

# 2024-2025 Schoolwide Plan



TANGIPAHOA  
PARISH SCHOOL  
SYSTEM  
EST. 1896

**Kentwood High Magnet School**  
**Grades 7-12**

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

**School Kentwood High Magnet School**

**SPS 59.9**

**Letter Grade D**

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

**CIR KHS did not receive a CIR this year**

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

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

<b>Item/s Needed</b> <b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>	<b>Parent and Family Engagement</b>	<b>Core Instruction Interventions</b> <b>Support and Extended Learning/Other Strategies</b>	<b>Professional Development</b>	<b>Estimated Cost</b>
<b>Printing Supplies:</b> Paper, Colored Paper, Card Stock, Ink. Toner (not for office use/instructional use only), Masters, Staples	X	X	X	\$4500
Copy Machine, Duplicator, Printer (never housed in an office/instructional use only)				>
Service Contracts, Repair Cost, Rebuild Kits (Title 1 copiers only)	X	X	X	\$1500
Student Computer, Student Chromebooks, Smartboard/Boxlight, iPads/Cases, Projector, Document Camera, Bulbs		X	X	\$10000
Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X		\$2000
Laminator, Laminating Film		X	X	\$2000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies		X		\$2000
Accelerated Reader (AR) Licenses		X		\$2000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		X		\$4000
<b>Must be used by STUDENTS</b> Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only)		X		\$3000

<b>Must be used by STUDENTS</b> General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (blunt tip only), White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards (must include how students will use), Binder Clips (science only and must site lesson)	X	X		\$3000
<b>Must be used by STUDENTS</b> Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers		X		\$3000
<b>Science Materials:</b> PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$3000
<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		\$2500
<b>ELA Materials:</b> Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials	X	X		\$3500
<b>Social Studies Materials:</b> Globes, Maps, Individual Student Dry Erase USA Maps,		X		\$2500
<b>Parent and Family Engagement Supplies:</b> Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), 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		\$2000

## 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:

Prior to the 2024-2025 school year, Kentwood High School SWP/leadership team invited the following parent and community members to the CAN and SWP committee planning and evaluating sessions: Ms. Keisha Briggs, parent of a student with a disability; Mr. Jeremy Brown, parent of a socioeconomically disadvantaged student; Ms. Karen Griffin, community member and a member of one of our community sponsors from Hancock Whitney Bank; Mrs. April Brown, parent; Brittney Rick, SRO officer; Kaden Reed, student; and Mr. Bobby Brown, community leader.

The educational staff at KHS on the Title 1 committee reviewed the CNA data, testing data, attendance data, and discipline data with the invitees and explained the data results and the purpose of the information and its relevance in creating the SWP. The invitees were then shown the correlation between the CNA, SWP, and student progress. This group of staff, community, and students analyzed the data for Kentwood High School at this time to develop the SWP by planning ways in which to train families and students on the importance of being involved in every aspect of students' lives. This information was broken down into layman terms so parents and students can grasp the importance of what Title 1 does, ESSA requirements, and achievement goals. The invitees were encouraged to add their input to the CNA and SWP. Examples of changes are below.

1. Analyze the data
2. Determine the effectiveness of the effectiveness measures
3. Review current data and complete the current year's CNA
4. Review and discuss parent and family engagement activities that will train and instruct parents on data, curriculum, and assessments
5. Create goals for the SWP based on the CNA
6. Hold another meeting mid-year to discuss effectiveness ratings, strategies, and data analysis

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

1. More real-life field trips to businesses and colleges/trade schools.
2. Mentorship programs that will be consistent and continue throughout the school year.
3. Have positive behavior celebrations and prizes for students who have perfect attendance and behavior records.
4. Free dress for students who have no referrals and perfect attendance
5. Lunch with a “safe” person.” An adult from the community with whom the student feels safe.
6. After school tutoring.
7. No senior who has excessive absences, needs a LEAP test, has NOT filled out FASFA, or no ACT score can check out early.
8. Student leaders who change monthly to help motivate students to attend and participate in learning and being on time.
9. All students need to participate in some type of extracurricular activity.
10. Have a strong athlete in each club to serve as a leader/mentor.
11. Spotlight students who are doing what they should (attendance, grades, behavior): TV in hallways; Marquee; KHS Facebook page.
12. The alumni committee, with the help of Mr. Brown, will help with fundraising and donations.
13. Form a committee of men in the community as well as KHS teachers and create a “Gentlemen Club” for the young men of KHS.
14. Interventions that focus on the deficits of each child.

