

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

AMITE WESTSIDE MIDDLE MAGNET SCHOOL Grades 5-8

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

School Amite Westside Middle Magnet School

SPS 47.4

Letter Grade F

Check all that apply (verify with principal):

X CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an “f” for at least two years

Economically Disadvantaged

Hispanic/Latino

Black

White

Students with Disabilities

English Learners

Two or more Races

X UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner, Masters, Staples	X	X	X	\$8,000
Copy Machine, Duplicator, Printer	X	X	X	\$6,000
Service Contracts, Repair Cost, Rebuild Kits		X		\$500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$9,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$1,500
Laminator, Laminating Film	X	X	X	\$3,000
Poster Maker, Paper for Poster Maker, ink	X	X	X	\$900
Communication Folders, Planners	X	X		\$2000
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X	X	\$500
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X		\$400
Must be used by STUDENTS General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out,	X	X	X	\$1,200

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Border, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels	X	x	X	\$300
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$500
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	\$500
ELA Materials:	X	X	X	\$500
Social Studies Materials: Globes, Maps	X	X	X	\$500

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:

- **May** - Curriculum Scale Implementation Scale Sheet feedback provided by members of the leadership team
- **May** - Schoolwide Planning Meeting - SWP Committee
- **May** - Comprehensive Needs Assessments Results (parent, student, staff)
- **May** - Meeting to review data and discuss goals
- Committee, community leader- LaShawn Smith (First Bank & Trust), Parent - Vanessa Carpenter
- **May** – Meeting to discuss Effectiveness Rating of the year’s activities, continued to look at goals for 22-23 and long range planning

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

None at this time

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

- IEP Meetings
- SAT (SBLC) Meetings
- 504 Meetings
- Parent-Teacher Conferences
- Meet & Greet
- Open House

- Panorama Survey
- School Improvement Plan Meetings
- Website (questionnaire)
- Parent/Family Engagement Committee
- Remind App
- Class Dojo

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

- Oncourse Connect (available daily to view student progress)
- School website (updated throughout the year)
- Robo Calls (various times throughout the year)
- Parental Engagements Nights
- Progress Reports (sent home the fourth week of each 9 week grading period)
- Hypersign (updated weekly)
- Marquee Sign (updated weekly)
- Social Media - Facebook
- Parent/Teacher Conferences
- Verbal/Written Communication (texts, phone calls, letter, weekly agenda, emails, etc)
- Parent Luncheon

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>1st Semester</p> <p>October 12th ELA Family Learning and Literacy Night – SWP updates, Guidebook overview, and homework tips</p> <p><i>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</i> Reframing family involvement in education Strength-based Family Engagement Parental Involvement is Key to Student Success Toolkit of resources for engaging families and the community as partners in education</p>	<p>SWP Goal (s):</p> <p>1-5</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>colored paper, Refreshments, pencils</p> <p>Estimated Cost: \$200</p>	<p>Effectiveness Measure:</p> <p>Robo call Agenda Sign in sheet Pictures Remind App</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>1st Semester</p> <p>December 15th Family Learning and Math Fun Night – SWP updates, Eureka overview, and homework tips</p>	<p>SWP Goal (s):</p> <p>1-5</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins 	<p>Items Needed:</p> <p>colored paper, Refreshments, pencils, paper</p> <p>Estimated Cost: \$200</p>	<p>Effectiveness Measure:</p> <p>Robo call log Agenda Sign in sheet Pictures Remind App</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Reframing family involvement in education Strength-based Family Engagement Parental Involvement is Key to Student Success Toolkit of resources for engaging families and the community as partners in education</p>		<input type="checkbox"/> Other		<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
---	--	--------------------------------	--	---

