):</p> <p>https://files.eric.ed.gov/fulltext/EJ794819.pdf</p>			<p>Estimated Cost:</p> <p>\$300</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	
<p>Parent/Family Engagement Activity:</p> <p>Career Day--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 be invited to participate as presenters of their career.</p>	<p>SWP Goal (s):</p> <p>ALL GOALS</p>	<p>Budget Decision /Coordination :</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>Items Needed:</p> <p>*Refreshments</p>	<p>Effectiveness Measure:</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this</p>				<p>Estimated Cost:</p> <p>1000</p>	<p>Evaluation / Effectiveness Results</p>

<p>strategy, e.g. IES Practice Guide/What Works Clearinghouse): http://files.eric.ed.gov/fulltext/EJ1079015.pdf</p> <p>http://files.eric.ed.gov/fulltext/ED379581.pdf</p>		<input type="checkbox"/> Other			<p>(guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>FAFSA</p> <ul style="list-style-type: none"> ● FAFSA Seminar-Parents and students are invited to attend and receive information about FAFSA, scholarships, financial aid, curriculum, college admissions, career exploration, and TOPS ● FAFSA Representatives (Career Compass): Will work with parents and students to complete FAFSA applications. 	<p>SWP Goal (s):</p> <p>ALL GOALS</p>	<p>Budget Decision /Coordination :</p> <ul style="list-style-type: none"> <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>Items Needed:</p> <p>*Refreshments</p> <p>Estimated Cost: 1000</p>	<p>Effectiveness Measure:</p> <p>*Sign in Sheets *Agendas *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): https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</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>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Parent/Family Engagement Activity:</p> <p>Course Fair--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>SWP Goal (s):</p> <p>ALL GOALS</p>	<p>Budget Decision /Coordination :</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 		<p>Items Needed:</p> <p>*Brochure Paper</p> <p>Estimated Cost:</p> <p>1000</p>	<p>Effectiveness Measure:</p> <p>*Sign in Sheets</p> <p>*Surveys</p> <p>*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):</p> <p>https://ojs.unisa.edu.au/index.php/EDEQ/issue/view/109</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>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. The administration will discuss details on expectations at</p>	<p>SWP Goal (s):</p> <p>ALL GOALS</p>	<p>Budget Decision /Coordination :</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 		<p>Items Needed:</p> <p>Estimated Cost:</p> <p>1000</p>	<p>Effectiveness Measure:</p> <p>*Sign in Sheets</p> <p>*Agenda</p> <p>*Survey</p> <p>*Pictures</p>

<p>PHS to graduation requirements with testing and curriculum.</p> <p>Grade Level Orientations will be held during the first two weeks of school.</p>					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://files.eric.ed.gov/fulltext/EJ1117592.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.
- and
- Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
English II Assessment Index Increased	English I Assessment Index Decreased
Algebra I Assessment Index Increased	Biology and Geometry Assessment Index Minutely Increased
Growth from fall to spring on the US History Benchmark writing prompt	546 Incidences of Unauthorized Use of Technology
97% of staff feel that their work matters.	504 In School Suspensions
89% of students feel they have a school friend they can be completely themselves with.	312 Out of School Suspensions
86% of families put effort into helping their children with school work	55% of discipline incidents were by students in the 9th grade.
PBIS system and rewards used with fidelity	62.6% of discipline incidents involved male students.
	55.9% of discipline incidents involved black or African American students.

	Chronic Absenteeism occurred with 445 students.
	Only 17% of students are excited about going to class.
	18% of families believe that classroom lessons are motivating at their child's school.
	Only 14% of students scored Advanced and Mastery on US History LEAP 2025 Assessment; Concerned over Assessment switching to Civics for 2023-2024 school year
	Only 46 Advanced CTE Credentials