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

Parents, community members, and students are invited to serve on the CNA and SWP committee to interpret and analyze data to create means to success.

Stakeholder and committee meetings will be designed to allow continual planning during the year.

Parents, students, and community leaders on the SWP team are shown how to interpret the data from the CAN and how that data can be used regarding student academic progress so decisions can be informed and purposeful.

Parents, students, and community members are shown how to correlate the CNA data and the requirements of the SWP so decisions will be informed and relevant.

IEP meetings will be held with parents, students, and educators to address students' needs

Teachers will use Remind text and J Campus to communicate via email, phone calls, and messages; Robocalls; Google Classroom; KHS Facebook page

Parents, the community, and students have access to important information via various social media outlets: KHS Facebook page, school web page, Hypersign ,TV services, Marquee, Robocalls

Title 1 Annual Meeting/Open house will be held at the beginning of the academic year and stakeholders will be presented with SWP information, test score results, absenteeism data, curriculum requirements, JCampus usage, access and information abilities, SEL information, Panorama Survey information, and PTO.

KHS has an open-door policy for parents, guardians, and community members who want to be involved in schoolwide decision making.

Parents, community members, and students are invited to attend CNA and SWP meetings to be involved in the decision-making process for KHS.

Parents/guardians have access to JCampus and can view student information, can send and receive emails to and from KHS staff, and KHS teachers use Remind text messaging services, Google classroom, KHS Facebook and robocalls to keep stakeholders informed about important information.

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

Parents, community members, and students are invited to attend CNA and SWP meetings to be involved in the decision making for the upcoming school year.

Parents, students, and community leaders on the SWP team are shown how to interpret the data from the CAN and how that data can be used regarding student academic progress so decisions can be informed and purposeful.

Parents, students, and community members are shown how to correlate the CNA data and the requirements of the SWP so decisions will be informed and relevant.

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KHS holds an informational 7<sup>th</sup> and 8<sup>th</sup> grade orientation for parents and students in which they are introduced to the teachers, curriculum, assessment process and types, and school rules and routines.

All teachers at KHS are required to contact/attempt contact parents consistently and frequently during the academic year and use the JCampus log.

KHS holds college and career opportunities each semester

KHS has dedicated dates for parents/guardians to receive free assistance with FASFHA

KHS holds an ACT workshop for parents and students to prepare for the upcoming ACT test.

**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

Notes home will be in the primary language of the family

*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
<b>Parent/Family Engagement Activity:</b> 1. Title 1 Annual Meeting/Open House/Orientation	<b>SWP Goal (s):</b>	<b>Budget Decisions/Coordination:</b>	<b>Items Needed:</b> Paper, ink,	<b>Effectiveness Measure:</b>