<p>Parent/Family Engagement Activity:</p> <p>2nd Semester</p> <p>February 19th Family Learning with Science & Social Studies Fun Night – SWP updates, PhD & OpenSci Ed Science overview, and homework tips</p>	<p>SWP Goal (s):</p> <p>1-5</p>	<p>Budget Decision /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>colored paper, cardstock, refreshments, pencils, paper, science kits,</p> <p>Estimated Cost: \$200</p>	<p>Effectiveness Measure:</p> <p>Robo call log Agenda Sign in sheet Pictures Remind App</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Reframing family involvement in education Strength-based Family Engagement Parental Involvement is Key to Student Success Toolkit of resources for engaging families and the community as partners in education</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>2nd Semester</p> <p>March 25th Family LEAP Night – SWP updates and test structures</p>	<p>SWP Goal (s)</p> <p>1-5</p>	<p>Budget Decision /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>colored paper, card stock, paper refreshments</p> <p>Estimated Cost: \$200</p>	<p>Effectiveness Measure:</p> <p>Robo call log Agenda Sign in sheet Pictures Remind App</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Reframing family involvement in education</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Strength-based Family Engagement Parental Involvement is Key to Student Success Toolkit of resources for engaging families and the community as partners in education				
---	--	--	--	--

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
Outside consultants - DRP, LDOE Representative, Community Learning Group (support from District Supervisor, SPED department, Student Services, Curriculum Specialists)	Comprehensive Intervention Required
5th grade science yielded a 33.6% increase in advanced and mastery on the benchmark (0% to 33.6%)	Urgent Intervention Required for Academics
6th grade science yielded a 36.2% increase in advanced and mastery on the benchmark (0% to 36.2%)	Implementation Scale ELA - 5th & 6th grade scored at a level 1
6th grade social studies yielded an 8.2% increase in advanced and mastery on the benchmark (0% to 8.2%)	Implementation Scale Social Studies - 5th & 6th grade scored at a level 1
7th grade social studies yielded an 18.9% increase in students scoring advanced on the spring benchmark compared to the fall benchmark (0% to 18.9%).	6th grade students scoring below proficiency from the first iREADY diagnostic to the third diagnostic increased by 12% (63% to 75%)
6th grade students scoring above proficiency from the first iREADY diagnostic to the third diagnostic increased by 13% (0% to 13%)	There was a 17% increase of students scoring below proficiency in math from End of Module 1 to End of Module 7.
7th grade students scoring above proficiency from the first iREADY diagnostic to the third diagnostic increased by 13% (0% to 13%)	There were 0% of students who scored Advanced or Mastery on the Science Benchmark in 7th and 8th grade 8th grade.

<p>ELA LEAP: Overall Assessment Index increased from 31.4 to 39.1 (7.7 point increase). Student Count: Advanced +2%, Mastery +9%</p>	<p>24% of teachers and staff responded favorably to their perceptions of the overall social and learning climate of the school.</p>
<p>Math LEAP Progress: Overall Assessment Index increased from 15.6 to 18.4 (2.8 point increase)</p>	<p>39% of families responded favorably to the overall social and learning climate of the school.</p>
<p>7th grade students scoring proficient on the End of Module compared to Module #1 increased by 7%.</p>	<p>35% of 5th graders and 39% of 6-8th graders responded favorably to the overall social and learning climate of the school.</p>
<p>8th grade students scoring proficient on the End of Module 1 end of module assessment to End of Module 7 assessment increased by 31%.</p>	<p>37% of families responded favorably to how well a school matches their child's developmental needs.</p>
<p>61% of staff and 58% of teachers responded favorably that they feel they are valued members of the school community.</p>	<p>35% of 5th graders and 39% of 6-8th graders responded favorably to the overall social and learning climate of the school.</p> <p>39% of 6-8th graders responded favorably to how attentive and invested students are in class.</p>
<p>65% of teachers responded favorably to the perceptions of their own professional strengths and areas for growth related to social-emotional learning.</p>	<p>There were 117 referrals for fights either one-on-one, group or as a result of instigating</p>
<p>74% of families responded favorably to the amount of academic and social support that they provide their child with outside of school.</p>	<p>5% of the referrals were a result of bullying</p>
<p>75% of 5th grade students and 80% of 6-8th graders responded favorably that they feel supported through their relationships with friends, family, and adults at school.</p>	<p>Social Studies LEAP assessment index decreased by 0.4%.</p>
<p>58% of 6-8th grade students responded favorably that there is a strong social connection between teachers and students within and beyond the classroom.</p>	<p>Social Studies LEAP - The total number of students scoring unsatisfactory increased from 133 to 148</p>
<p>There was a 24% increase in students scoring mastery on science LEAP 2025.</p>	<p>PBIS - Although there were 9,362 Class Dojo points awarded to students, there were no purchases available.</p>
<p>The number of students with zero out of school suspensions increased from 77.35% to 84.4%.</p>	
<p>8th grade social studies yielded an 12.6% increase in advanced and mastery on the benchmark (0% to 12.6%)</p>	