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 1960 students, 66.15% of which are categorized as economically disadvantaged. Ponchatoula High has an SPS score of 80.7 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 Algebra I, where students scored well in the Advanced and Mastery categories. US History, English I and Geometry scores are at or above average, but are areas that require improvement. We saw a drastic drop in the English I LEAP 2025 scores for the 2022-2023 school year. The ACT index is currently a 68.8; while, we had 70% of our Jump Start students score Silver or higher on the ACT Workkeys. PHS is working to increase the number of Basic and Advanced Credentials in the CTE courses this year. While a TIER 1 Curriculum is being employed in most areas, the current, LADOE Curriculum Implementation Scores for some courses/grade levels 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. Survey data indicates strong parent and family engagement in their children's education. 89% of students feel they have a school friend that they can be completely themselves with. Data indicates that increasing student attendance and engagement in the classroom and academics are areas of needed improvement. 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 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: 2022 LDOE School Report Card, Positive Behavior Interventions Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports

LADOE 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 2024, PHS will increase the percent of students scoring Mastery and above from **31% to 40% on the ENG I LEAP 2025 Assessment.**
2. By the Spring of 2024, PHS will increase the percent of students scoring Mastery and above from **54% to 55% on the ENG II LEAP 2025 Assessment.**
3. By the Spring of 2024, PHS will increase the percent of students scoring Mastery and above from **28% to 28% on the ALG I LEAP 2025 Assessment.**
4. By the Spring of 2024, PHS will increase the percent of students scoring Mastery and above from **25% to 28% on the Geometry LEAP 2025 Assessment.**
5. By the Spring of 2024, PHS will increase the percent of students scoring Mastery and above from **14% to 26% on the A. History/Civics LEAP 2025 Assessment.**
6. By the Spring of 2024, PHS will increase the percent of students scoring Mastery and above from **25% to 26% on the Biology LEAP 2025 Assessment.**
7. By the Spring of 2024, PHS will increase the assessment index of **students of color** from **37.1 to 38.6** on the LEAP 2025 Assessment.
8. By the Spring of 2024, PHS will increase the assessment index of **special education students** from **16.5 to 18** on the LEAP 2025 Assessment.
9. By the Spring of 2024, PHS will increase the assessment index of **504 students** from **26.9 to 28** on the LEAP 2025 Assessment.
10. By the Spring of 2024, PHS will increase the assessment index of **English Learners** from **7.3 to 8** on the LEAP 2025 Assessment.
11. By the Spring of 2024, PHS will increase the percent of students **meeting their growth targets from 41% to 45%** on the LEAP 2025 Assessment.
12. By the Spring of 2024, PHS will increase the number of senior students scoring Platinum on **WorkKeys from 0 to 1.**

13. By the Spring of 2024, PHS will increase the number of senior students scoring Gold on WorkKeys from 8 to 10.
14. By the Spring of 2024, PHS will increase the number of senior students scoring Silver on WorkKeys from 135 to 140.
15. From Spring 2023 to Spring 2024, the PHS SPS will increase from 80.7 to 82 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 th -12 th) to support student mastery.
16. By the Spring of 2024, PHS will increase the school's graduation cohort rate from 79.4 to 80.5.
17. By the Spring of 2024, PHS will increase the number of seniors graduating with a basic or advanced credential from 318 to 330.
18. By the Spring of 2024, PHS will increase the number of seniors eligible for a TOPS award from 37.2% to 39%.
19. By the Spring of 2024, PHS will decrease the number of students who are chronically absent (15 or more days a year) from 445 to 400.
20. By the Spring of 2024, PHS will decrease the percent of students in 5-12 who are suspended from out of school from 12.1% to 11%.

