

# 2024-2025 Schoolwide Plan



TANGIPAHOA  
PARISH S C H O O L  
S Y S T E M  
EST. 1896

*Loranger High School*

**9-12**

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

**School - Loranger High School**

**SPS** \_\_\_74.6 with a C letter grade Projected

**Letter Grade** \_\_\_C\_\_\_

**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 (UIN)**

\_\_\_ **English Learners**

\_\_\_ **Two or more Races**

\_\_\_ **UIR - Discipline - Urgent Intervention Required for Discipline:**

## Frequently Ordered Title I Supplies

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
<b>Printing Supplies:</b> Paper, Colored Paper, Card Stock, Ink and Toner (not for office use), Masters, Staples	X	X	X	5000
Copy Machine, Duplicator, Printer	X	X	X	10,000
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	2000
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	8000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	500
Laminator, Laminating Film	X	X	X	2000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	2000
Accelerated Reader (AR) Licenses, Renewal Intervention Software Ibd4E	X	X	X	3000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools, Kagan instructional material	X	X	X	20,000
<b>Must be used by STUDENTS</b> Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	3000
<b>Must be used by STUDENTS</b> General Supplies: Pens (stick pens only), Pencils, Colored Pencils,	X	X	X	2000

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, Poster Boards, Tri-Fold Presentation Boards, Index Cards					
<b>Must be used by STUDENTS</b> Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers	X	X	X	1000	
<b>Science Materials:</b> PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	1000	
<b>Math Materials:</b> Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	1000	
<b>ELA Materials:</b> Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials	X	X	X	1000	
<b>Social Studies Materials:</b> Globes, Maps, Individual Student Dry Erase USA Maps,	X	X	X	1000	
<b>Parent and Family Engagement Supplies:</b> 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:

Stakeholder Committee

We chose to invite 3 parent of SPED students, 3 parents of regular education students, 2 business owners, 3 community business managers, LHS leadership members, 2 religion leaders, 2 local service providers (fire department)

Stakeholders are invited to collaborate on last year's school wide plan, evaluation plan, write the CNA, and write the school wide plan for the upcoming school year.

Provide examples of changes made to the schoolwide plan based on input from families/parents: None at this time

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

In addition to the SWP, parents will be provided opportunities to provide input for other areas (i.e., school climate, stakeholder concerns, increased parent involvement).

In addition to the SWP, community stakeholders will serve as a communication link between the school and community. Members will provide input for other areas (i.e., school events, available resources, school culture in the community feedback, etc.)

**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 Jcampus to check student grades, missed assignments, and absences. Parents can also see any alerts sent regarding their student's progress and behavior.

School website - Parents can view the school website for information, teacher webpage links, upcoming events, and school initiatives.

School Facebook Page - All stakeholders can view information about future events, up-to-date changes, and recent accomplishments of students and teachers.

School Messenger - Calls can be sent school-wide, to specific grade levels/groups, or a small group of parents for individual students to inform or remind parents of information.

School Marquee - Information about meetings, student academic achievement (i.e., ACT), etc. will be displayed for all stakeholders.

Monthly Newsletter - Parents and students will receive a monthly newsletter with information about academics, extra-curricular, and district events.

Meet & Greet - Parents and students are invited to meet teachers and staff by attending short sessions in each of their student's classes to receive information about expectations, procedures, and upcoming events. Teachers have sign-up sheets available for parents who wish to schedule individual conferences at another time.

Orientation - Students and parents are invited to attend summer orientations set up by grade levels. School-wide and grade-specific information is shared. Incoming ninth grade students and transfer students from any grade are offered a tour of the campus highlighting teachers on their class schedule (if available).

Student Assistance Team (SAT)/IEP/504 Meetings - These meetings are held as needed or according to timeline to discuss student progress and/or behavior.

**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 (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Freshman Orientation</b></p> <p>Students and parents will attend sessions based on grade level. Freshman Orientation will invite both parents and students to participate in learning our school and courses provided. To better prepare students for pathways that are available at our school. Ninth grade and transfer students will be provided a tour of campus. All students will receive their class schedule (if available) and transcript (grades 10-12). School counselors and teachers will be present to give information and answer questions.</p> <p>Parents and students will receive information concerning expected curriculum guidelines as</p>	<p>SWP Goal (s):</p> <p>1,2,3,4</p>	<p>Budget Decisions/Coordination:</p> <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>	<p>Items Needed:</p> <p>Mail outs to parents            Printed brochures</p> <p><b>Estimated Cost:</b>            550</p>	<p>Effectiveness Measure:</p> <p>*Sign in Sheets            *Agendas            *Pictures</p>