<p>Parents and families will have the opportunity to meet the faculty and staff of Kentwood High School. During this event, parents and students will be introduced to the curriculum for each of their students' courses. Data from previous assessments will be discussed. Parents will be taught to interpret this data as it is related to his/her student(s) success and improvement. Instructions for using JCampus will be discussed. Parents will view a Google slide show that outlines the purpose of Title 1 funding and how it is used to enhance student achievement. Benchmarks, EOCs, LEAP 2025, Panorama Surveys, graduation requirements, Absenteeism, Interim testing, and Innovative testing will be explained.</p>	<p>1-6</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>toner, stamps, envelopes, tape, staplers, staples, folders, banner paper, loose leaf paper, binders (student and parent),</p> <p>Dividers, clear sleeves</p>	<p>Increased parent participation; sign-in sheets</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.tandfonline.com/doi/abs/10.1080/00940771.1987.11494725">https://www.tandfonline.com/doi/abs/10.1080/00940771.1987.11494725</a></p> <p><a href="https://www.dualcapacity.org/">https://www.dualcapacity.org/</a></p> <p>Kraft, M. Au, &amp; Rogers, T. (2015). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. <i>Economics of Education Review</i>, 47(2015), 49-63.</p>			<p><b>Estimated Cost:</b> \$2500</p>	<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p><b>Parent/Family Engagement Activity:</b></p> <p><b>2. LEAP Night</b></p> <p>Parents will be invited to the school to learn about the requirements for the 7th and 8th grade ELA, 7th and 8th grade Math, 7th and 8th grade Science, 7th and 8th grade history, Algebra I, Geometry, English I, English II, U.S. History, and Biology LEAP tests and how to help their students in scoring Mastery. Parents will be taught how to navigate and</p>	<p><b>SWP Goal (s):</b></p> <p>1,2,5,6</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> </ul>	<p><b>Items Needed:</b></p> <p>Paper, Ink, Toner Stamps Envelopes Tape Teacher/Parent</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in sheets, student and family attendance</p>

<p>discover their student's past LEAP test scores, what score is considered Approaching Basic, Basic, Mastery, and Advanced. Parents will be taught how the TPSS curriculum is tied to the successful passing of the LEAP tests.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>contact forms Cardstock  Loose Leaf paper  Folders  Binders (Student and Parent)  Dividers  Clear Sleeves</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://data.caIschIs.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf">https://data.caIschIs.org/resources/S3_WhatWorksBrief9_FamilyEngagement_final.pdf</a>  <a href="https://ies.ed.gov/ncee/rel/regions/appalachia/pdf/REL_2022120.pdf">https://ies.ed.gov/ncee/rel/regions/appalachia/pdf/REL_2022120.pdf</a></p>			<p><b>Estimated Cost:</b> \$2000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
3. FAFSA/ACT workshops				

<p>Kentwood High Magnet will host 1-3 FAFSA competition events for students and parents. The sessions will enable students and parents to receive assistance in understanding and completing FAFSA applications. ACT test dates, ACT scores and their significance will also be presented to parents and students. Parents will be taught what the FAFSA information and ACT scores mean for their student in the next level of education.</p>	<p>1-6</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>Paper, cardstock, pens, pencils, folders, sign-in forms, computers, chrome books, student previous scores/information</p>	<p>Number of students who complete FAFSA, sign-in sheets</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://ies.ed.gov/ncee/ediabs/regions/appalachia/askarel/aar34asp">https://ies.ed.gov/ncee/ediabs/regions/appalachia/askarel/aar34asp</a></p> <p><a href="https://ies.ed.gov/ncee/WWC/Study/92525">https://ies.ed.gov/ncee/WWC/Study/92525</a></p>			<p><b>Estimated Cost:</b> \$1000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Parent/Family Engagement Activity:</b></p> <p>4. College and Career Fair/ACT</p> <p>KHS will hold a college and career fair for parents and students to inform and educate and teach parents and students on the necessary requirements for colleges and careers for post graduation. Parents will learn how to access their student's latest ACT score(s). They will be taught how the ACT breaks down its testing subsections, and what each subsection means. Parents will learn what colleges require in ACT</p>	<p><b>SWP Goal (s)</b></p> <p>1-6</p>	<p><b>Budget Decision /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> </ul>	<p><b>Items Needed:</b></p> <p>Sign-in sheets</p> <p>Flyers</p> <p>Pencils/pens</p> <p>Folders</p> <p>refreshments</p>	<p><b>Effectiveness Measure:</b></p> <p><b>Sign-in sheets, student and family attendance</b></p>

