2024-2025
Schoolwide Plan

Jewel M. Sumner Middle School
6th-8th Grades

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

School: Jewel Sumner Middle School

SPS: 67.2

Letter Grade: C

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

__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

_____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 2024-2025

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 / Instructional use only), Masters, Staples	x	x	x	$526
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	x	x	x	$1800
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	x	x	x	$1452
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	x	x	x	$1900
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	$800
Laminator, Laminating Film	X	X	X	$550
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	$500
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		x		$2800
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),		x	x	$1500
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,		X	X	$3500

Staples, Tape, Scissors (<mark>student- blunt tip only</mark>), White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (<mark>must include how students will use</mark>), Binder clips (<mark>science only and must site lesson</mark>)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		x	x	$2500
Communication Folders and Planners				
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x	x	$1500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x	x	$1200
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		x	x	$800
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps		x	x	$800
PFE GOAL: Teach Parents and Families how to help their child be successful by providing "training" in Curriculum, Data Analysis or Assessments. Communication is essential **Parent and Family Engagement Supplies:** Communication Folders, Planners, Folders, Card Stock (<mark>limited quantity</mark>), Poster Boards, Colored Paper (<mark>limited quantity</mark>), Copy Paper (<mark>limited quantity</mark>), Post-It-Notes, 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	$1500

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:

Jewel Sumner Middle School sent out an invitation, via Facebook and School Messenger, that we would hold a Stakeholder Meeting to decide effectiveness ratings from the 23-24 school year, to write the Comprehensive Needs Assessment for the 24-25 school year, and to assist in writing the Schoolwide Plan for 24-25. Additionally, we used input from the Parent Survey (Panorama) that was completed in April to help us make schoolwide plan decisions for 24-25. No parents or community members showed up for the stakeholder meeting.

- July 18, 2024 Roundtable discussion—(via Zoom)
- September 20, 2024 SIP Review at 2:02 pm
- November 21, 2024 SIP Review/data gathering at 6:00 pm via Zoom
- January 16, 2025 SIP Review/data gathering at 2:02 pm
- March 18, 2025 SIP Review/data gathering at 6:00 pm via Zoom
- May 8, 2025 SI pre-planning/rough draft of plan for 2025-2026 school year from 8-3---sub days (complete Title I forms)

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

Based on parent surveys and comments shared with administration and teachers, we are going to schedule a few family involvement events where we will help parents login to OnCourse/JCampus to review their child's grades. We will also hold an event where we share curriculum resources with the parents and let

them know what they should see their child working on at home. Additionally, we will work to ensure that all items sent home are also sent home in parents' native language.

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

Parents and community stakeholders are invited to participate in stakeholder meetings, four times throughout the school year. They are invited to attend either in person or via Zoom. In 24-25, three of the meetings will be held during the day, and two of the meetings will be held in the evening hours. Additionally, all stakeholders are able to participate in school surveys.

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

JSMS posts the SWP on the JSMS Website. Additionally, all activities are posted on Facebook and posted on our website. Teachers share information with parents through their students' homepages in OnCourse. They also send letters home and make phone calls.

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 ACTIVITITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: Fall 24 Annual Meet and Greet—August 7, 2023 5:00-6:30 and Open House----September 23, 2023 5:00-6:30 Parents & students will meet the faculty and staff and tour the school and learn about Title I funding, initiatives, and our SWP goals and focus areas and celebrate the growth in ELA and Math and discuss plans to improve in the area of Science. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/**	**SWP Goal (s):** Increase the achievement of students through active parental involvement	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Materials & Supplies such as paper, ink, paint pens, decorations, tape, refreshments, etc; faculty shirts; Door prizes **Estimated Cost:** **$338**	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit Surveys for parental feedback **Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: Fall 24 OnCourse/JCampus Meeting: Date: Monday, October 7, 2023 5:30-6:30 pm Faculty and Staff will be on hand to share passwords with parents who have not yet set up their accounts to view their child's grades online. Faculty and Staff will share a presentation on accessing the information and reviewing child's grades. How to contact teachers via the system will also be reviewed. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):	**SWP Goal (s):** Increase the achievement of students through active parental involvement	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Materials & Supplies such as paper, ink, tape, refreshments, etc; **Estimated Cost:** **$338**	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit Surveys for parental feedback **Evaluation / Effectiveness Results**

