

2023-2024 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Jewel M Sumner High School
Grades 9-12

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

School _____ Jewel M Sumner High School _____

SPS _____77.1_____

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%

_____ UIR - Academic - Urgent Intervention Required for Academics:

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

_____ Economically Disadvantaged

_____ Hispanic/Latino

_____ Black

_____ White

_____ Students with Disabilities

_____ English Learners

_____ Two or more Races

_____ UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2023-2024

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 (not for office use), Masters, Staples	x	x	x	\$600.00
Copy Machine, Duplicator, Printer	x	x	x	\$1800
Service Contracts, Repair Cost, Rebuild Kits	X	X	x	\$1300
Computer, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	x	x	x	\$1000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	x	x	x	\$600
Laminator, Laminating Film	X	X	X	\$1000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x	x	\$1000
Accelerated Reader (AR) Licenses	X	X	X	\$1000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	\$1500
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	\$1000
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	X	X	\$1000

Poster Boards, Tri-Fold Presentation Boards, Index Cards				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner Markers	x	x	x	\$1000
Communication Folders and Planners	x	x	x	\$500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	x	x	x	\$1000
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	\$1200
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	x	x	x	\$1000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps	x	x	x	\$1000
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	x	x	\$1000

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:

- JSHS will use data from subgroups to determine the families that will include ELL and students with disabilities to provide input on the development of the SWP.
- A representative parent from each grade level will be chosen to provide input on the development and evaluation of the school wide plan.

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

- **Annual /Review Meeting** (August-September 2023 Open House) Meet with Faculty and Parents to review SWP including PFE activities and goals.
- **March- May/June 2024** start gathering Needs Assessment Surveys, Academic data, Discipline data and Curriculum Implementation Scale to analyzing with stakeholders.
- **May/June 2024 SWP** committee and PFE will meet to “Close-Out” the SWP by evaluating for Effectiveness.
- **Meeting Surveys** will be utilized at meetings and events to identify strengths and weakness of the event
- Parents will be invited to participate in the annual Needs Assessment Survey.
- Throughout the year **Parent/Teacher conferences**- teachers and parents discuss effectiveness of homework/assessments in student performance.

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

- Parents are included in the decision making process through virtual informational meetings as well as parent surveys.
- Parent/community comments and input is welcomed on the JSHS website as well as the social media outlets.

Community stakeholders and business owners are invited to JSHS to present information on entrepreneurship ideas and topics. The community members are offered the opportunity to share how their businesses will assist with the college and career goals for JSHS students. Community stakeholders are invited to JSHS to discuss SWP goals and action steps.

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

- **Student Progress Center-** Parents can log into Oncourse Connect to check student's grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student's progress and behavior.
- **Teachers send home a 9wks Report Card**
- **School Website** – Parents can check the School Website for information, the teacher's web page, upcoming events, school initiatives, and school board website
- **Meet and Greet** – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom.
- **Open House** – Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events.
- **Leadership Team Meetings** –are held weekly to analyze Data, curriculum standards, Grade level expectations, and students' progress. Community Leaders and parents are invited to the meetings to make recommendations.
- **SBLC/IEP/Parent Conferences** – These meetings are held to discuss student progress as needed.
- **School Messenger** - will be used to inform and remind parents of important school-wide information.

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>Meet and Greet This is an opportunity for parents and students to meet their child's teacher for the 2022-23 school year. Parents will be taught how to access instructional resources, teachers' expectations for student's performance within the grade-level curriculum, positive discipline, and homework procedures.</p> <p>Back to School Orientation This event is used to inform Grade 9-12 students and their families about the academic and social expectations of high school for each grade level.</p>	<p>SWP Goal (s):</p> <p>1-8</p>	<p>Budget Decisions/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>Resource materials</p> <p>Refreshments</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Parent surveys • Pictures
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>			<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide)</p>

https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/strategies-equitable-family-engagement/					revision to the SWP):
Parent/Family Engagement Activity: Open House This is an opportunity for parents and students to receive an overview of State Standards, District, and School Assessments. Parents can schedule parent-teacher conferences based on individual student needs at this time and throughout the year. Parents will be provided school goals for the 2022-23 school year and offered the opportunity for input on goal attainment for ACT, WorkKeys and Assessment Index improvement. Parents are given a summary of the evaluation results of the previous year’s SWP		SWP Goal (s): 1-8	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: Resource materials Refreshments	Effectiveness Measure: <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.educationworld.com/a_curr/strategy/strategy004.shtml				Estimated Cost: \$300	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Title 1 Annual Parent Meeting The <i>law</i> requires that each Title I School hold an Annual Meeting with Title I parents for the purpose of: <ul style="list-style-type: none"> • Informing Parents of the school’s participation in Title 1 • Explaining the requirements of Title I • Explaining the Parents’ rights to be involved in decision-making and 	SWP Goal (s): 1-8	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	Items Needed: Resource materials Refreshments	Effectiveness Measure: <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Parent surveys • Pictures 	