<p>scores, and what score their student will need in order to increase his/her education at a higher level after leaving high school.</p> <p>Parents will also be informed as to what documentation they will need to gather in preparation to fill out FASFA documents, as FASFA completion is a graduation requirement. Parents of juniors will be instructed in how to best help their student prepare for the ACT, what scores are needed on the Reading, Reading Comprehension, Math, and Science portions of the ACT.</p>		<input type="checkbox"/> Other	<p><b>Estimated Cost:</b> \$2000</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://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPSInfographic.pdf">https://ies.ed.gov/ncee/rel/regions/central/pdf/REL-CE-KS-IPSInfographic.pdf</a></p> <p><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>

**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 <b>STRENGTHS</b> Listed IN CNA	OVERALL <b>WEAKNESSES</b> LISTED in CNA
Surveys show students and staff highly rate positive relationships at KHS	92.63% of students scored below proficiency on LEAP in ELA, Math, Science, and Social Studies
<b>84.14%</b> of students scored below proficient in ELA as opposed to last year's percentage of <b>94.5%</b>	<b>90.32%</b> Students with exceptionalities scoring below proficient on LEAP <b>92.21%</b> of students with exceptionalities scored below proficient on LEAP subject area tests. <b>84.14%</b> below proficient in ELA <b>95.18%</b> below proficient in Math <b>100%</b> below proficient in Social Studies <b>97.36%</b> below proficient in Science
Surveys taken show families feel supported and that KHS is a good fit for their school according to the Panorama Surveys.	Highest referral infraction is for instigating and participating in fights at 16.60 %.  Absenteeism data shows that KHS has an excessive rate of student absences with 6590 for the 2022-2023 school year. This number is down from last year's number of 8354.
Students have supportive relationships based on Panorama survey results.	<b>All Core classes</b> have the lowest implementation scale ratings in both junior high and high school with a 1 rating. Junior high curriculum implementation scale results rank low with a median score of 1
11th and 12th grade students have the opportunity this year to attend the Career and Technical Institute in Independence for certification courses.	Panorama surveys indicate engagement scored below 40%.
KHS had a 96% graduation rate, which surpassed the district and state.	Absentee rates are exceptionally high.

82% of students are below proficient in **ELA**

99.91% of students are below proficient in **Math**

100% of students are below proficient in **Social Studies**

97.37% of students are below proficient in **Science**

93.55% of Special Education students are below proficient in **ELA, Science, Math, and Social Studies**

**Sub-Group Data**

99% of students at KHS are economically disadvantaged

99% of students are African-American

0% of students are homeless

0% of students are ELL

**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:**

Kentwood High School is a community school with 85% economically disadvantaged students. KHS has an exceptionally high absentee rate with 6590 absences recorded last year, which is down from 8354 last year. There were 157 Out of School Suspensions (1.63% average; 31.15% student average). Our 96% graduation rate is still above the state average. There were 8 students recommended for expulsion (1% average; 1.64% student average). The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas in grades 7-12 is a critical next step toward academic improvement as the percentage of students who were not proficient in core subjects is above 90%, except for ELA which was at 82%.

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

1. Increase the graduation rate from 95% to 100%.
2. Use methods and instructional strategies to increase the LEAP 2025 score proficiency rate for grades 7-12 from 3.9% to 25% in English, Science, Math and Social Studies. Increase the sub -group proficiency rate from 10-25% in English, Science, Math and Social Studies.
3. Increase ACT average score from 12 to 18
4. Decrease last year’s absentee rate from 6164 days missed by 50%.
5. Decrease the number of referrals for fighting and instigating fights by 50% from 12.79-6.395%.
6. Increase the WorkKeys scores

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

Attendance data; discipline data; Panorama survey results; LEAP test results; interim test results; benchmark results; Report cards; Curriculum Implementation Scale; JCampus  
 KHS has no reward program at this time except the community mentors who agreed to plan an honor roll reward

**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 our graduation rate from 95% to 100% by May 2025

2. Use methods and instructional strategies to increase the LEAP score proficiency rate for grades 7-12 from 11% to 25% in Science, ELA, Social Studies, and Math, and increase the “bubble” students scores to keep them on a forward growth to mastery trajectory by May 2025