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:

Amite Westside Middle Magnet School is a community school with 90.5% (239) of Economically Disadvantaged students. AWMMS has an SPS score of 47.4 which has increased by 0.6 points and has been labeled as CIR; however, the UIR status has been dropped. Students in 8th grade yielded a 31% increase on the Eureka end of module assessment compared to 6th grade that had a 10% decrease. Additionally, 5th and 6th grade ELA, and every grade level of social studies had an implementation score of Level 1. A focus of data analysis for driving decisions will be a necessary step in student achievement. Discipline data and Panorama survey results indicate a need to implement strategies that yield a more effective learning environment. Strengths include 75% of 5th grade and 80% of 6th-8th grade responded favorably that they feel supported through their relationships with friends, family, and adults at school. However, promoting a safe and orderly environment is a priority at Amite Westside Middle Magnet School as only 35% of 5th graders and 39% of 6th-8th grade responded favorably to the overall social and learning climate of the school.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease the number of one-one and group fights on campus by 50%.
- Increase effective implementation of core curriculum - ELA and Math.
- Increase the percentage of SPED students scoring Mastery in ELA and math.
- Promote a safe, orderly climate on the campus.
- Increase the percentage of students scoring mastery or above in ELA.
- Increase the percentage of students scoring mastery or above in Math.
- Increase the percentage of students scoring mastery or above in Social Studies.
- Increase the percentage of students scoring mastery or above in Science.
- Increase student attendance to each week.

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

Data was collected and analyzed from multiple sources including: 5th-8th grade Science District Benchmark, 5th-8th grade Social Studies District Benchmark, In-House Formative Assessments, Cumulative Writing Task, IReady data, Eureka Module Assessment, LEAP 2021-2022 (data for trends), Discipline Date, Curriculum Implementation Scale, and Panorama Survey 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)*
- *Aligned to District Goals*

1. Reduce the number of one-on-one and group fights on campus by 50%.
2. Increase the favorable perceptions rate of the school culture/climate by 10% as it relates to the perceptions of adults, students, faculty and staff as indicated on the Panorama survey.
3. Decrease the percentage of students scoring below proficiency in ELA by 10%.
4. Decrease the percentage of students scoring below proficiency in math by 10%.
5. Increase the percentage of students scoring mastery or above in Social Studies by 10%.
6. Increase the percentage of students scoring mastery or above in Science by 10%.
7. Increase effective implementation of core curriculum in ELA and Math.
8. Increase the number of Sped students scoring Basic in ELA and math by 10% on the LEAP 2022-23 assessment.
9. Increase student attendance to 95% each week.

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> <ul style="list-style-type: none"> ● Guidebooks ● Eureka ● LDOE State Standards – Science ● LDOE State Standards – Social Studies ● Unique Learning System - SPED Self Contained <p>(LA History Binder, Mini Q’s in American History, Document Based Ques in World History)</p>	<p>ED Priority(s): 1, 2, 3</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>computer, pencils, Guidebook student materials, calculators, atlas, highlighters, markers, laminating machine, colored paper, chart paper, cardstock, poster marker, poster paper, ink pens, copy paper, sticky notes</p> <p>keyboard, computer mice, Index cards colored ink cartridges/ toners, Post it Pad</p> <p>Math manipulatives, science kits/science materials listed in OpenSciEd and PhD Science, student planners, printer, dry erasers, pencil sharpeners, dry erase markers, composition notebooks, binders folders with prongs, bulletin boards</p>	<p>Effectiveness Measure:</p> <p>LEAP 360 interim LEAP 2025 District Benchmark</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>The Impact of a Standards-based Mathematics Curriculum on Students’ Mathematics Achievement: The case of Investigations in Number, Data, and Space</p> <p>Organizing Instruction and Study to Improve Student Learning</p>		<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>			