<p>activities</p> <ul style="list-style-type: none"> Parents and students received information on: <ul style="list-style-type: none"> -how and why Schoolwide Title I Programs work -Schoolwide Title I Programs Facts for Parents 		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost: \$300</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.nais.org/learn/independent-ideas/september-2017/beyond-the-open-house-how-schools-make-parent-engagement-fun-and-effective/</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Parent/Family Engagement Activity:</p> <p>FASFA Seminar Parent Information meetings - parents are invited to attend and receive pertinent information about FAFSA, scholarships, and financial aid, curriculum, college admissions, career exploration, and TOPS.</p>	<p>SWP Goal (s)</p> <p>1-8</p>	<p>Budget Decision /Coordination :</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Resource materials Refreshments</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign-in sheets, Agendas Pictures

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncan.org/news/459254/Family-Involvement-and-FAFSA-Completion-Parent-Engagement-Matters.htm</p>			<p>Estimated Cost: \$300</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**
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
LEAP 2025-7% Increase in Geometry Mastery 2023	7% of our students scored Mastery or Advanced on LEAP 2025 Algebra I
Some Students Demonstrated Top Growth in Mastery	<1% of students scored Mastery or Advanced on LEAP 2025 in US History
School Performance Score has remained consistent for Graduation Rate and Strength of Diploma –A	8% of students scored Mastery or Advanced on LEAP 2025 in science/Biology
Student Progress is consistent within the last three years as 68.	Assessment Index is 49.7 overall for school
82% of our students feel supported through their relationships with friends, family, and adults at school. When ranked nationally compared to other districts, we fall in the 79th percentile at 82%.	19% of our students say they are attentive and invested in the classroom. When ranked nationally compared to other districts, we fall in the 10th percentile at 19%.
55% of our students are graduating with credentials and exceeds the state average.	Science and social studies were a Level 0-1 on the LADOE Curriculum Implementation Scale

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:

Jewel M. Sumner High School is a community school with 71% Economically Disadvantaged students. Jewel M Sumner High School has an SPS score of 74.7 and Comprehensive Intervention is required. The SPS subgroup score is 20% , but notably student progress is 72.8. Students in grades 9th and 10th in areas of Math and ELA are scoring significantly better on benchmark assessments compared to students in Science and Social Studies on LEAP 2025 assessments. LEAP 2025 Mastery or Advance scores in science and social studies are holding steady at 33% and 47%, and improvement in these areas is essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 0-1. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between Mastery in core subject areas to the LEAP 2025 courses is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 80 % of students with zero out of school suspension and 60% of students responded that teachers expect everyone to succeed. Increasing parent family involvement at Jewel M Sumner High School is a priority, as only 40% of students responded that parents have visited school for activities. Increasing the percentage of students scoring 21 or higher on ACT/WorkKeys and increasing the percentage of CTIE credentials for graduates will offer students increased opportunity for post-secondary learning and careers past high school.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. Increase mastery of performance standards on LEAP 2025 Algebra, Biology, English I, English II and US History.
2. Increase effective implementation of Tier 1 curriculum.
3. Increase the percentage of students scoring 21 or higher on ACT/WORKKEYS.
4. Increase the percentage of students attending school with missing less than 10 days per school year.
5. Decrease the number of behavior referrals within the classroom.
6. Increase the percentage of students earning CTIE credentials in JS pathways.

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: LEAP 2025, LADOE School Report Card 2020-21, LEAP 360, and District Approved Checkpoint Assessments as well as Discipline Data. The data is collected through the district electronic Student Information System (JCampus), Leadership Team analysis of data, and electronic surveys of stakeholders including parents, students, faculty and staff.