3. Increase student scores on Work keys and other credentials assessments by May 2025

4. Increase our sub-group LEAP scores in ELA, Math, Science, and Social Studies from 8% to 25% by May 2025

5. Increase ACT average score from 12 to 18 by May 2025

6. Decrease last year’s absentee rate from 6164 days missed by 50% by May 2025

7. Decrease the number of out of school suspensions by 50% by May 2025

**SWP Growth Chart 2024-2025 School Year (See Goal #2 above)**

**These are the “bubble” students on a growth to mastery trajectory**

**ELA 7<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	36	22
Basic	25	46
App. Basic	33	22
Uns.	19	10

**Math 7<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	11	19
Basic	30	28
App. Basic	33	36
Uns.	25	17

**Science 7th Grade**

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	3	8
Basic	19	33



App. Basic	25	28
Uns.	55	31

**ELA Innovative 7<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
Adv.	0	3
Mastery	6	6
Basic	13	14
App. Basic	27	35
Uns.	51	42

**ELA 8<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	11	19
Basic	15	19
App. Basic	25	22
Uns.	56	40

**Math 8<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
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Adv.	0	0
Mastery	0	22
Basic	18	22
App. Basic	52	45
Uns.	23	11

**Social Studies 8<sup>th</sup> Grade**

Ach. Level	From (%)	To (%)
Adv.	3	7
Mastery	3	8
Basic	21	51
App. Basic	16	8
Uns.	59	26

**Science 8<sup>th</sup> grade**

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	5	4
Basic	16	32
App. Basic	34	20

Uns.	45	40
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### English I

Ach. Level	From (%)	To (%)
Adv.	0	1
Mastery	9	10
Basic	20	49
App. Basic	36	20
Uns.	35	20

### English II

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	21	28
Basic	17	21
App. Basic	26	23
Uns.	36	28

### Alg. I

Ach. Level	From (%)	To (%)
Adv.	0	0

Mastery	7	12
Basic	13	17
App. Basic	37	46
Uns.	43	23

### Geometry

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	0	0
Basic	9	39
App. Basic	61	51
Uns.	30	10

### Biology

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	2	7
Basic	26	33
App. Basic	24	44
Uns.	48	16

## History

Ach. Level	From (%)	To (%)
Adv.	0	0
Mastery	2	6
Basic	17	23
App. Basic	14	18
Uns.	67	53

### 1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

### BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

1. Ensure every student is on track to a professional career, college degree, or service.
2. Remove barriers and create equitable, inclusive learning experiences for all children.
3. Provide the highest quality teaching and learning environment
4. Develop and retain a diverse, highly effective educator workforce.
5. Cultivate high-impact systems, structures, and partnerships

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<p><b>Rigorous, Standards-Based Curriculum:</b></p> <p>*Math teachers will adhere to the Eureka curriculum and standards as set forth by the district</p> <p>*ELA teachers will adhere to the Guidebooks curriculum and standards as set forth by the district</p> <p>*Science teachers will adhere to Open SciED and the curriculum and standards as set forth by LDOE.</p> <p>*Social studies teachers will adhere to the social studies curriculum (DBQ) that has been provided by the district and LDOE.</p> <p>*Unique learning will be used and implemented self-contained students</p> <p>LEAP Connect will be used and implemented for self-contained students</p> <p><b>*Students will attend career pathway courses at the Career and Technical Institute in Independence</b></p> <p><b>*Students will have the option to follow the Jumpstart Career Pathway</b></p>	<p><b>ED Priority(s):</b></p> <p><b>1-5</b></p>	<p><b>SWP Goal(s):</b></p> <p>1-6</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>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b> Loose Leaf paper Folders Binders (Student and Parent) Dividers Clear Sleeves Banner paper Manipulatives for each core area aligned to Tier 1 curriculum</p>	<p><b>Effectiveness Measure:</b></p> <p>Increased state test score mastery 25% Subgroup increase to 25%</p>
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