<p>well as graduation requirements within their class.</p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ies.ed.gov/ncee/edlabs/regions/west/rewestfiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf">https://ies.ed.gov/ncee/edlabs/regions/west/rewestfiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Open House</b></p> <p>a short whole-group introduction (including information about the new Title I SWP), parents and students will attend short information sessions in each of their scheduled classes. Goals will be set by parents and students for pathways for each student. These goal sheets will be used to build student portfolios. Teachers will provide general information such as classroom expectations, certifications, special supplies, etc. Parents can request an individual conference to discuss grades, behavior, etc. via each teacher's sign-in sheet. Parents will be informed of grading procedures and scope and sequence for class.</p>	<p><b>SWP Goal (s):</b></p> <p>2,3,4</p>	<p><b>Budget Decisions/Coordination:</b></p> <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>	<p><b>Items Needed:</b></p> <p>Student binders  Student portfolios</p> <p><b>Estimated Cost:</b>  550</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in Sheets  * Agendas  * Pictures</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg11Zo&amp;sig=NgYfzfg2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg11Zo&amp;sig=NgYfzfg2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false</a></p>				
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<p><b>Parent/Family Engagement Activity:</b></p> <p><b>Graduation Pathnight</b></p> <p>FAFSA representatives will assist parents and students with the completion of the FAFSA application process. This will inform all parents of graduation requirements as well as scholarship opportunities</p>	<p><b>SWP Goal (s):</b></p> <p>1,2</p>	<p><b>Budget Decision /Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Estimated Cost: 450</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets Google Surveys Agendas</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg11Zo&amp;sig=NgYfzfg2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg11Zo&amp;sig=NgYfzfg2ZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false</a></p>				

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
<p><b>8th Grade Transition Night</b></p> <p>8th Grade Transition is designed to introduce incoming freshmen to the traditions and experiences they will encounter at Loranger High School. Small individual sessions are held to teach the students everything from academic expectations and club opportunities. Parents and students will be informed of the difference in curriculum from middle school to high school and the expectation of change they can expect.</p> <p><b>Postcard will be mailed to students inviting them to Freshman Academy</b></p>	6,7	<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>postcards</p> <p>freshman academy booklets</p> <p><b>Estimated Cost:</b> 550</p>	<p><b>Effectiveness Measure:</b></p> <p>* Sign in Sheets            * Agendas            * Pictures</p>

Student of the Month	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	Effectiveness Measure:
<p><b>Students will be recommended for the following actions:</b></p> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Kindness of others</li> <li>● Great manners (Respectful, helpful, etc)</li> <li>● Class performance (Improvement, no missing assignments, class participation)</li> <li>● Great Attitude (positive, resilient)</li> <li>● Overall improvements (behavior, attitude, etc.)</li> <li>● School Pride</li> <li>● Leadership</li> <li>● Service</li> </ul> <p>Teachers will complete the Student of the Month Recognition</p> <p><u>Daily Incentives</u></p> <ul style="list-style-type: none"> <li>● Students will be awarded for Learning, Honor, and Service with a thumbs up sticker in class</li> <li>● Name and date will be recorded with sticker placed on class poster</li> </ul> <p><u>Weekly Incentives</u></p> <ul style="list-style-type: none"> <li>● Reports will be generated for:</li> </ul>	6,7	<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><b>Decrease student attendance percentage</b></p>

<ul style="list-style-type: none"> <li>○ No failing grades</li> <li>○ Perfect attendance</li> <li>○ No discipline</li> </ul> <ul style="list-style-type: none"> <li>● Students will be awarded a vinyl paw print in recognition of their work toward elevating their impact</li> <li>● Students with award for each week of the month will be placed in running for student of the month</li> </ul> <p><u>Monthly Incentives</u></p> <ul style="list-style-type: none"> <li>● Students that receive weekly incentives consecutively for the 4 week period will be included in a chance to be elected as Pack Member of the Month</li> <li>● Teachers will provide feedback on each student and vote for class representatives (2 per class)</li> </ul> <p><u>Yearly Incentives</u></p> <ul style="list-style-type: none"> <li>● Pack Members of the Month will be awarded a field trip at the end of the year</li> <li>● Any Pack Member that has a major infraction or failing grade will be removed from this award</li> </ul> <ul style="list-style-type: none"> <li>● Students awarded a recognition award and be spotlighted on social media</li> <li>● <b><i>Students cannot win this honor twice</i></b></li> </ul>			

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg1Izo&amp;sig=NgYfZfGZZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false">https://books.google.com/books?hl=en&amp;lr=&amp;id=Lg-eAAAMAAJ&amp;oi=fnd&amp;pg=PA1&amp;dq=open+house+in+schools&amp;ots=_aw0wg1Izo&amp;sig=NgYfZfGZZFDRTPAHuX3N_OX4LYA#v=onepage&amp;q=open%20house%20in%20schools&amp;f=false</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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**