Score from Curriculum Implementation Scale				
Grade	ELA-Eng I/II	MATH-Alg I/GEOM	Science-BIOL	Social Studies-US Hist/Civics
9	3	3	2	0

10	3	3	3	2
11	2	2	2	2
12	2	2	1	2

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 May 2024, Jewel M Sumner High School will increase SPS from 77.1 to 84.0 as evidenced by the LEAP 2025 Assessment scores, Graduation Rate, Strength of Diploma, and ACT/WorkKeys scores through the implementation of Tier 1 curriculum and TPSS approved curriculum in all subject areas at all grade levels (9-12) to support student mastery as well as college and career readiness.
2. By May 2024, increase the school's overall Math Assessment from 7% on the Spring 2024 LEAP 2025 to a 30% on the Spring 2024 LEAP Assessment.
3. By May 2024, increase the school's overall ELA Assessment from 42% on the Spring 2024 LEAP 2025 to a 50% on the Spring 2024 LEAP Assessment.
4. By May 2024, increase the school's overall Biology Assessment from 2% on the Spring 2024 LEAP 2025 to a 47% on the Spring 2024 LEAP Assessment.
5. By May 2024, increase the school's overall US History Assessment from 23% on the Spring 2024 LEAP 2025 to a 33% on the Spring 2024 LEAP Assessment.
6. By May 2024, students with disabilities subgroup will increase proficiency from 12% to 20% in ELA and Math based on the Spring 2024 LEAP 2025 Assessment.
7. By May 2024, increase the school's ACT/WorkKeys average from 17.2 to 18 by Spring 2024.
8. By May 2024, increase overall attendance for all JSHS students to at least 85% attendance rate.
9. By May 2024, reduce the percentage of disciplinary referrals within the classroom to less than 5%.

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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: TIER 1 Curriculum These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. During instructional time document cameras, Chromebooks, Smartboards, Tech Tubs, Dry Erase Easels, Red Laser Pointers and other resources are used to enhance individual class assignments, promote student interaction, and create discussion.</p> <p>Teachers are following the state curriculum.</p> <ul style="list-style-type: none"> • English I and II teachers are using Guidebook 2.0 • Use of State Standards in Math: Algebra 1 and Geometry • Eagle is a state website designed for students to practice assessment simulations. • Inquiry Based Labs in Science • Document Based Questions in Social Studies • iReady is used for students with disabilities in Grade 9 to improve their Lexile (reading) levels. • School Wide Writing Strategy (RACE/RICE) is used to improve students' writing. • WorkKeyscurriculum.act.org • IB4E Intervention students are given a daily differentiated intervention 	<p>ED Priority(s): 1-5</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: Materials and equipment to support implementation of Tier 1 curriculum</p> <p>Estimated Cost: 1000.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 360 Data • LEAP 2025 Results • Student Grades • Student Work • Computer based program reports • Teacher Evaluations • SLTs
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<p>time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students also continue working on the IBC and WorkKeys credentials. JMSHS also provides enrichment instruction during intervention.</p> <ul style="list-style-type: none"> • Students participate in the Unique Learning System program that is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. • Inclusion for 9-12 grade for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teacher on specific student needs. <p>Students participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular core curriculum.</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/Study/79239</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Use of Academic Assessments to Improve Instruction:</p> <p>LEAP 2025-Statewide standardized testing in all core subjects is taken by students. Test results are obtained in the summer and used to determine remediation and instructional strategies for the following academic school year.</p> <ul style="list-style-type: none"> • SLT (Student Learning Target): Student Learning Targets are measured goals for students in grade 9- 12, which guide instruction throughout the academic school year. • Pre and Post Unit test: Grades 9-12 are given a pre-test in various subjects prior to unit instruction in order to determine foundational knowledge. A post-test is given after completion of a study unit in order to determine student’s academic growth. • State Guidebook Assessments • Affirm & Equip provide feedback on student progress and are used to guide instruction in Math for Algebra I and Geometry. • Weekly Assessments: Grades 9-12 use various means of formal and informal assessments to measure student performance meeting criteria for content curriculum within a given timeframe. • LEAP 360: Students in grades 9 take a diagnostic assessment, practice assessment, and interim assessment 	<p>ED Priority(s): 1-5</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:</p> <p>Materials and equipment to support implementation of Tier 1 curriculum and Test Prep resources for ACT and Workkeys</p> <p>Estimated Cost: 1000.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 360 Data • LEAP 2025 Results • Student Grades • Student Work • Computer based program reports • Teacher Evaluations • SLTs
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<p>for ELA and Math, which focuses on preparation for state standardizing testing.</p> <ul style="list-style-type: none"> • Jumpstart Test Prep Program • WorkKeyscurriculum.act.org 					
<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/study/78550</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</p> <ul style="list-style-type: none"> • Inclusion for 9-12 grade for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teacher on specific student needs. • Students participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular core curriculum. • Strategies may include differentiated instruction and Guidebook Novels • Students participate in the Unique Learning System program that is designed specifically to give students 	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>1-8</p>	<p>Budget Decisions/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>Core Curriculum, Leap Connect, and Collaboration meetings materials</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • IEP data • LEAP 2025 Results • LEAP 360 Data • Unique Data • Student Grades • Student Data SAT Data
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<p>with complex learning needs meaningful access to the general education curriculum. Educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.</p> <ul style="list-style-type: none"> • Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. • Curriculum-based assessments are used to determine needs and assess on-going progress. • Teachers analyze data in articulation teams at Cluster meetings and grade level meetings. Weekly tests, exit tickets, rubrics, SLTs, and other assessments are analyzed to determine growth mastery. • Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities. • SAT team meetings are held bi-weekly to focus on behavior issues as well as grades. 				<p>1200.00</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.evidenceforessa.org/</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 Certified teachers work with EL student(s) in small groups and repeats the instruction to ensure that the student(s) have a complete understanding. Certified teachers meet as needed with regular education teachers and students to discuss student progress within the curriculum. The District Translator, Imagine Learning, and Translation App are used to assist LEP students. 	<p>ED Priority(s):</p> <p>1-5</p>	<p>SWP Goal(s):</p> <p>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:</p> <p>Estimated Cost: 400.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP2025 Report Card ELPT results LA Connectors Image Learning Report Sign-in sheet
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/DeterminingSpecialEducationEligibilityofEnglishLearners.pdf</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>				