<https://bestevidence.org/category/writing/writing-grades-2-12>

**7th-8th Eureka**

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-math-teachers>

<https://www.edreports.org/math/eureka-math-2015/eighth-grade.html>

**9th-12th Eureka**

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-math-teachers>

**ELA Guidebooks 3-8**

**ELA Guidebooks 3-8 (2016 and 2018)**

**ELA Guidebooks 9-12**

**ELA Guidebooks 9-12 (2020)**

**Science Curriculum**

<https://louisianabelieves.com/resources/library/k-12-science-resources>

**Social Studies Curriculum 6-8**

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/6-8-grade-social-studies-teachers>

**Social Studies Curriculum 9-12**

<https://louisianabelieves.com/resources/library/teacher-support-toolbox-library/9-12-grade-social-studies-teachers>

**LEAP Practice Tests**

<https://louisianabelieves.com/resources/library/practice-tests>

**Estimated Cost:**

**\$2000-6000**

**Evaluation / Effectiveness Results (guide revision to the SWP):**



<p><b>Use of Academic Assessments to Improve Instruction:</b> Diagnostic assessments are analyzed to determine students' progress, strengths, and weaknesses.</p> <p>Interim assessments are analyzed to determine students' progress, strengths, and weaknesses.</p> <p>J Campus/OnCourse assessments are used to gauge academic achievement.</p>	<p><b>ED Priority(s):</b> 1,2,3</p>	<p><b>SWP Goal(s):</b> 1-6</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> Computers, chromebooks, charts, Paper, chart paper, markers, pens, pencils</p> <p><b>Estimated Cost:</b> \$1000-\$6000</p>	<p><b>Effectiveness Measure:</b> Diagnostic assessment data Interim testing data Student grades iReady assessment data MyLexia progress data Graduation rate</p>	
<p><b>Evidence-based Practice:</b> (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/dddm_pg_092909.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</a>  <a href="https://ies.ed.gov/ncee/rel/Products/Region/midwest/Blog/102922">https://ies.ed.gov/ncee/rel/Products/Region/midwest/Blog/102922</a>  <a href="https://ies.ed.gov/ncee/rel/regions/west/pdf/REL_2014040.pdf">https://ies.ed.gov/ncee/rel/regions/west/pdf/REL_2014040.pdf</a></p>						<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p><b>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</b></p> <p>*Unique Learning will be used to for self-contained students</p> <p>*Study skills 1-4 will target students with disabilities</p> <p>*CBI-community based instruction- is used to shape students' academic and functional skills in the natural environment</p> <p>*Jumpstart is used as a diploma alternative</p> <p>*Individual goals and objectives per individual students' IEP's.</p> <p>MLexia/PowerUp will be used during Advosory periods</p>	<p><b>ED Priority(s):</b> 1,2,3</p>	<p><b>SWP Goal(s):</b> 1-6</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>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b> Loose Leaf paper Folders Binders (Student and Parent) Dividers Clear Sleeves Banner paper Manipulatives for each core area aligned to Tier 1 curriculum</p>	<p><b>Effectiveness Measure:</b> LEAP connect</p> <p>Lexile scores</p> <p>IEP Goal progress monitoring</p> <p>SPED collaboration meetings</p> <p>Interim and Diagnostic assessments and benchmarks</p> <p>Class schedules to ensure students are on track.</p> <p>iReady diagnostic and instructional data</p>	
<p><b>Evidence-based Practice:</b> (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/full/10.1080/2331186X.2019.1592063">https://www.tandfonline.com/doi/full/10.1080/2331186X.2019.1592063</a></p> <p>Unique Learning Program <a href="https://www.n2v.com/unique-learning-svstem/">https://www.n2v.com/unique-learning-svstem/</a></p> <p>Jumpstart</p>					<p><b>Estimated Cost:</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<a href="https://louisianabelieves.com/courses/all-things-iump-start">https://louisianabelieves.com/courses/all-things-iump-start</a>  LEAP Practice Tests  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lexia_063009.pdf</a>				\$1000-3000	
<b>Strategies, Curriculum, and Assessments Specific to English Learners:</b> <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> <b>Describe the EL program at your school, including how and what services are provided to the EL students:</b> <ul style="list-style-type: none"> <li>Amira</li> <li>(KHS has NO EL students)</li> </ul>	<b>ED Priority(s):</b>  <b>N/A KHS has no ELL enrolled at this time</b>	<b>SWP Goal(s):</b>  <b>N/A KHS has no ELL enrolled at this time</b>	<b>Budget Decisions/Coordination:</b> <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>	<b>Items Needed:</b>  <b>N/A KHS has no ELL enrolled at this time</b>  <b>Estimated Cost:</b> <b>\$1000-3000</b>	<b>Effectiveness Measure:</b>  <b>N/A KHS has no ELL students at this time</b>  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="https://cdn-websites.imaginelearning.com/marketing/Research/Impact+Story-English+Learners.pdf">https://cdn-websites.imaginelearning.com/marketing/Research/Impact+Story-English+Learners.pdf</a>  English Learners <a href="https://louisianabelieves.com/academics/english-learners">https://louisianabelieves.com/academics/english-learners</a>					