<p>Graduation Cohort Index of 95.2 (A). Graduation rate higher than the state and district average.</p>	<p><b>OVERALL WEAKNESSES LISTED in CNA</b></p> <p>25% students feel engagement is attentive and invested students are in class.</p>
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<p>86% of students had no out of school suspensions</p>	<p>19% students feel that they are valued members of the school community</p>
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<p>Strength of diploma index is 88.5 (B)</p>	<p>32% of students responded favorably to the overall school climate.</p>
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<p>82% students feel through their relationships with friends, family, and adults at school 60%, students feel strong the social connection is between teachers and students within and beyond the classroom. 1.</p>	<p>All 4 subgroups of parental surveys yielded negative results.</p>
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	<p>81/125 of students scored 17 or below on the ACT</p>
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	19/59 (32.2%) of students received Silver or higher on Workkeys
	62% of students missed 15 or more days of school
	27/185 (14.69%) of 9 <sup>th</sup> Grade Students scored Mastery or above on the US History 2022-2023 LEAP 2025 end of year test
	30/212 (14.2%) of 9 <sup>th</sup> Grade Students scored Mastery or above on the Algebra I 2022-2023 LEAP 2025 end of year test.
	Weakness - Science
	Science (Biology) overall LEAP assessment index percentage of 10th grade students is 56.9%
	Weakness - Career Pathway
	Only 28 of 110 students have earned a statewide credential
	61.6 % missed 15 days or more
	Absences Missing Fewer than 15 Days 38.4%

**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:**

Loranger High School is a community school with 49% Economically Disadvantaged students. LHS has an SPS score of 74.6 with a student progress rating of 68.4. Students in 9<sup>th</sup> grade are showing significant deficits in reading and math proficiency. Tenth grade students did show an increase in English II scores from the ninth graders on LEAP 2025 end-of-year assessments. The correlation between the curriculum implementation and the low scores is noted, but inconsistent. A more significant issue is the number of students who are not in the classroom due to chronic absences and out-of-school suspensions. We did utilize Kagan structures to address student engagement to address students not feeling active in class. The primary goal of the school is to decrease truancy issues and increase the number of students in the classroom. The school still struggles with ACT performance and ensuring students are academically prepared for college, but this is another area in which truancy plays a big role.

**PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS**

- Decrease number of students with chronic absences.
- Decrease the % of students who are chronically absent (15 or more days a year) from 41% to 38%
- Increase ACT scores.
- Increase the % of students with ACT composite of 21 or Workkeys from 16% to 20%
- Increase ELA LEAP 2025 scores with a main focus on English I
- Increase the ELA overall LEAP assessment index percentage from 25% to 30%
- Increase Algebra I LEAP 2025 scores
- Increase the Math overall LEAP assessment index percentage from 24% to 29%
- Increase US History LEAP 2025 scores
- Increase the Social Studies (US History) overall LEAP assessment index percentage of 10th grade students from 29% to 30%
- Increase Biology - Science LEAP 2025
- Increase the Science (Biology) overall LEAP assessment index percentage of 10th grade students from 12% to 15%
- Increase Career Pathway Credential earned
- Increase the number of students earning a statewide credential from 32 to 50 students

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

End of Year LEAP 2025 Test Data, Workkeys Data, ACT scores, Discipline Data, Panorama Surveys, 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 cohort graduation rate index

2. Increase the index of my seniors graduating with a basic or advanced credential from 10 to 15
3. Increase the number of my seniors eligible for a TOPS and/ or TOPS tech award from and/or 15%
- 4 Increase the % of students with ACT composite of 21 or Workkeys from 16% to 20%
5. Decrease the % of students who are chronically absent (15 or more days a year) from 52% to 25%.
6. Increase the percentage of 9<sup>th</sup> Grade students scoring Mastery or above on the Algebra I from 36% to 38% 2024-2025 LEAP 2025 end of year test.
7. Increase the percentage of 9<sup>th</sup> Grade students scoring Mastery or above from 30% to 31% (18/5) of English I 2024-2025 LEAP 2025 end of year test.
8. 2/48(31%) of T9 students Grade Students scored Mastery or above on the English I 2023-2024 LEAP 2025 end of year test.
9. 0/3 (0%) of 9<sup>th</sup> Grade Students scored Mastery or above on the US History 2024-2025 LEAP 2025 end of year test.
10. 18/147 (12%) of 10<sup>th</sup> Grade Students scored Mastery or above on the US History 2024-2025 LEAP 2025 end of year test.
11. 27/119 (29%) of 10<sup>th</sup> Grade Students scored Mastery or above on the Geometry 2024-2025 LEAP 2025 end of year test.
12. 35/53 (66%) of 9<sup>th</sup> Grade Students scored Mastery or above on the English II 2024-2025 LEAP 2025 end of year test.
13. 23/125 (18%) of 10<sup>th</sup> Grade Students scored Mastery or above on the English II 2024-2025 LEAP 2025 end of year test.
14. 14/47 (30%) of 9<sup>th</sup> Grade Students scored Mastery or above on the Biology 2024-2025 LEAP 2025 end of year test.

15. 8/125 (6 %) of 10th Grade Students scored Mastery or above on the Biology 2024-2025 LEAP 2025 end of year test.