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/				

Parent/Family Engagement Activity: Spring 24	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Math and Science Night: Date: Monday, January 13, 2025 5:30-6:30 Parents will visit core classes of Math and Science to learn about LEAP 2025 testing requirements and to receive packets they can use to work with their students from now through April 24 testing.	Increase the achievement of students through active parental involvement	X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Materials & Supplies such as paper, ink, tape, refreshments, etc;	Agenda, Sign in Sheets, Exit Surveys for parental feedback
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://onlinelibrary.wiley.com/doi/abs/10.1111/ssm.12225			Estimated Cost: $388	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Spring 24 ELA and Social Studies Night: Date: Monday, January 27, 2025 5:30-6:30 Parents will visit core classes, ELA and Social Studies, to learn about LEAP 2025 testing requirements and to receive packets they can use to work with their students from now through April 24 testing.	SWP Goal (s) Increase the achievement of students through active	Budget Decision /Coordination : X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4	Items Needed: Materials & Supplies such as paper, ink, tape, refreshments, etc;	Effectiveness Measure: Agenda, Sign in Sheets, Exit Surveys for parental feedback

		❏ IDEA		
	parental involvement	❏ Homeless		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/21683603.2013.854186		❏ General Fund ❏ Perkins ❏ Other		Evaluation / Effectiveness Results (guide revision to the SWP):
			Estimated Cost: $388	

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
Social Studies: 6th grade grew 1.3 points, 7th grade grew 7.4, and 8th grade grew 2.1 in their Assessment Index for an overall growth of 1.5. (Continued from Spring 23 since we do not have any new data).	**ELA**: ---Our 6th graders scoring Advanced and Mastery were higher than TPSS but lower than the state. ---Our 7th graders scoring Advanced and Mastery was higher than TPSS but lower than the State. ---Our number of Unsatisfactory level scorers was higher than TPSS and the State.
Math: Assessment Index, schoolwide, grew +5.9 points.	**MATH**: 30% of 6th graders are Not Proficient in Math; 50% of 7th graders are Not Proficient in Math; 55% of 8th graders are Not Proficient in Math
ELA: Assessment Index, schoolwide, grew +3 points.	**SOCIAL STUDIES**: incoming 6th graders who were 5th graders in 22-23 dropped 7.7 points on their assessment index. (Continued from Spring 23 since we do not have any new data).
Science: 7th grade had more students scoring Advanced and Mastery than did 6th and 8th	**Science**: Assessment Index, schoolwide, dropped -2.6 points.
Panorama: Students: Self-Management	Panorama: Students: Self-Efficacy

• 83% of students responded favorably that during the past 30 days, they followed directions in class either frequently or almost all of the time. • 82% of students responded favorably that during the past 30 days, they were polite to adults almost all the time or frequently.	• 76% of students responded unfavorably that they are confident that they will remember what they learned in their current classes, next year. • 67% of students responded unfavorably that they are confident that they can do the hardest work assigned in their classes.
Panorama: Parents: Family Support • 95% of families responded favorably to putting effort into helping their child learn to do things for himself/herself • 91% of families responded that almost all of the time or frequently they talk with their child when they are having problems with others	Panorama: Parents: School Climate • Only 14% of families responded that the classroom lessons at their school are extremely motivating or quite motivating. • Only 23% of families responded with either extremely well or quite well that administrators create a school environment that helps children learn.
Panorama: Teachers: Staff-Leadership Relationships • 75% of faculty responded favorably that the school leaders are extremely friendly or quite friendly towards them. • 84% of faculty responded favorably that they are extremely confident or quite confident that the school leaders have the best interest of the school in mind.	Panorama: Teachers: School Climate • 15% of teachers responded favorably that students are enthusiastic about being at school • 15% of teachers responded favorably that the attitudes of their colleagues are extremely positive or quite positive.
Panorama: Staff: Staff-Leadership Relationships • 75% of faculty responded favorably that the school leaders are extremely friendly or quite friendly towards them. • 84% of faculty responded favorably that they are extremely confident or quite confident that the school leaders have the best interest of the school in mind.	Panorama: Staff: School Climate • 15% of teachers responded favorably that students are enthusiastic about being at school • 15% of teachers responded favorably that the attitudes of their colleagues are extremely positive or quite positive.
Discipline: Relatively low number of out of school suspensions	Attendance: Large number of students are chronically absent

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 Middle School serves 309 students in grades 6-8. The school's population is as follows: White (53.8%), Black (42.1%), Hispanic (2.7%), American Islander/Alaskan Native (.7%) and Asian (.3%). Subgroup populations include: English Language Learners (.31%), Students with Disabilities (23.22%), Economically Disadvantaged (52.01%), African American (40.87%), Hispanic (2.48%), and 31% of students on track to achieve Mastery or Advanced by 8th grade or on track to outperform similar statewide peers on ELA and/or math assessments.