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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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Core teachers are following Tier 1 curriculum. <ul style="list-style-type: none"> ○ Eureka for Math ○ Guidebooks for English ○ iHub for Science ● Social studies follows a district made curriculum. ● Use of Socratic Seminar in English Class ● Science teachers are implementing more science based phenomenon lessons. ● Junior and Senior level math courses use Mathxl ● Use of OnCourse classroom (learning management system) for online testing ● Use of multiple select questioning and multi-part questions ● Common Assessments created by school and district ● Exit Tickets--a classroom teacher check of understanding on daily lessons. ● Self--Contained Classes--Unique Learning ● Dual Enrollment and Advanced Placement Courses 	<p>ED Priority(s): 1, 2, 3</p>	<p>SWP Goal(s): ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *IXL Math *iReady for English *Consumable items for science lab activities (including cups, spoons, butcher paper, paper plates, playdoh) *Workbooks for Civics <p>Estimated Cost: 15000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data
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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>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf (TIER 1)</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5685530/ (Socratic Seminars)</p> <p>[PDF] atlantis-press.com (phenomenon based learning)</p> <p>[PDF] jossr.org (MathXL)</p> <p>[PDF] ed.gov (Learning Management System)</p> <p>[PDF] gemsaa-abudhabi.com (Common Assessments)</p> <p>[HTML] nsta.org (Exit Tickets)</p> <p>[PDF] ed.gov (Dual Enrollment)</p> <p>https://files.eric.ed.gov/fulltext/EJ842068.pdf (AP)</p> <p>2156759X0701000309 (Self Contained)</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • PLC--Teachers are working in their Professional Learning Communities (PLC) by departments to analyze samples of student work. • Previous years LEAP 2025 scores are used to determine remediation and instructional strategies. 	<p>ED Priority(s): 1, 2, 3, 4</p>	<p>SWP Goal(s): ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless 	<p>Items Needed: AP Workbooks</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data *Progress Reports *LEAP 360

<ul style="list-style-type: none"> ● LEAP 360 diagnostic and interims used to provide feedback on student progress and to guide intervention. ● Common Assessments for LEAP 2025 courses, ACT Workkeys, and ACT English. ● CLEP test ● AP test ● LEAP 2025 ● ACT, PreACT, ACT Workkeys 			<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	Estimated Cost: 10000	<ul style="list-style-type: none"> *AP Scores *CLEP Test *Sign In Sheets *Agendas
<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] ed.gov (PLCs) [PDF] gemsaa-abudhabi.com (Common Assessments) https://par.nsf.gov/servlets/purl/10189809 (Data driven instruction)</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<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 either through Study Skills or another elective class. ● Para Support ● Resource Classes ● Double Blocking in core courses ● Literacy--iReady ● Self Contained Classes--Unique Learning ● IEP Goals and Objectives ● Project Ready After School Program 	<p>ED Priority(s):</p> <p>1, 2, 3</p>	<p>SWP Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>*IXL for Math</p> <p>*iReady for English</p> <p>*Materials and consumables for at risk students</p> <p>Estimated Cost: 5000</p>	<p>Effectiveness Measure:</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>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=hepc20 (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>[PDF] liberty.edu (Double blocking)</p> <p>[PDF] stjohs.edu (iReady)</p> <p>[PDF] waldenu.edu (Achieve 3000)</p> <p>[PDF] waldenu.edu (Resource classes)</p> <p>2156759X0701000309 (Self Contained)</p> <p>[PDF] ed.gov (IEP Goals)</p>						<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

[PDF] ed.gov (After school program)					
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amira EL services during the week and after school tutoring. ELP test given at the beginning and end of the year. ESL teacher on campus and liaison at district level. Accommodations given through Oncourse Materials translated to native language (using Oncourse translation services) Translator Apps 	<p>ED Priority(s):</p> <p>1, 2, 3</p>	<p>SWP Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *EL Resource Books *EL Games <p>Estimated Cost:</p> <p>5000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *EL Teacher Schedule *ELP Test