				bulletin board paper rolls, Cutout Maker Estimated Cost: \$2500	
Use of Academic Assessments to Improve Instruction: <ul style="list-style-type: none"> ● Guidebook tasks ● LEAP 2025 ● LEAP 360 ● SRI Lexile Levels ● Formative Assessments ● Oncourse 	ED Priority(s): 1, 2, 3	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: copy paper printer colored ink document camera computer mice, headsets, pencils, pencil sharpeners, headsets Estimated Cost: \$1500	Effectiveness Measure: LEAP 360 interim LEAP 2025 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): Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students Improving Adolescent Literacy: Effective Classroom and Intervention Practices					

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: <ul style="list-style-type: none"> ● Resource Classes ● Inclusion Classes ● LEAP Connectors ● System 44 ● READ 180 ● Unique ● IReady 	ED Priority(s): 1, 2, 3	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: document camera, pencils, Guidebook student materials, binder with prongs, calculators, highlighters, markers, colored paper, copy paper, sticky notes keyboard, computer mice, student planners, data charts, data binders, headsets, dividers, manilla folders	Effectiveness Measure: LEAP 360 interim LEAP 2025
---	--	-----------------------------------	--	---	--

<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>READ 180 Intervention Effective Reading Programs for Secondary Students Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</p>				<p>Estimated Cost: \$1200</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amira Learning A district appointed EL Representative works with the EL students several times throughout the year. 	<p>ED Priority(s): 1, 2, 3, 5</p>	<p>SWP Goal(s): 1-7</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: document camera, calculators, highlighters, markers, folders with prongs, manilla folders</p> <p>Estimated Cost: \$300</p>	<p>Effectiveness Measure: LEAP 360 interim LEAP 2025</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>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions: Students will participate in school and classroom interventions dependent upon ...</p> <ul style="list-style-type: none"> • Students scoring at least two grade levels below on the SRI. • Students receiving three discipline referrals will be assigned interventions. • Students earning an F in ELA or Math • Students scoring low on the beginning of the year Diagnostic test will receive interventions. 	<p>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: paper, pencils, copy paper, printer ink cartridges/toners binders, folders with prongs, manilla folders</p> <p>Estimated Cost: \$300</p>	<p>Effectiveness Measure: Diagnostic screening LEAP 360 interim LEAP 2025 Check in folder Read 180 reports</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Check In-Check Out • Chromebook in classroom • Math Sprints • Fluency Practice (5th grade- Eureka) • Tutoring/Homework Help – Extra-Curricular Activity • Homeroom Advisory • Read 180 • Diverse Learner’s Guide • Mind Play • iREADY 	<p>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: loose leaf paper, folders, pencils, pencil sharpeners, data binders, dividers, data charts, keyboards, headsets, copy paper, folders with prongs, binders, composition notebooks manilla folders, dividers, pencil sharpeners,</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: LEAP 360 interim LEAP 2025</p> <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"> • SAT process - If progress is made, keep in SAT, with interventions, and continue to progress monitored 	<p>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 	<p>Items Needed: copy paper, pencils, SBLC (SAT) folders, data binders, data charts</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Progress monitoring reports from interventions assigned SBLC meeting sign in sheets</p>

<ul style="list-style-type: none"> - If no significant progress is over time, the identified students will take one of follow pathways - A. Keep in SAT with intensive interventions - B. Go through Pupil Appraisal for an evaluation (Sped) - C. Dyslexia - 504 - D. Resolve if it is determined that the student just is not putting forth the effort 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<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 Classes ● Inclusion Classes ● Paraprofessionals ● READ 180 ● System 44 ● Mind Play ● iREADY 	<p>ED Priority(s): 1, 2, 3</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: paper, pens, document camera, pencils, folders with prongs, calculators, highlighters, markers dry erasers, dry erase cleaner, colored paper, chart paper, copy paper sticky notes, Index card, colored ink cartridges/toners, Post It Pad, pencil sharpeners, math manipulatives, manila folders, science kits and materials for OpenSciEd and PhD Science, composition notebooks folders with prongs</p>	<p>Effectiveness Measure: LEAP 360 interim LEAP 2025</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>READ 180 Intervention Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools Effective Reading Programs for Secondary Students</p>				<p>Estimated Cost: \$500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> ● District Appointed EL Representative ● Translation App ● Amira Learning 	<p>ED Priority(s): 1, 2, 3, 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: translation app, pencils, pencil sharpener, paper binders</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: LEAP 360 interim LEAP 2025</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Interventions for English Language Learners Translation Apps: Increasing Communication with Dual Language Learners</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**.