The School Performance Score is a 67.2 with a C letter grade. JSMS is designated as a CIR School, due to student groups earning the equivalent of a SPS of F for two consecutive years. That group is our Students with Disabilities group. We are UIR for Students with Disabilities and UIN for Black Students.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS
1. Decrease behavior incidents within the classroom.
2. Increase effective implementation of core curriculum.
3. Increase the percentage of students scoring Mastery and Advanced in All Subjects
4. Increase the percentage of students who meet their Growth to Mastery Targets who are identified in the following in subgroups: African American, Students with Disabilities, Hispanic, and Two or More Races.
5. Focus on Communicating with Parents on their Child's progress in school.
6. Focus on Social-Emotional Learning and Sense of Belonging for all stakeholder groups.
7. Writing in the ELA Curriculum
8. Increase teacher knowledge around the new Social Studies curriculum as Social Studies is the weakest Core Subject area for JSMS.
9. Increase teacher knowledge around the new Eureka² Program
10. Continue to implement PBIS and to reward students and recognize students for their accomplishments.

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, , In-House Formative Assessments; Report Cards for 23-24.   Panorama Data reflects surveys from students, faculty, and staff and parents.   Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, and OnCourse Attendance Reports, Curriculum Implementation Scale

SCHOOLWIDE PLAN GOALS
● **Goals - Specific, Measurable, Achievable, Results-focused, and _Time-bound_**   ● **Academic Goals Aligned to the Most Current School Data Analysis**   ● **Must Include Subgroup (s) Goal (s)**   ● **Aligned to District Goals**
1. Increase the school's overall Math assessment index score from a 50.6 on the Spring 2024 LEAP Test to a 54.6on the Spring 2025 LEAP Test.
2. Increase the school's overall ELA assessment index score from a 59.7 on the Spring 2024 LEAP Test to a 63.7 on the Spring 2025 LEAP Test.
3. Increase the school's overall Science assessment index score from a 46.4 on the Spring 2024 LEAP Test to a 50.4 on the Spring 2025 LEAP Test.
4. Increase the school's overall Social Studies assessment index score from a 51.1 on the Spring 2023 LEAP Test to a 55.1 on the Spring 2025 LEAP Test. (There was no official Spring 2024 test administration because it was a field test.)
5. The Students with Disabilities subgroup will increase from 2% proficient in ELA and Math to 10% proficient in ELA and Math based on the Spring 2025 LEAP Tests.
6. The African American subgroup will increase from 17% proficient in ELA and Math to 23% proficient in ELA and Math based on the Spring 2025 LEAP Tests.
7. Increase the percentage of students in the following subgroups who meet their Growth to Mastery Targets: African American, Students with Disabilities, Hispanic, and Two or More Races
8. Decrease the percentage of students who are chronically absent (15 or more days a year) from 52% to 40%
9. Decrease the percentage of students in 6-8 who are suspended out of school from 7% to 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 <u>Believe to Achieve: Educational Priorities </u>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

Rigorous, Standards-Based Curriculum:	ED Priority(s): #2, 3, and 4	SWP Goal(s): #1-7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Continue to implement Guidebooks for ELA instruction. - Implement Eureka² - Continue to utilize an intervention block for math and ELA instruction in order to concentrate on strengthening weaker skills and enhancing instruction. - Integrate technology resources such as Oncourse/JCampus, Videoconferencing, Moby Max, Khan Academy, Zoom, Zearn, Equip, & Prodigy and Lexia into lessons to engage student learning and improve skills. - Continue to implement the district Science and Social Studies Curriculum. - Provide extra opportunities for students who score Advanced and Mastery to participate in STEM and Critical Thinking activities instead of attending Intervention classes. - Continue to implement the Unique Curriculum			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other **Estimated Cost:** **$1000**	**Paper, Pens, Folders, LEAP workbooks. STEM Materials and**	Lesson Plans, Observations, Usage STEM kits, activities