### 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

Rigorous, Standards-Based Curriculum: Rigorous, Standards-Based Curriculum: Core teachers are following Tier 1 curriculum	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<p><b>Rigorous, Standards-Based Curriculum: Rigorous, Standards-Based Curriculum: Core teachers are following Tier 1 curriculum</b></p> <ul style="list-style-type: none"> <li>● Use of Tier 1 curriculum and Eureka support for math</li> <li>● Utilize projectors in Core math classes to allow students to have more examples of Tier I Eureka Math problems and to be able to view the steps for solving different problems.</li> <li>● Use of guidebooks for English courses as Tier 1 curriculum</li> <li>● Junior and Senior Level math courses use Mathxl</li> <li>● Use of Socratic seminar in English classes</li> <li>● Use of Oncourse Classroom for Online testing</li> <li>● Use of multiple select questioning and multi-part questions</li> <li>● Science teachers are implementing more science based phenomenon lessons</li> <li>● Exit Tickets—a classroom teacher check of understanding on daily lessons</li> <li>● Common Assessment created by school and district</li> <li>● Social Studies teachers will follow a district made curriculum</li> </ul>	<p><b>ED Priority(s):</b> 1,2,3,4</p>	<p><b>SWP Goal(s):</b> 1,2,3,4,5,6,7,8 and 9</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Kagan Instructional Material</li> <li>Kagan Instructional supplies <ul style="list-style-type: none"> <li>● Team building cards</li> <li>● Social Skills</li> <li>● Team Management structures</li> </ul> </li> <li>*Projectors</li> <li>* Calculators</li> <li>*Compasses</li> <li>*Rulers</li> <li>*Protractors</li> <li>*LEAP 2025 Workbooks</li> <li>*Content area related workbooks</li> <li>*MLA Format Guides</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>*LEAP Scores</li> <li>*ACT/Pre-ACT Scores</li> <li>*WorkKeys Scores</li> <li>*LEAP 360 Data</li> <li>*Common Assessment Data</li> <li>* Progress Reports</li> <li>*Exit Tickets</li> </ul>
<p><b>Estimated Cost:</b> 2500 Math Material 9,000 Kagan Material</p>					

<ul style="list-style-type: none"> <li>● Kagan instructional material will be purchased to support cooperative learning in seven key areas of: Team Management, Classbuilding, Teambuilding, Social Skills, Cooperative Learning principles, and Group structures.</li> <li>● Kagan cooperative learning material &amp; training will be used by all students to improve social skills, social relations, increased liking for self and others, academic focus on incorporating all students in active lesson structures.</li> <li>● Kagan lesson material will be used in all core classrooms to promote cooperation, communication, and retain student interest in the classroom through interactions. The Kagan instructional material will work in all teaching contexts, regardless of the subject.</li> </ul>						
<p>KAGAN Material Teachers will be required to implement Kagan structures in weekly lessons. Lesson plans must reflect what Kagan material &amp; structure will be used. Lesson plans will be monitored to ensure the Kagan is being used. Administration &amp; ILT members will conduct walkthroughs to identify and collect data about the usage and effectiveness of Kagan structures.</p>						

<ul style="list-style-type: none"> <li><b>CAREER PATHWAY</b> -Adobe certifications, Desktop Publishing, Digital Media, Automotive, EMT, and EMR will utilize the state certification programs to achieve student credentials</li> </ul>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</a></p>					
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li><b>Standards Assessments</b> - teachers will utilize assessments in On Course to track student mastery of standards. Results will drive changes to instruction as needed.</li> <li><b>LEAP 360</b> - All 9th and 10th grade students (enrolled in LEAP 2025 courses) will complete this diagnostic assessment, practice assessment, and interim assessment in ELA and Math to prepare for state testing. Teachers will use this data to make changes for instruction.</li> </ul>	<p><b>ED Priority(s):</b> 1,2,3,4</p>	<p><b>SWP Goal(s):</b> 1-8</p>	<p><b>Budget Decisions/Coordination:</b></p> <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>	<p><b>Items Needed:</b></p> <p>ACT material  ACT workbooks</p> <p><b>Estimated Cost:</b> 550</p>	<p><b>Effectiveness Measure:</b></p> <p>*LEAP 2025 Scores  *ACT/Pre-ACT Scores  WorkKeys Scores  *LEAP 360 Data  *Common Assessment Data</p> <p>*Sign In Sheets  *Agendas</p>

<p>intervention, etc. as needed. Data will be discussed during department planning time and/or PLC.</p> <ul style="list-style-type: none"> <li>● <b>Pre- and Post-Tests</b> - Students will complete pre- and post-tests for various subjects prior to and after instruction in order to determine prior knowledge and content mastery. Data will be used to make changes for instruction as needed, and it will be discussed in department planning time and/or PLC.</li> <li>● <b>Formal/Informal Assessments</b> - Students in grades 9-12 will complete various formal and informal assessments each week to measure student mastery of content standards. These include, but are not limited to, <b>State Guidebook Assessments</b>, <b>Eureka Math</b> exit tickets, and teacher-made assessments.</li> <li>● <b>LEAP 2025</b> - Students will complete statewide standardized tests in core subjects (English I &amp; II, Algebra I, Geometry, Biology, and US History). Test results are used to determine summer remediation and retest groups. Data is also used to plan for instructional strategies and scheduling needs for the following year.</li> <li>● <b>SLT (Student Learning Target)</b> - SLTs are specific, measurable goals for all teachers. Data from</li> </ul>				
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<p>SLTs is used to modify or plan for instruction throughout the year.</p> <ul style="list-style-type: none"> <li>● <b>ACT WorkKeys Curriculum -</b> 11th grade students (Jump Start core classes) complete online assessments and activities to determine student success on the WorkKeys assessment. Data is used to revise instruction or attend intervention as needed.</li> <li>● <b>ACT WorkKeys Assessment -</b> This vocational based ACT exam is taken by all first time 11th grade students who have opted in to the Jump Start Graduation Pathway. 12th grade Jump Start students who have not successfully scored proficient are also tested after completing intervention.</li> <li>● <b>Recovery of Instructional Minutes for students needing Interventions Afterschool</b> starting October 3rd for two hours each Thursday, for two teachers needed for Afterschool <b>Recovery of Instructional Minutes for students</b></li> </ul>	<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</a></p>		
	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>		