<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>Using Data-driven Decision Making to Support English Learner Students</p> <p>https://www.amiralearning.com/research.html Amira</p> <p>[PDF] academia.edu (After School)</p> <p>[PDF] ed.gov - Accommodations, Translations, ESL Teacher, Assessments</p> <p>[HTML] iteslj.org - Technology for EL</p> <p>[HTML] tesl-ej.org - Translator Apps</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <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 ● IEPs and IAP documents ● Prior year grades in core classes ● LEAP 360 ● Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys) ● School and District made common assessments ● Teacher recommendations ● Parental concerns ● Attendance Record 	<p>Goal(s): ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost: 5000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data *Progress Reports <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<ul style="list-style-type: none"> ● Discipline Record ● Student Grades ● iReady ● IXL 				
<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ● Intervention periods built into the school day. ● ACT Remediation Courses for seniors with less than an 18 composite ACT score. ● Project Ready--After School Programs (ACT, subject specific acceleration) ● ACT Boot camp ● Math and English Acceleration Courses ● Student Assistance Team ● RKM Counseling Services ● ACT 833 eligible students are provided with remediation for LEAP 2025 either through Study Skills or during another elective class. ● Double Blocking in core classes ● After school tutoring ● Literacy Program (iReady) 	<p>Goal(s): ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed: *Materials and consumables for at risk students</p> <p>Estimated Cost: 5000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data *Progress Reports <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> ● Student Assistance Team (SAT) ● SAT process may result in 504 or IDEA evaluation ● Professional Learning Communities ● Counseling Referrals ● Data follow up ● After School Tutoring (Including Project Ready) ● Targeted instruction ● Parent contact ● Credit recovery ● Online classes 	<p>Goal(s): ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed: *Materials and consumables for at risk students</p> <p>Estimated Cost: 10000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *SAT log sheets *504/IEP logs *T-9 List *After School Attendance <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Resource Classroom ● Study Skills Class ● Accommodations ● Tracking Reports ● IEP reconvention ● IEP Goals and Objectives ● Para support ● Testing Accommodations ● Scaffolding ● Double Blocking ● After School Tutoring ● iReady Literacy Program 	<p>ED Priority(s): 2, 3</p>	<p>SWP Goal(s): ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed: *Materials and consumables for at risk students</p>	<p>Effectiveness Measure: *Intervention Data *504/IEP meetings and collaboration team meetings.</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] ed.gov (IEP Goals) [PDF] waldenu.edu (Resource classes) [PDF] ed.gov (After school program) [PDF] liberty.edu (Double blocking) https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 (Paraprofessional support) [PDF] stjohns.edu (iReady) [PDF] teachertoolkit.co.uk (Study Skills) [PDF] ed.gov (Scaffolding) [PDF] ku.edu (Testing Accommodations) [PDF] iaase.org (Tracking Reports) [PDF] advocacyinstitute.org (IEP Reconvene)</p>					<p>Estimated Cost: 10000</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): https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf</p>		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	Estimated Cost: 5000	Evaluation / Effectiveness Results (guide revision to the SWP):
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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 (ESSER Funds) ● Summer Learning Camp (ESSER Funds) ● Dual Enrollment Courses ● Advanced Placement Courses ● SLU Scholar Program ● Field Trips ● Clubs/Organizations 	<p>ED Priority(s): 1, 3, 5</p>	<p>SWP Goal(s): ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: *Pictures *Student Participation List</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>Project Ready After School Programs ED474873.pdf Impacts of After-School Programs on Student Outcomes - Zief - 2006 - Campbell Systematic Reviews - Wiley Online Library</p> <p>Dual Enrollment Courses: ED465090.pdf</p>				<p>Estimated Cost: 15000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Advanced Placement Courses: Is Increased Access Enough Advanced Plac20161025-6377-58k84m-with-cover-page-v2.pdf (d1wqtxts1xzle7.cloudfront.net)</p> <p>Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-The-y-Doing-A-Statewide-Two-Year-Study.pdf (researchgate.net)</p> <p>SLU Scholar Program: https://ir.library.louisville.edu/cgi/viewcontent.cgi?article=1048&context=jsfa</p> <p>Field Trips: 1F-AD-10E-8-VSA-a0a2f0-a_5730.pdf (msu.edu)</p> <p>Clubs and organizations : https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf</p>				
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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 Achieesssve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● PBIS ● RKM Counseling Services ● School Counselors ● Restorative circles ● Positive Action Classroom (PAC) ● Student Assistance Team (SAT) ● Check in Check Out ● 504 Services ● SPED (IEP) 	<p>ED</p> <p>Priority(s):</p> <p>2, 3</p>	<p>SWP Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Estimated Cost:</p> <p>10000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *Discipline Data *SAT, 504, IEP Log *PBIS Reports
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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>PBIS: https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf</p> <p>RKM Counseling Services: https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf</p> <p>School Counselors: https://files.eric.ed.gov/fulltext/ED301833.pdf</p> <p>Restorative circles: https://d1wqtxts1xzle7.cloudfront.net/47002283/1467-9604_0025420160704-29103-nwfacx-with-cover-page-v2.pdf?Expires=1657915130&Signature=JHvzbJdB5UYyeh42G3UdyXhyDtBXO7DZCFsL6cHoX~2~GVAsoC0Xiab0wtaQ4zwcKQXuPc89CKwjCLiAdDAgFGaHAcbs9d71nB5UuOKM6iHWrUNBUQYDyVBLSf9t7qU4jX~U1RGGH3HIwwwjBuLt5edsg1Osi0GPpt3UQEBza8EtGFEpHj295sn1XnSz3hnlI94-SX68ho225LG4Hp1QquCrSilLsw6~sq~QQPOMB53v0q4ZhFAC7W~C~NjKQeRRxyf8TrfYAvmCdGAXlhV00yJJuiqz9XUPv1tCwvRVEK0qesgf4JYBvYc~vH3biPJ~LLmu1oYix0tfoXw2rk8-Wdg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</p> <p>https://research.library.mun.ca/12119/1/what_pedagogy_reveals.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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<p>https://www.tandfonline.com/doi/pdf/10.1080/10474412.2016.1246972</p> <p>Positive Action Classroom: https://edsources.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf</p> <p>SAT: https://files.eric.ed.gov/fulltext/ED452445.pdf</p> <p>Check In Check Out: https://journals.sagepub.com/doi/pdf/10.1177/1098300719860131</p> <p>https://www.researchgate.net/profile/Kevin-Filter-2/publication/236718208_Check_in_Check_out_A_Post-Hoc_Evaluation_of_an_Efficient_Secondary-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</p> <p>504: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&rep=rep1&type=pdf</p> <p>SPED IEP https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410</p>				
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1.7 PROFESSIONAL DEVELOPMENT