					Evaluation / Effectiveness Results (guide revision to the SWP):
Use of Academic Assessments to Improve Instruction: ● Math teachers create and implement common formative assessments ● ELA and math teachers use the Diagnostic Assessments including Lexia to determine student mastery of some current-year standards. ● All core teachers use Spring 2024 LEAP 2025 (except for Social Studies because there were no Spring 2024 tests) results from to determine areas of strengths and weaknesses. All core teachers turn in assessments to the Leadership Team for review before giving the assessments. ● Use Oncourse Classroom and Google Classroom linked to OnCourse Classroom	**ED Priority(s):** # 2, 3 and 4	**SWP Goal(s):** # 1-7	**Budget Decisions/ Coordination:** X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Items Needed:** **Paper, Pens, Folders, LEAP workbooks** **Estimated Cost:** **$297**	**Effectiveness Measure:** Lesson Plans, Observations, Usage Reports

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.taylorfrancis.com/books/mono/10.4324/9780203932599/implementing-response-intervention-elementary-secondary-schools-matthew-burns-kimberly-gibbons

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	ED Priority(s): #2-4	SWP Goal(s): #1-7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
LEAP Connectors Teacher Created Assessments Teacher Modified Assessments Utilize Inclusion Teacher Accelerate Unique Curriculum Lexia			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	computers, mice, paper, pens, pencils, etc.	Assessments, Lesson Plans, Observations
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/00346543071002279				**Estimated Cost:** $297	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:	ED Priority(s): #2, 3 and 4	SWP Goal(s): #1-7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• 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. **Describe the EL program at your school, including how and what services are provided to the EL students:** • **Amira**			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Paper, Pens, Folders, LEAP workbooks Translator App**	Assessments, Lesson Plans, Observations
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf				==Estimated Cost:== **$388**	==Evaluation / Effectiveness Results (guide revision to the SWP):==

	Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: **Process for Determining Student Participation in School and Classroom Interventions:** • Teacher Referrals • Progress Reports	ED Priority(s): #2, 3, and 4	Goal(s): #1-7	Budget Decisions/ Coordination: X Title I ❏ Title II ❏ Title III ❏ Title IV	Items Needed: computers, mice, paper, pens, pencils, etc.	Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation

- Report Cards - Parent Requests - Administrative Referrals - Discipline reports JSMS will identify students eligible for interventions by reviewing LEAP Scores, reviewing SAM results, reviewing IAPs, IEPs, PNP documents that indicate that the student has a deficit in reading and/or displays characteristics of Dyslexia. Also review student work from their regular classrooms to gauge student progress. In addition, students who are referred to the SAT Committee will receive Interventions.			❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Estimated Cost:** $297	**Evaluation / Effectiveness Results (guide revision to the SWP):**
List the Opportunities and Interventions for Students in Need: - Small group tutoring - Peer tutoring - Extra Computer Time - Work with the ELA or Math Interventionist - Referrals to SAT	**ED Priority(s): #2, 3, and 4**	**Goal(s): #1-7**	**Budget Decisions/ Coordination:** X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. Accelerated Reader licenses **Estimated Cost:** $4297	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation **Evaluation / Effectiveness Results (guide revision to the SWP):**
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: 504 Referral/SAT Committee Referral JSMS students who have participated in MindPlay Interventions or Small Group Intervention in Math class and who are still struggling will be placed on the SAT Committee Agenda to discuss possible referral to 504 or the Pupil Appraisal Team to consider tests for	**ED Priority(s): #2, 3, and 4**	**Goal(s): #1-7**	**Budget Decisions/ Coordination:** X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General	**Items Needed:** computers, mice, paper, pens, pencils, etc. **Estimated Coast:** **$297**	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation **Evaluation / Effectiveness Results (guide revision to the**

			Fund ❑ Perkins ❑ Other		<mark>SWP)</mark>
eligibility for SPED services. Additionally, students who are identified through the Lexia Power Up program may be referred to the SAT.					

Interventions Specific to <u>Students with Disabilities</u>: ● Current interventions used for students without disabilities are also used for students at-risk ● LEAP Connect students will follow the Unique Learning Curriculum ● Lexia Power Up ● Follow IEP goals and objectives	**ED Priority(s):** #2, 3, and 4	**SWP Goal(s):** #1-7	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. <mark>Estimated Cost:</mark> $297	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.1177/0014402914563704					<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>
Interventions Specific to <u>English Learners</u>: EL students received the same interventions as at-risk students. In addition, EL students are provided with additional resources through our Federal Programs Office. JSMS will use Amira and the Translation App.	**ED Priority(s):** # 2, 3, and 4	**SWP Goal(s):** #1-7	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. <mark>Estimated Cost:</mark> $297	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf					<mark>Evaluation / Effectiveness Results (guide revision to the SWP):</mark>