<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>● Para support</li> <li>● Inclusion classes</li> <li>● April Dunn eligible students are provided with remediation for LEAP 2025 either through Study Skills or another elective class.</li> <li>● SAT interventions</li> </ul>	<p><b>ED Priority(s):</b> 1,2,3</p>	<p><b>SWP Goal(s):</b> 10, and 11</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p><b>Estimated Cost:</b> 200</p>	<p><b>Effectiveness Measure:</b> *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://www.randonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20">https://www.randonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20</a></p>	<p><b>ED Priority(s):</b> 1,2,3</p>	<p><b>SWP Goal(s):</b> 10 and 11</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Track charts and binders for ELL students</p> <p><b>Estimated Cost:</b> 550</p>	<p><b>Effectiveness Measure:</b> *ELP Test scores</p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p>	<p><b>ED Priority(s):</b> 1,2,3</p>	<p><b>SWP Goal(s):</b> 10 and 11</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Track charts and binders for ELL students</p> <p><b>Estimated Cost:</b> 550</p>	<p><b>Effectiveness Measure:</b> *ELP Test scores</p>

<ul style="list-style-type: none"> <li>● <b>Amira</b></li> </ul>				<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20">https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20</a>				

### Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions:	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>● Identify students with unsatisfactory prior LEAP 2025 State Assessments and/or students with under an 18 composite ACT score.</li> <li>● Professional Learning Communities</li> <li>● Student Assistant Team</li> <li>● IEPs and IAP documents</li> <li>● Prior year grades in core classes</li> <li>● LEAP 360</li> <li>● Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys)</li> <li>● School and District made common assessments</li> <li>● Teacher recommendations</li> <li>● Parental concerns</li> <li>● Attendance Record</li> <li>● Discipline Record</li> <li>● Student Grades</li> </ul>	<b>10 and 11</b>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<ul style="list-style-type: none"> <li>Monthly progress meetings</li> <li>Subs for Monthly meetings with SAT</li> </ul> <p><b>Estimated Cost:</b> <b>1000</b></p>	<ul style="list-style-type: none"> <li>*Progress Reports</li> <li>*LEAP 2025 Scores</li> <li>*ACT/Pre-ACT Scores</li> <li>*WorkKeys Scores</li> <li>*Common Assessment Data</li> </ul> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>List the Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>● <b>Intervention</b> - Students are given daily differentiated intervention for 25 minutes. Intervention can include LEAP 2025 remediation, industry-based credential exams, WorkKeys/ACT preparation or remediation (online). Students who</li> </ul>	<b>6,7,8,9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<ul style="list-style-type: none"> <li>ACT, Workkeys, and remediation enrichment material</li> </ul>	<ul style="list-style-type: none"> <li>*Progress Reports</li> <li>*LEAP 2025 Scores</li> <li>*ACT/Pre-ACT Scores</li> <li>*WorkKeys Scores</li> <li>*LEAP 360 Data</li> </ul>