<p>Activities to Address Social and Emotional Well Being:</p> <p>Students will engage in the Character Strong SEL Curriculum</p>	<p>ED Priority(s): 2,3</p>	<p>SWP Goal(s): 1-8</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: Character Strong Curriculum, paper, pencils, Cutout Maker, paper for Cutout Maker, copy paper, printer ink cartridges/toners binders, folders with prongs,</p> <p>Estimated Cost: \$1500</p>	<p>Effectiveness Measure: Discipline Data Panorama SEL 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): Character Strong Curriculum Navigating SEL from The Inside Out An Increase in Emotional Support, a Reduction in Negative Social Emotional Skills, or Both?</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"> ● Virtual Field Trips ● Student Council ● Jr. Beta Club 	<p>ED Priority(s): 2,3</p>	<p>SWP Goal(s): 1-8</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 	<p>Items Needed: markers, crayons, colored pencils, paint, paint brushes, construction paper, game boards, cloth, print designs,</p>	<p>Effectiveness Measure: LEAP 2025 Benchmark Assessment</p>
--	---------------------------------------	------------------------------------	--	---	---

<ul style="list-style-type: none"> ● FCA ● 4-H <p>Extra-curricular Activities: Tutoring/Homework Help/Study Skills</p> <ul style="list-style-type: none"> ● Band ● Schoolwide Helper/ Beautification/Office Help ● Male Mentoring ● Art ● Chess/Checkers/Gameboards ● Fashion Design ● Zumba/Step Class ● Yearbook Committee ● Stem ● Curls & Coils ● Book Club 			<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>sewing machines, jewelry kits, glue, scissors, t-shirts, Cricut machine, vinyl, green screen, green screen software, headset, gardening gloves, soil, plants, seeds, binders, card stock, colored paper printer, hair weave rubber bands, combs, hair brushes gel, paper plates bulletin boards bulletin boards paper rolls</p> <p>Estimated Cost: \$7000</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>The Benefits of Participating in Extracurricular Activities Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health Influences On Occupational Identity In Adolescence</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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"> ● Speech ● Talented Art/Theater ● Gifted ● Carnegie Unit- Keyboarding, Quest for Success, Computer Literacy ● PE ● Band 					

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

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

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● PBIS, PAC, Conflict Resolution, Reassign Seating, Scheduling changes, Parent/Teacher Conferences, MIR forms, FBA, BIPs, RKM (counseling), School Level Counselor, Truancy, Check In / Check Out, Meetings with individual students, Anti-Bullying, Safety Plans, FINS (Families in Need of Services), Time-Out, Community Circles, Restoration Circles, Character First Curriculum, Character Strong videos 	<p>ED Priority(s): 2,3</p>	<p>SWP Goal(s): 1-8</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: incentives, pencils, notebooks, pens, data binders, data charts, printers, dividers</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Discipline Data 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): Social and emotional learning and equity in school discipline Character Education Interventions Evidence Review Protocol Evidence-Based Classroom Behavior Management Strategies</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