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>

| Activities to Address Social and Emotional Well Being:
● **See JSMS Equity Plan for 24-25 based on Panorama Data**
● **Full time counselor**
● **Schoolwide focus on Character Strong through Carnegie Classes** | ED Priority(s):
#1-7 | SWP Goal (s):
#1-7 | Budget Decisions / Coordination:
X Title I
❏ Title II
❏ Title III
❏ Title IV | Items Needed:

paper, markers, pencils, pens, chart paper, lamination, PBIS | Effectiveness Measure:

Student Surveys |

		❏ LA4	incentives	
		❏ IDEA		
		❏ Homeless		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/00098650209604954?journalCode=vtch20		❏ General Fund ❏ Perkins ❏ Other	**Estimated Cost:** $300	**Evaluation / Effectiveness Results (guide revision to the SWP):**

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 <u>Believe to Achieve: Educational Priorities.</u>

| 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.):

● Field Trips
● 4-H
● BETA
● Student Council
● Art--Talented
● Band
● Choir—after school club
● **After School tutoring** | ED Priority(s):
#1-7 | SWP Goal(s):
#1-7 | Budget Decisions / Coordination:
X Title I
❏ Title II
❏ Title III
❏ Titl | Items Needed:
paper, markers, pencils, pens, chart paper, lamination, | Effectiveness Measure:
Agendas, Sign ins Report Cards, |

Kirkey, T. L. (2005). Differentiated instruction and enrichment opportunities: An action research report. *The Ontario Action Researcher*, 8(3), 1-5. https://d1wqtxts1xzle7.cloudfront.net/30921222/V833E-with-cover-page-v2.pdf?Expires=1662738300&Signature=SB9ACnNQsKihuoXPATv9K8M6UCPHilbWQUAUXmZVtJV4CU9AF2k89~Yu-KDKTNOs5kdxCQi7u4pF6dTIWa0Acxiwp1FE0Tn0jsOEBBSlUNDO8gs0A7JHoMYqQSVg6vp7jO3cukQj3Xx0sqWUSwyYEgnitsjF6uzKvomcYHa~n2l2DjFboK7vkLBVKuFoROvJ~jCAI-tZPtH3q8J~08GLw8yi0BTaDd5T-Aiy9lKvoUODuF5ZiTGLEoX-5I4cYfiT17Zyvj11E-izlHFOfMwCYj-pMgOS2n1nADeWy1V~6vOE6hug0YKIVS6p-NDzAxS0sv5svvcd7dVm6iUvfWANwg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA	e IV ❑ LA 4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:** $2500	**Evaluation / Effectiveness Results (guide revision to the SWP):**

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):

- Algebra 1 class
- QFS, IBCA, and Computer Lit/Health
- Band/Choir

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 <u>Believe to Achiessssve: Educational Priorities,</u> including <u>coordinated early intervening services </u>(CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s): #1	SWP Goal(s): #1-7	Budget Decisions / Coordination:	Items Needed:	Effectiveness Measure:
● Discipline meetings/trainings to be pro-active ● Teachers trained on Levels of Discipline Infractions and use of MIR Forms ● PBIS incentives ● PAC/ISSP ● Parent/Teacher Conferences ● Functional Behavioral Assessments ● Behavior Intervention Plans ● Southeast Counseling ● Truancy ● Check In/Check Out meetings with individual students ● Anti-Bullying ● Families in Need of Services (FINS) ● SEL Community Circles ● Peer Mediation ● School Counselor ● SAT ● AWARE Grant Resources			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA 4 ❏ IDEA ❏ Homeless	paper, markers, pencils, pens, chart paper, lamination, PBIS incentives	Discipline reports, PBIS reports, photos
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*(1), 1–26. https://doi.org/10.1353/etc.0.0025			❏ General Fund ❏ Perkins ❏ Other	==Estimated Cost:== **$297**	==Evaluation / Effectiveness Results (guide revision to the SWP):==