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

<p>Title I School Planning:</p> <ul style="list-style-type: none"> • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>4</p>	<p>Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes</p> <p>Stipends</p> <p>See individual Prior Approval for specific items needed</p> <p>Estimated Cost:</p> <p>5000</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *Agendas *Sign in Sheets *Daily Log
<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:</p> <p>https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&context=hon_thesis</p> <p>Activities:</p> <p>file:///C:/Users/laure/Downloads/2483-Article%20Text-4315-1-10-20131007.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=07384602&AN=90497724&h=LrEO2QkEhR1SCgcF4esdqMAXzAHZ2UI04DsuPPZ1bhQgRCYglzaQjF4NOwuG1eqwAG11%2B8lrqq4nRfoXiTV5iw%3D%3D&crl=c					
PD Activities: http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf					
Professional Learning Communities (PLCs): <ul style="list-style-type: none"> • 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. • 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. 	ED Priority(s): 1-5	Goal(s): ALL GOALS	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	Items Needed: Stipends Estimated Cost: 5000	Effectiveness Measure: *Sign in sheets *Agendas *Surveys

<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: 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 Community 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>	
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. • ILT team will work with Dr. Caminita and the administration to renew our accreditation. Data and curriculum will be analyzed and reviewed. 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> -Substitutes -Stipends -See individual Prior Approvals for specific items needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *Agendas *Sign in Sheets

<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://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf</p> <p>https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf</p>			<p>Estimated Cost: 5000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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.