<p>do not attend intervention receive enrichment instruction including character and relationship building, life-skills, etc.</p> <ul style="list-style-type: none"> <li>Rotating intervention periods built into the school day.</li> <li>Renew Ib4e subscription -1yr Block A/B Software This software is used to assign specific interventions for students based on their individual needs. Ib4e software informs students &amp; staff what classroom to report to; in order to receive their needed intervention. It also tracks students' intervention attendance and the amount of time students are receiving support per course.</li> <li>ACT Remediation Courses for seniors with less than an 18 composite ACT score.</li> <li>After School Programs (ACT, subject specific acceleration)</li> <li>ACT Boot camp</li> <li>Math and English Acceleration Courses</li> <li>Student Assistance Team</li> <li>RKM Counseling Services</li> <li>April Dunn eligible students are provided with remediation for LEAP 2025 either</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Estimated Cost:</b> 500</p>	<p>*Common Assessment Data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li><b>Student Assistance Team</b> - Teachers refer struggling academically to the SAT composed of administrators, counselors, teachers, Pupil Appraisal staff, and parents. The participants vary depending on the student. The team determines if more accommodations are needed.</li> <li><b>Test Data (interim, OnCourse, LEAP 360)</b></li> </ul>	<p><b>Goal(s):</b> 6,7,8,9</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Collaboration meetings with Sped &amp; Core teachers to monitor the progress of all students</p> <p>Subs</p> <p>Estimated Cost:</p>	<p><b>Effectiveness Measure:</b> Intervention data *IEP meetings and collaboration team meetings.</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<ul style="list-style-type: none"> <li>● <b>Collaboration Forms</b> - Forms can be submitted at any time; however, teachers are required to submit forms a minimum of once per grading period. Collaboration meetings can include administrators, special education teachers, general education teachers, Pupil Appraisal staff, students, and parents.</li> <li>● <b>Review of IEP/504</b></li> </ul>			<b>1500</b>	
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<p><b>Interventions Specific to Students with Disabilities: 504 Individualized Academic Plan (IAP)</b> - current students who qualify for 504 services and are still struggling will be scheduled for a review of their IAP. The IAP team consists of an administrator, 504 Coordinator, general education teacher, parent, and student.</p> <ul style="list-style-type: none"> <li>● <b>Individualized Education Plans (IEP)</b> - current special education students who are still struggling will be scheduled for a review of their IEP. The IEP team consists of an Official Designated Representative, special education teacher, general education teacher, related service providers, parent, and student.</li> </ul>	<b>ED</b>  <b>Priority(s):</b>  1,2,3	<b>SWP Goal(s):</b>  6	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Collaboration meetings with Sped &amp; Core teachers to monitor the progress of all students</p> <p>Subs</p> <p><b>Estimated Cost:</b> <b>1500</b></p>	<b>Effectiveness Measure:</b>
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<ul style="list-style-type: none"> <li>● <b>Inclusion</b> - general education and special education teachers work collaboratively to meet the needs of students with disabilities.</li> <li>● <b>Paraprofessional Support-</b> students receive support in general education classes from paraprofessionals who provide academic and behavior accommodations or interventions.</li> <li>● <b>Study Skills Classes</b> - students with special needs are offered this class to provide necessary skills for success in high school and beyond. Their study skills teacher also serves to communicate with the student's general education teachers to monitor student success.</li> <li>● <b>Behavior Intervention Plans</b> - Teachers submit data daily/weekly via a shared Google document to log student actions and monitor the effectiveness of the BIP or determine if changes/revisions need to be made</li> <li>● <b>Read 180</b> - is a specialized reading intervention program. The program is used in Study Skills and in general education classrooms (i.e., Remedial English) to build skills and improve Lexile reading levels.</li> <li>● <b>Amaria</b> - students with specific needs for basic reading skills (i.e., phonics) use this program that</li> </ul>						
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<p>provides both online and print materials for building foundational skills.</p> <ul style="list-style-type: none"> <li>● IB4E</li> <li>● IXL</li> <li>● Collaborations to determine action plans for students</li> <li>● LEXIA</li> </ul>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>[PDF] ed.gov (IEP Goals)</p> <p>[PDF] waldenu.edu (Resource classes)</p> <p>[https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 (Paraprofessional support)</p> <p>[PDF] stjohns.edu (iReady)</p> <p>[PDF] teachertoolkit.co.uk (Study Skills) [PDF] ed.gov (Scaffolding)</p> <p>[PDF] ku.edu (Testing Accommodations) [PDF] iaase.org (Tracking Reports)</p> <p>[PDF] advocacyinstitute.org (IEP Reconvene)</p>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>2</p>	<p><b>SWP Goal(s):</b></p> <p>10 and 11</p>	<p><b>Budget Decisions/Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Translator dictionaries</p>	<p><b>Effectiveness Measure:</b></p> <p>ELL teacher schedule</p> <p>*ELP Test</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>PDF] ed.gov (IEP Goals)</p> <p>[PDF] waldenu.edu (Resource classes)</p> <p>[https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 (Paraprofessional support)</p>				<p><b>Estimated Cost:</b></p> <p>500</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p>[PDF] stjohns.edu (iReady)  [PDF] teachertoolkit.co.uk (Study Skills) [PDF] ed.gov (Scaffolding)  [PDF] ku.edu (Testing Accommodations) [PDF] iaase.org (Tracking Reports)  [PDF] advocacynstitute.org (IEP Reconvene)</p>				
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### 1.4 STUDENT SUPPORT SERVICES

Provide a description of schoolwide improvement strategies the school is implementing to address students well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe and Achieve: Educational Priorities.

Activities to Address Social and Emotional Well Being:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>● <b>Character Strong curriculum</b></li> </ul> <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  [PDF] ku.edu [PDF] iaase.org (Tracking Reports)</p>	2,3	5	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	SEL reports shared with staff  Estimated Cost:	*Use of curriculum in SEL period *Surveys  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 Believe to Achieve: Educational Priorities.