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning: ● SWP Meetings ● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. ● School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.	**ED Priority(s):** #1-7	**Goals** #1-7	**Budget Decisions/ Coordination**: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Items Needed:** **Substitutes** **Stipends** **See individual Prior Approval for specific items needed**	**Effectiveness Measure:** Sign in sheets, Agendas
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003				==**Estimated Cost:**== **$3000**	==**Evaluation / Effectiveness Results (guide revision to the SWP):**==
Professional Learning Communities (PLCs): ● Professional Learning Communities/Collaboration Meetings are held once per week and are facilitated by the Principal and Teacher Leaders as well as Career Teachers. ● Professional Learning Communities/Collaboration Meetings are structured by content area. The focuses in PLC are creating common formative assessment, examining student work in relation to standards, and developing	**ED Priority(s):** #1-7	Goals #1-7	**Budget Decisions/ Coordination**: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Items Needed:** **Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper** ==**Estimated Cost:**== $3000	**Effectiveness Measure:** Sign in sheets, Agendas

plans of action to address student weaknesses and to provide enrichment for students who have met course standards. Mondays: Administrative Team Meeting---3rd Period Leadership Team—7th Period Tuesdays: Math Collaboration—1st Period Science and Social Studies Collaboration—3rd Period Wednesdays: ELA Collaboration---1st Period				
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Development: Other Professional Training – • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities.	ED Priority(s): #1-7	Goal(s): #1-7	Budget Decisions/ Coordination: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed	Effectiveness Measure: Agendas, sign ins, conference brochures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003				Estimated Cost: $3000	Evaluation / Effectiveness Results (guide revision to the SWP):

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

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local college and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent: Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. speak to students.	ED Priority(s): #1-7	Goal(s): #1-7	Budget Decisions/ Coordination: X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Items Needed: None	Effectiveness Measure: **Personnel Action Forms Teacher Evaluations**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/partnerships/Teacher-recruit-retain-Key-indicators.pdf**				**Estimated Cost:** **$0**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	ED Priority(s): #1-7	Goal(s): #1-7	Budget Decisions/ Coordination:	Items Needed: Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper	Effectiveness Measure: Pictures, Agendas
• May 9, 2025---5th graders at SCES and CES will visit JSMS to meet the 6th grade teachers and learn about the school • May 9, 2025---JSMS 8th Graders will visit SHS, tour the school, etc. • February 2025---counselor from SHS comes to JSMS to meet with 8th graders about creating their 9th grade schedules. • Meet & Greet in August 7, 2024 where all incoming students will meet their teachers and receive schedules. • Homecoming—Week of September 23-27, 2024			X Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other		

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
  Lane, Oakes, W. P., Carter, E. W., & Messenger, M. (2015). Examining Behavioral Risk and Academic Performance for Students Transitioning From Elementary to Middle School. Journal of Positive Behavior Interventions, 17(1), 39–49.
      https://doi.org/10.1177/1098300714524825
			Estimated Cost: $1500		**Evaluation / Effectiveness Results (guide revision to the SWP):**

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.	**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.

Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.	**21st Century Programs:** Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.
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.	**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:

The SWP is monitored throughout the year through Stakeholder SWP review meetings. Meetings correspond with release of data such as after LEAP 360 tests or benchmark tests or when LEAP 2025 results are released. Updates are shared with all faculty, staff, students, parents, and community members.

- July 18, 2024 Roundtable discussion—(via Zoom)
- September 20, 2024 SIP Review at 2:02 pm
- November 21, 2024 SIP Review/data gathering at 6:00 pm via Zoom
- January 16, 2025 SIP Review/data gathering at 2:02 pm
- March 18, 2025 SIP Review/data gathering at 6:00 pm via Zoom
- May 8, 2025 SI pre-planning/rough draft of plan for 2025-2026 school year from 8-3---sub days (complete Title I forms)

==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 Stakeholder Committee will meet on May 8, 2025 for pre-planning and rough draft of the 25-26 SWP.

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

After SWP Stakeholder meetings, the notes taken are shared, any changed are highlighted, and results are posted on the JSMS Website, Facebook page, and information is sent home with students.

2024-2025 Committee Members

School Improvement Planning Committee	Parent/Family Engagement Committee
Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP **Members Include:** ● **Principal: Ashley Walker** ● **Students: Skyla Lewis and Ashton Zanders** ● **Teacher: Paula Splane** ● **Parent/Family: Jeanine McElveen** ● **Community Member: Benji Morgan** **You may add more members. Provide title and name of each member.**	**Responsible for the Implementation of the PFE Activities in the SWP** **Members Include:** ● **Principal: Ashley Walker** ● **Students: Skyla Lewis and Ashton Zanders** ● **Teacher: Kara Corkern** ● **Parent/Family: Jeanine McElveen** **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   Date

_____   _____
Chairperson, Schoolwide Improvement Team Signature   Date