**Interventions for At-Risk Students**

<p><b>Describe the Process for Determining Student Participation in School and Classroom Interventions:</b>          *Review data from test scores          Teacher feedback will be used to gauge students' progress, performance, and participation.</p> <p>Teachers use students' academic work to categorize students' strengths and weaknesses.</p> <p>Teachers use Oncourse/J Campus to assess students and evaluate their performance on the assessments.</p> <p>The process will focus on monitoring students weekly and daily by looking at formative assessments, student data, behavior referrals, and truancy court.</p> <p>Students are present for IEP meetings</p> <p>Use of MyLexia to assist students in strengthening their reading comprehension skills</p>	<p><b>Goal(s):</b> 1,2,3,4</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>Paper writing utensils student data chromebooks ink and toner</p> <p><b>Estimated Cost:</b> \$1000-3000</p>	<p><b>Effectiveness Measure:</b> Increasing students' academic progress and participation Use of truancy data and academic referrals</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>List the Opportunities and Interventions for Students in Need:</b>          Edgenuity is used as an online curriculum to enhance and sharpen students' academic performance.</p> <p>Students receive study skills classes.</p> <p>ACT and Workkeys software and/or workbooks will be used to supplement instruction</p> <p>The Student Assistance Team (SAT) along with the SEL program will contact students and assist them through dialogue to help with problems to prevent students</p>	<p><b>Goal(s):</b> 1-5</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> </ul>	<p><b>Items Needed:</b></p> <p>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b></p> <p>Loose Leaf paper Folders</p>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>- Increasing students' academic progress and participation</li> <li>- Use of truancy data and academic referrals</li> <li>- Ensuring students are on track to a professional degree, college degree, or service.</li> </ul>

<p>from dropping out or having discipline issues.</p> <p>SEL counselors provide social and emotional counseling</p> <p>Acceleration and SEL minutes have been implemented into the daily schedule.</p> <p>Credit recovery is offered during the summer.</p> <p>MyLexia/Power will be used during Advisory classes</p>		<input type="checkbox"/> Other	<p>Binders (Student and Parent)</p> <p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p><b>Estimated Cost:</b></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> <p>Teachers will monitor 9 weeks grades after each grading period</p> <p>Interim assessments will be used to gauge students' progress</p> <p>Behavior data and reports will be used to identify struggling students are experiencing</p> <p>Edgenuity progress monitoring will be used to target students who are struggling</p> <p>The process for determining at-risk students involves looking at minor infractions and behavior referrals.</p>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budget Decisions/ Coordination:</b></p> <p><input 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>Paper</p> <p>Ink/ Toner</p> <p>Stamps</p> <p>Envelopes</p> <p>Tape</p> <p>Teacher/Parent contact forms</p> <p><b>Cardstock</b></p> <p>Loose Leaf paper</p> <p>Folders</p> <p>Binders (Student and Parent)</p>	<p><b>Effectiveness Measure:</b> Students' academic and SEL achievement Student test score data Student truancy data Student discipline data</p> <p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