<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year</b> (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.)</p> <ul style="list-style-type: none"> <li>● Field Trips</li> <li>● Dual Enrollment</li> <li>● AP classes</li> <li>● Clubs and organizations</li> <li>● After School Program</li> </ul> <p><b>After School Programs (ESSER Funds)</b> <b>Summer Learning Camp (ESSER Funds)</b></p>	<p><b>ED</b></p> <p><b>Priority(s):</b> 1,3,5</p>	<p><b>SWP Goal(s):</b> 2</p>	<p><b>Budget Decisions/Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Dual Enrollment teachers certified with college</p> <p>After School Program teachers</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>: Dual Enrollment Courses: Is_Increased_Access_Enough_Advanced_Plac20161025-6377-58k84m-with-cover-page-v2.pdf (d1wqtxts1xzle7.cloudfront.net) Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-The-y-Doing-A-Statwide-Two-Year-Study.pdf (researchgate.net)</p>			<p><b>Estimated Cost:</b> 200</p>	<p><b>Effectiveness Measure:</b></p> <p>*Progress Reports</p> <p>*IEPs</p> <p>*photos</p> <p>* AP class grades</p> <p>* Added Dual Enrollment teachers</p>
<p><b>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):</b></p> <ul style="list-style-type: none"> <li>● Inclusion</li> <li>● Study Skills</li> <li>● Honors Classes</li> <li>● Advanced Placement</li> <li>● Dual Enrollment</li> </ul>									

- Theatre
- Talented Art, Music, Theatre
- Physical Education
- Band
- Industrial Arts
- Computer Science
- Agriculture courses
- Business

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

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

<ul style="list-style-type: none"> <li>● <b>Strategies Used to Prevent and Address Problem Behavior:</b></li> <li>● RKM Counseling Services</li> <li>● School Counselors</li> <li>● Restorative circles</li> <li>● Positive Action Classroom (PAC)</li> <li>● Student Assistance Team</li> <li>● Check in Check Out</li> <li>● 504 services</li> <li>● IEP</li> </ul>	<b>ED Priority(s):</b> <b>2,3</b>	<b>SWP Goal(s):</b> <b>5</b>	<b>Budget Decisions/Coordination:</b> <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	<b>Items Needed:</b> Discipline data reports  <b>Estimated Cost:</b>	<b>Effectiveness Measure:</b>  Discipline data
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf">https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf</a></p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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### 1.7 PROFESSIONAL DEVELOPMENT

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

<p><b>Title I School Planning:</b></p> <ul style="list-style-type: none"> <li>• SWP Meetings</li> <li>• Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>• School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>4</p>	<p><b>Goals</b></p> <p>1-11</p>	<p><b>Budget Decisions/Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Substitutes</p> <p>Stipends</p> <p>See individual Prior Approval for specific items needed</p>	<p><b>Effectiveness Measure:</b></p> <p>Agenda</p> <p>Sign-in sheets</p> <p>Daily Log</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):<a href="https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&amp;context=hon_thesis">https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&amp;context=hon_thesis</a></p>			<p><b>Estimated Cost:</b></p> <p>550</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Instructional Leadership Team</li> </ul> <p>Meetings—ILT meetings are held weekly for various ILT members. ILT is content driven. During these meetings, team members will be planning for PLC with teachers and analyzing data and samples of student work. Team members will also analyze data and manipulate the SPS calculator with each group to come to consensus on our targeted goal for each LEAP 2025 student assessment, ACT, WorkKeys, Graduation Index and Strength of Diploma indexes.</p>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p>		<p><b>Budget Decisions/</b></p> <p><b>Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals</p> <p><b>Estimated Cost:</b></p> <p>500</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign In Sheets</p> <p>PLC Agendas</p> <p>PLC meeting Goals</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><a href="https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf">https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf</a></p>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p>		<p><b>Budget Decisions/</b></p> <p><b>Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p>	<p><b>Items Needed:</b></p> <p>Kagan Training</p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign In Sheets</p> <p>Agendas</p> <p>Attainment of Kagan Goals being implemented</p>
<p><b>Professional Development: Other Professional Training –</b></p> <p>Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at</p>	<p><b>ED</b></p> <p><b>Priority(s):</b></p> <p>1-5</p>	<p><b>Goal(s):</b></p> <p>5-8</p>	<p><b>Budget Decisions/</b></p> <p><b>Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p>	<p><b>Items Needed:</b></p> <p>Kagan Training</p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign In Sheets</p> <p>Agendas</p> <p>Attainment of Kagan Goals being implemented</p>

<p>collaboration/staff meetings. See individual approved prior-authorization in Crate for specific activities.</p> <p>*Kagan staff training - to continue the Kagan Training from last year. We will schedule Day 5 Kagan staff training.</p> <p>* Kagan instructional material will be purchased to support cooperative learning in seven key areas of: Team Management, Classbuilding, Teambuilding, Social Skills, Cooperative Learning principles, and Group structures.</p> <p>* Kagan cooperative learning material &amp; training will be used by all students to improve social skills, social relations, increased liking for self and others, academic focus on incorporating all students in active lesson structures.</p> <p>* Kagan lesson material will be used in all core classrooms to promote cooperation, communication, and retain student interest in the classroom through interactions. The Kagan instructional material will work in all teaching contexts, regardless of the subject.</p>			<p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>for specific items needed</b></p> <p><b>Kagan Instructional supplies</b></p> <ul style="list-style-type: none"> <li>• Team building cards</li> <li>• Social Skills</li> <li>• Team Management structures</li> </ul> <p><b>Estimated Cost:</b> 10,000 Kagan Training</p>	<p>Lesson Plans</p> <p>Lesson implementations of Kagan structures</p> <p>Observation Data</p> <hr/> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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><a href="https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf">https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf</a></p>					