Interventions for At-Risk Students

<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • The leadership team and teachers analyze assessments data and recommend appropriate interventions based on needs. • Unique data • LEAP 2025 Results (students below basic in ELA & Math) • District Benchmark assessment data • Collaboration meetings are held weekly to review student work and track data <p>Academic plans are developed to address student weaknesses.</p>	<p>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:</p> <p>Intervention materials tied to Tier 1 curriculum SAT protocol Intervention list</p> <p>Estimated Cost: 2000.00</p>	<p>Effectiveness Measure: Student assessment and intervention data</p> <ul style="list-style-type: none"> • LEAP 2025 Results • LEAP 360 Data • District Benchmark • Student Grades • Student Work <p>Computer based program reports</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>List the Opportunities and Interventions for Students in Need:</p> <p>ABC Book Company LEAP 2025 Practice workbooks that help student learning and reviewing LEAP 2025 standards that contains a diagnostics, evaluation charts, skill chapters, and a post test.</p> <p>IB4E Students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students retaking the LEAP 2025 test are pulled twice a week for remediation. Students also</p>	<p>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 	<p>Items Needed:</p> <p>Intervention materials tied to Tier 1 curriculum</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 Results • LEAP 360 Data • District Benchmark • Student Grades • Student Work <p>ACT WorkKey Results</p>