<p>Strategies for Workforce Talent:</p> <ul style="list-style-type: none"> ● Mentorship program for teachers new to the school. ● PLCs once weekly ● Instructional Leadership Team Meetings ● Leadership Team Meetings ● Team Meetings ● Effectiveness Stipends ● Stipends for PD ● District level PD ● New Teacher Orientation ● In-district certification for non-certified teachers 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>*Stipends</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *Sign In Sheets *Agendas *Assessment of new certifications on boarded *List of Mentors/assigned teachers
<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>Mentorship https://files.eric.ed.gov/fulltext/EJ1198689.pdf</p> <p>PLC https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173</p> <p>ILTM 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>LTM https://www.education.uw.edu/ctp/sites/default/files/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf</p>				<p>Estimated Cost:</p> <p>5000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Effectiveness Stipends: https://files.eric.ed.gov/fulltext/ED283862.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%20JSSH-6470-2020.pdf</p> <p>Certification: https://www.researchgate.net/profile/Lawrence-Baines/publication/275514876_Deconstructing_Teacher_Certification/links/563a157708aed0531dca3aa/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.

<p>Transition Activities for Incoming and Outgoing students:</p> <ul style="list-style-type: none"> ● Freshman Orientation ● 8th grade parent meeting ● Open House ● School counselors visit feeder schools for scheduling ● SPED coordinator meets feeder schools to aid in transition for SPED population ● Career Pathways offered 	<p>ED</p> <p>Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>ALL GOALS</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Refreshments *Information Brochures/Signs 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> *Sign in Sheets *Agendas *Photos
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<ul style="list-style-type: none"> • School counselors visit foreign language classes to aid in graduation pathway/career exploration. • Course Fair • Dual enrollment courses • Advanced Placement (AP) courses • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit through the school year. • College Fair • Band/ROTC instructors visit feeder schools • Career Fair 			<input type="checkbox"/> Other			
<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>Freshman Orientation: https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1281&context=bibliography_faculty</p> <p>8th grade parent meeting: https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&context=education_etd</p> <p>Open House: https://d1wqtxts1xzle7.cloudfront.net/35974667/Involving_Parents_Delgado_Gaitan-with-cover-page-v2.pdf?Expires=1657920530&Signature=GQOpnMg51gk00z9WfCOXZkY3KsrfmD2cujUK9b95tP9kJmk28S2-N5yO8zXY45noRxVdi8sY3o5LuHqURmJZnbBb8nWriszu5U90~7lqNpGxO-n6KzGa6LC3tvX7Tt7M1~qsAS9DLPx9giqWowHbARzTLdhl7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOjkjWEHm3PEObBEO1Ay1mtR6vV5ni9aKFCBGn-goXKkn16wPmnCUHlCoirnTjJznoMLBTHqU413z9MLk1wezfLyaMk5d6t7yrz7cVMFQsTf5HoJ1SIQe5PYnYNhf0Vbqv5w__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</p>					<p>Estimated Cost: 5000</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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

Counselors/Foreign Language:

https://www.researchgate.net/profile/Derald-Sue/publication/32577183_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%20Recruitin>

[g.pdf](#)

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

Band Director visiting Feeder Schools:

https://web.archive.org/web/20090516092027id_/http://www.public.iastate.edu/~bestler/arts_based_articles/2008_Gouzouas_is_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=k8eEbf1Uy&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.

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

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

4. Regular Monitoring and SWP Revision

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

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

- 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 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 July/August 2024, 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.

2023-2024 Committee

Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Anna Faye Caminita**
- **Student: Gabrielle Selders**
- **Teacher: Michelle Hills; Melissa Maurer**
- **Parent/Family: Wesley Daniels, Jessica Wilson, Laura Lucky**
- **Community Member: Parker Layrisson, Danny Williams**

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: Gabrielle Selders**
- **Teacher: Michelle Hills; Melissa Maurer**
- **Parent/Family: Wesley Daniels, Jessica Wilson, Laura Lucky**

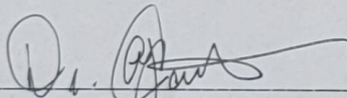
You may add more members. Provide title and name of each member.

SCHOOL ASSURANCES

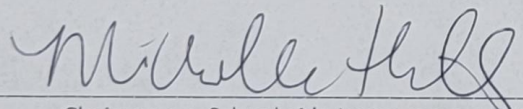
- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ 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

7/13/23
Date


Chairperson, Schoolwide Improvement Team Signature

7/13/23
Date