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

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

<p><b>Strategies for Workforce Talent:</b></p> <ul style="list-style-type: none"> <li>● Mentor teachers</li> <li>● After school training</li> <li>● Job shadowing</li> <li>● Teacher leaders</li> <li>● Data walks</li> <li>● Data Walls</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-5</p>	<p><b>Goal(s)</b></p> <p>5-9</p>	<p><b>Budget Decisions/Coordination:</b></p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> General Fund</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Data tracking for Mentor teachers to use for collecting data from teachers assigned</p> <p>Data Walls</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign in sheets</p> <p>Assessment of new certification</p> <p>List of mentors/assigned teachers</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><a href="https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173">https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173</a></p>				<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p> <p>Estimated Cost: 2000</p>	

## 1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	ED	Priority(s):	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>● Freshman Academy</li> <li>● 8<sup>th</sup> grade parent meeting</li> <li>● Open House</li> <li>● School counselors visit feeder schools for scheduling</li> <li>● SPED coordinator meets feeder schools to aid in transition for SPED population</li> <li>● Career Pathways offered</li> <li>● School counselors visit foreign language classes to aid in graduation pathway/career exploration.</li> <li>● Dual enrollment courses</li> <li>● Advanced Placement (AP) courses</li> <li>● Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit through the school year. Career Fair</li> </ul>	1-5	1-5	Budget Decisions/ Coordination: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	Items Needed: Refreshments Mail out notices  <b>Estimated Cost:</b> <b>550</b>	Effectiveness Measure: Sign in Agendas Pictures Presentations  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1281&amp;context=bibliography_faculty">https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article=1281&amp;context=bibliography_faculty</a>						

**Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:**

<p>Mckinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p>Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</p>	<p>English as a Second Language (ESL): Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.</p> <p>21<sup>st</sup> Century Programs: Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</p> <p>Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.</p>
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#### **4. Regular Monitoring and SWP Revision**

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

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

- At the beginning of each school year, the SWP will be reviewed by faculty and staff. It is discussed at Leadership Team Meetings in addition to PLC meetings where focus areas are addressed, student work, state assessment, and discipline data are reviewed and analyzed. Next steps are discussed and implemented to make sure that the goals are being addressed.

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

- In the fall the SWP Committee will meet to review the SWP and make any necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2024, an effectiveness meeting will be held to review the 2023-24 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities.

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

Staff & Faculty will be informed of the results of our school wide plan in August at the 1st staff meeting. We are going to report the effectiveness of the SWP to parents during the Annual Title I meeting, during the first 9 weeks of school.

**2022-2023 Committee**

**Members**

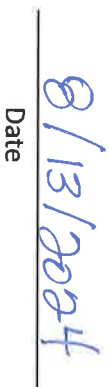
<b>School Improvement Planning Committee</b>	
<p><b>Stakeholder Committee</b></p> <p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP</p> <p>Members Include:</p> <ul style="list-style-type: none"><li>● <b>Principal: Amber Anthony</b></li><li>● <b>Assistant Principal: Kallie Wilson,</b></li><li>● <b>Student: Julyssa Garcia Marquez, Dante Frayre, Claire Pelloat, Jeremiah Well, Mollie Clements</b></li><li>● <b>Teacher:Blaine Daigle, Emily Gautreau, Chris Powell, Kim Clements, Mike Young, Brandy Alford</b></li><li>● <b>Parent/Family:Tawanda Robertson, Melissa Pellichino, Harriet Wells, Shelly Joseph</b></li><li>● <b>Community Member:Nicole Pelloat, Jeffery Pelloat, Justin Morel, Stephanie Morel, Torrence Joseph</b></li></ul>	<p><b>Parent/Family Engagement Committee</b></p> <p>Responsible for the Implementation of the PFE Activities in the SWP</p> <p>Members Include:</p> <ul style="list-style-type: none"><li>● <b>Principal: Amber Anthony</b></li><li>● <b>Assistant Principal: Kallie Wilson,</b></li><li>● <b>Student: Julyssa Garcia Marquez, Dante Frayre, Claire Pelloat, Jeremiah Well, Mollie Clements</b></li><li>● <b>Teacher:Blaine Daigle, Emily Gautreau, Chris Powell, Kim Clements, Mike Young, Brandy Alford</b></li><li>● <b>Parent/Family:Tawanda Robertson, Melissa Pellichino, Harriet Wells, Shelly Joseph</b></li><li>● <b>Community Member:Nicole Pelloat, Jeffery Pelloat, Justin Morel, Stephanie Morel, Torrence Joseph</b></li></ul>

## 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