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. ● Math Data Dives at the end of every 9 week quarter for long range planning 	<p>ED Priority(s): 1,2,3,5</p>	<p>Goal 1-8</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>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p>binders pens dividers</p> <p>Estimated Cost: \$300</p>	<p>Effectiveness Measure:</p> <p>Cart Purpose orders Package slip Substitute sign in sheet</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>Reviewing the evidence on how teacher professional development affects student achievement</p> <p>Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Professional Learning Communities (PLCs): PLC will take place each week from August to May - Purpose - Review data, assessments, student progression and regression, and trends, content, and assessment rigor</p> <ul style="list-style-type: none"> ● Content Level Meeting each week ● Grade Level Meetings ● SPED meetings 	<p>ED Priority(s): 1,2,3</p>	<p>Goal: 1-8</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: data binders, data charts, document camera, paper, chart paper, pens, printer, highlighters, card stock, labels markers, Post It Pads, toner, bulletin boards, bulletin board paper, substitutes and stipends (see approved proposals)</p>	<p>Effectiveness Measure: sign-in sheets agenda</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Professional Learning Communities Effects of Teacher Professional Learning Activities on Student Achievement Growth</p>				<p>Estimated Cost: \$1500</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. ● Safe School On-Line Training ● Ethics Training ● Teacher Leaders for ELA, Math, Science, Social Studies 	<p>ED Priority(s): 1,2,3,5</p>	<p>Goal(s): 1-8</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: -Substitutes -Stipends -See individual Prior Approvals for specific items needed</p> <p>Estimated Cost: \$3500</p>	<p>Effectiveness Measure: sign-in sheets completion of safe school online training log agenda</p>

<ul style="list-style-type: none"> ● Summer Institute ● NIET Trainings ● Teachers will attend PD in their subject area and redeliver to other teachers during collaboration 					
<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>Reviewing the evidence on how teacher professional development affects student achievement</p> <p>Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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

- School 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 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 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 recommendation for hire.

<p>Strategies for Workforce Talent:</p> <ul style="list-style-type: none"> ● Peer Mentor for Classroom Management ● PLC led by teachers trained as a Content Leader ● District ELA and Math Content Facilitators assigned to assist with understanding the curriculum 	<p>ED Priority(s): 2,3,4</p>	<p>Goal(s): 1-8</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: copy paper, pens, binders, ink, toners, printer</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: Teacher retention Code 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): Variation in Mentoring Practices and Retention across New Teacher Professional Learning Communities</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.8 STUDENT TRANSITION

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

<p>Transition Activities for Incoming and Outgoing students:</p> <ul style="list-style-type: none"> ● August - Incoming 5th graders – Meet & Greet/Orientation ● May - Outgoing 8th graders – Campus Tour of AHS ● April/May - AWMMS Outgoing 8th graders - Scheduling Day ● April/MAY at AWMMS – Visit from Amite High (high school counselor, and athletic department, principal, etc.) 	<p>ED Priority(s): 1,2,3</p>	<p>Goal(s): 1-8</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: pencils, paper, bulletin boards, bulletin board paper</p> <p>Estimated Cost: \$150</p>	<p>Effectiveness Measure: Sign in sheets 8th grade schedules</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>Academic Mindsets and Behaviors, Prior Achievement, and the Transition to Middle School</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>	

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:

- Late May/June 2024, SWP Committee (leadership team, parents, community leaders) will meet and review data collected from Oncourse Analytics – Academics, Behavior and Attendance, School needs survey, assessment results, and LEAP 360 diagnostic and interim results.
- Stakeholders will review and monitor the SWP in December 2023 or January 2024.

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:

- There will be on-going SWP Committee meeting checkpoints throughout the year to discuss the effectiveness of all programs, activities, and events implemented within a nine week timeframe. These meetings will take place at the end of each nine week period.
- Data collected during these meetings, assessment results, and surveys will be used to determine the direction for 2023-2024 for the SWP meetings in the months of April, May, and June.

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

- The evaluation results of the SWP will be reported to stakeholders on the school website in late June.

2023-2024 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Reagan English
- Assistant Principal: Melanie Marse
- Student: Alyriah Alexander
- Teachers: LaShunta Banks, Aldriana Bridges, Shemica Huff
- Parent/Family: Ericka Perkins
- Community Member: LaShawn Smith, First Bank & Trust

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: Reagan English
- Assistant Principal: Melanie Marse
- Student: Alyriah Alexander
- Teacher: LaShunta Banks, Aldriana Bridges, Shemica Huff
- Parent/Family: Ericka Perkins
- Community Member: LaShawn Smith, First Bank & Trust

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 /Reagan English _____
Date

Chairperson, Schoolwide Improvement Team Signature /Melanie Marse _____
Date