<p>continue working on the IBC and WorkKeys credentials. JSHS also provides enrichment instruction during intervention.</p> <p>WorkKeys Bootcamp WorkKeys Boot Camp will be used to give students the final push they need to earn a Silver or Gold National Career Readiness Certificate.</p> <p>In just one day, students will learn:</p> <ul style="list-style-type: none"> • Pacing and time management • Test-taking strategies that work for the WorkKeys test • Tips for the most frequently tested question types 		<input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Estimated Cost: 2000.00</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: SAT: (Student Assistance Team) Students who continue to struggle after implementing and monitoring interventions are referred to the SAT Team by a teacher or the Administrative Team. The team is made up of teachers, counselor, administrator, speech therapist, representative from Pupil Appraisal, and a parent. As a result of the SAT Process, students may be referred to 504 or for a SPED evaluation. The team determines if more accommodation is needed.</p> <p>LEAP 360 Progress</p> <p>Implementation/Review of IEP and CAP Form</p>	<p>Goal(s): 1-8</p>	<p>Budget Decisions/Coordination:</p> <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Intervention resources, SAT forms, IEP's and other Special Education forms and materials</p> <p>Estimated Cost: 1000.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 Results • LEAP 360 Data • District Benchmark • Student Grades • Student Work <p>ACT WorkKey Results</p> <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"> • IEP – For students with a current Individual Education Plan who are still struggling, the IEP team will meet to determine if any changes to accommodations need to be made or if any other services are needed. The IEP team consists of an Official Designated Representative, special education teacher, regular education teacher, related service providers, parent, and student. • Student Assistance Team (SAT) team will meet and collaborate to address areas of concern with student academics, behavior, motor, communication, health, or social skills • Weekly all teachers must submit Behavior Intervention Plan (BIPS) to Sped teachers • All Sped teachers must submit weekly Inclusion Documentation Logs to the Assistant Principal • 504 Accommodations • Inclusion – special education and regular education teachers work together in some classes to meet the needs of students. • Study Skills classes are available to 	<p>ED Priority(s): 1-5</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:</p> <p>Multi-sensory materials and intervention materials</p> <p>Estimated Cost: 800.00</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 Results • LEAP 360 Data • District Benchmark • Student Grades • Student Work ACT WorkKey Results
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<p>provide students with skills necessary to be successful in high school and beyond. They also communicate with teachers to monitor students' progress in other classes.</p> <ul style="list-style-type: none"> • The PAES Lab helps students to be job-ready upon their exit from high school. The PAES lab focuses on a variety of job skills like carpentry, technology, and customer service. • Unique 					
<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/rel/Products/Publication/3770</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> • EL teacher advocates meet with regular education teachers to discuss student progress within the curriculum. • Amira Learning and Translator App for English Learners will be utilized to help students meet the rigorous demands in each grade. This will allow the ELL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • EL teachers advocates monitors grades of EL students and gathers 	<p>ED Priority(s): 1-5</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:</p> <p>EL Intervention materials that support literacy standards</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 Results • LEAP 360 Data • District Benchmark • Student Grades • Student Work • Unique computer reports

<p>data from teacher when student's grades fall in the D or F category</p>				<p>Estimated Cost: 300.00</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/rel/Products/Event/90154</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<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 <u>Believe and Achieve: Educational Priorities.</u></p>					
<p>Activities to Address Social and Emotional Well Being: Character Strong SEL Curriculum Meet the current social & emotional needs of students and prepare them for post-secondary life by teaching stress and coping techniques, self management practices, relationship skills, and more.</p>	<p>ED Priority(s): 1-5</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</p>	<p>Effectiveness Measure: Panorama Survey Results for Students SEL</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://sites.ed.gov/nsaesc/files/2017/07/12758351-0-FINALRelationships-F1.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

			Estimated Cost: \$300	
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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> <p>Afterschool Program for Act/WorkKeys and EOC Prep students that need intervention and remediation for Spring testing.</p>	<p>ED Priority(s): 1-5</p>	<p>SWP Goal(s): 1-8</p>	<p>Budget Decisions/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>Effectiveness Measure:</p> <p>EOC results Certifications for CTIE DE credits</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/practiceguide/10</p>				<p>Estimated Cost:</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</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):
 IB4E enrichment courses such as ACT Prep and Speech. Entrepreneurship classes and mock interviews. Choir and piano
 Remediation in IB4E classes for students that have not scored proficient on LEAP 2025. ABC Book Company resource in remediation for Afterschool program for non-proficient students.

1.6 MULTI-TIRED 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: Restorative Practices for student behaviors Peer Mentoring system implementation PAC-In School Suspension</p>	<p>ED Priority(s): 1-5</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 Peer Mentor Training</p>	<p>Effectiveness Measure: % of Referrals DATA Survey results</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://ojdp.ojp.gov/publications/peer-mentoring-guide</p>				<p>Estimated Cost: 100</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. 	<p>ED Priority(s): 1-5</p>	<p>SWP Goal(s): 1-7</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p>	<p>Effectiveness Measure:</p> <p>Student Performance Scores Panorama Survey Results 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>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</p>				<p>Estimated Cost: 100</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Learning Communities (PLCs): SHS PLCs (Math/Sc/SS/ELA/ELEC/SPED)</p> <p>PLCs are organized by content so that professional development occurs in small groups of educators with shared interests to work together with the goals of expanding their knowledge and improving their craft. The team of teachers meet weekly to learn new topics, share ideas, and problem solve.</p> <p>Leadership Team completes weekly reviews and analyzes student needs to drive instruction. Goals and objectives are discussed and shared with the faculty. Once the need is identified,</p>	<p>ED Priority(s): 1-5</p>	<p>SWP Goal(s): 1-7</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> <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>Chart Paper Laminator Visuals</p> <p>Estimated Cost: 300</p>	<p>Effectiveness Measure:</p> <p>Sign-in –sheet Agendas from Conferences/trainings, Lesson plans</p>

<p>the team will implement Research Based Strategies and lesson activities to address the needs. The Leadership Team will use backwards design methods to plan units of instruction for ELA, Math, Social Studies and Science as well as credentialing courses.</p> <p>Faculty Meetings meet monthly and led by the Instructional leader to celebrate teachers' success in the classroom, collaborate on students' behavior, academics, social events and concerns. Data, goals, objectives and strategies are reviewed.</p> <p>PBIS Planning Team meets monthly to analyze discipline data, review incentives and rewards data. Develop an action plan for struggling teachers who have a high incident of referrals.</p> <p>NIET Teacher Support – Teacher Leaders provide follow-up classroom assistance to teachers' weekly.</p>					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Strategies for Workforce Talent:</p> <ul style="list-style-type: none"> Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. <p>Teacher Certification: Teachers, who are uncertified, will either begin or continue the certification process by either taking universities classes or taking tests to become alternatively certified.</p> <p>Some teachers are enrolled in master's degree programs, while others are enrolled in other licensed programs.</p> <p>-Alternate teacher certification programs through the district</p> <p>-Professional Development opportunities for current teachers</p>	<p>ED Priority(s):</p> <p>1-5</p>	<p>Goal(s):</p> <p>1-7</p>	<p>Budget Decisions/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>None at the school level</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Increase in student achievement as measured by annual academic assessments</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.ies.ncsu.edu/solutions/leadershiporgdev/lod2-0-develop-your-talent-strategy/</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>1.8 STUDENT TRANSITION</p> <p>Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.</p>					

<p>Transition Activities for Incoming and Outgoing students: Freshman Orientation This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school. Students are notified by callout, emails, and in JCAmpus and Social Media Platforms</p>	<p>ED Priority(s): 1-5</p>	<p>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:</p> <p>Resource materials</p> <p>Refreshments</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign-in sheets, • Agendas • Parent surveys • Pictures
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_fir_styear_071916.pdf</p>				<p>Estimated Cost: 300</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
<p>McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals</p>	<p>English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.</p> <p>21st Century Programs: Students in participating schools are entitled to attend the</p>

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.

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:

Schoolwide Plan (SWP) is monitored through:

- DATA; weekly, month, semester, and yearly
- SLTs provide diagnostic, pre, and post test results
- Progress Monitoring - data is collected and charted
- OnCourse Reports - behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.
- SWP committee meets quarterly to monitor the plan. OnCourse data, Leap 360 data, mid-year assessment data, and SLTs are used to measure the effectiveness of the plan.
- Diagnostic, Interims, and Summative Assessment Data.
- LEAP 360 data are used to determine student readiness for instruction.
- Teachers adjust lessons according to their students' needs.
- Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly.
- Teachers will use SWP to align instruction and provide remediation to close the achievement gaps.
- Discipline, PBIS, and attendance reports
- Professional Development documentation

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:

- The SWP Committee will meet in May/June 2024 to discuss the impact of the school programs and Parent Family Engagement events outlined in the SWP to determine their effectiveness. Stakeholders will meet with the LT to review and revise SWP in December 2023.

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

- Report to Stakeholders at Open House 10/2023 and 11/2023 at Faculty Meeting.

2023-2024 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Shuanessy Matthews
- Student: Desmond Collins
- Teacher: Zachary Kellem
- Parent/Family: Natalie Johnson
- Community Member: Tom Tolar

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

- Principal: Shuanessy Matthews
- Student: Charlotte Johnson
- Teacher: James Antoon
- Parent/Family: Tina Wages

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.

Shuanessy Matthews
Principal Signature

9/20/2023
Date

Blake Wisen
Chairperson, Schoolwide Improvement Team Signature

9/02/2023
Date