<p>More SAT meetings will take place to see if students need accommodations.</p> <p>Meetings will be held with the faculty about procedures and implementation for SAT.</p> <p>MyLexia provides detailed progress monitoring for staff to use to gauge progress</p> <p>SAT will make recommendations regarding interventions. Possible IDEA or 504 evaluation may be warranted.</p>			<p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p><b>Estimated Coast:</b> <b>\$500-1000</b></p>	
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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <p>Pull outs will be done by resource and inclusion teachers.</p> <p>The speech therapist will assist students.</p> <p>The school psychologist will have a social skills group.</p> <p>FBA's, BIP's, rewards, pull outs and pull ins, physical therapy, adaptive PE, occupational therapists, paraprofessionals, and visually</p>	<p><b>ED Priority(s):</b> 1-5</p>	<p><b>SWP Goal(s):</b> 1-6</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> </ul>	<p><b>Items Needed:</b></p> <p>Paper</p> <p>Ink/ Toner</p> <p>Stamps</p> <p>Envelopes</p> <p>Tape</p> <p>Teacher/Parent contact forms</p> <p><b>Cardstock</b></p> <p>Loose Leaf paper</p>	<p><b>Effectiveness Measure:</b></p> <p>Students' academic and SEL achievement</p> <p>Student test score data</p> <p>Student truancy data</p> <p>Student discipline data</p>
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<p>impaired teachers as needed . Individual IEPs will be followed 504 accommodations are given MyLexia/Powerup will be used during Advisory periods</p>			<input type="checkbox"/> Other	<p>Folders Binders (Student and Parent) Dividers Clear Sleeves Banner paper Manipulatives for each core area aligned to Tier 1 curriculum</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="https://www.shsu.edu/academics/education/journal-of-multidis">https://www.shsu.edu/academics/education/journal-of-multidis</a>  <a href="https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/667Bulletin1508">https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/667 Bulletin 1508</a>  <a href="https://www.doa.la.gov/media/gOibnrxn/28v101.pdf">https://www.doa.la.gov/media/gOibnrxn/28v101.pdf</a>  Students with Disabilities <a href="https://louisianabelieves.com/students-with-disabilities">https://louisianabelieves.com/students-with-disabilities</a>  <a href="https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lxia_063009.pdf">https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_lxia_063009.pdf</a></p>				<p><b>Estimated Cost:</b> \$500-1000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Interventions Specific to English Learners:</b> At this time, KHS does not have any students who are English Language Learners</p>	<p><b>ED Priority(s):</b> N/A</p>	<p><b>SWP Goal(s):</b> N/A</p>	<p><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</p>	<p><b>Items Needed:</b> Will be determined upon receipt of ELL students</p>	<p><b>Effectiveness Measure:</b> LEAP connect results Test score 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://files.eric.ed.gov/fulltext/ED595363.pdf">https://files.eric.ed.gov/fulltext/ED595363.pdf</a></p> <p>English Learners  <a href="https://louisianabelieves.com/academics/eng(ish-learners">https://louisianabelieves.com/academics/eng(ish-learners</a></p>		<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>Estimated Cost:</b>  <b>\$500-1000</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></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.

<p><b>Activities to Address Social and Emotional Well Being:</b>  Implemented time into daily schedule for SEL students</p> <p>Students who demonstrate mental health and instructional needs will be referred to the counselor and the SAT team</p>	<p><b>ED Priority(s):</b>  1-5</p>	<p><b>SWP Goal(s):</b>  1-6</p>	<p><b>Budget Decisions/ Coordination:</b></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	<p><b>Items Needed:</b></p> Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b> Loose Leaf paper	<p><b>Effectiveness Measure:</b></p> BIPs and FBAs Discipline Referrals
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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://www.ncs.org/research/education/social-emotional-learnand.percentile%2Dpoint%20gain%20in%20achievement">https://www.ncs.org/research/education/social-emotional-learnand.percentile%2Dpoint%20gain%20in%20achievement</a>.</p> <p><a href="https://www.schoolcounselor.org/getmedia(7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf">https://www.schoolcounselor.org/getmedia(7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf</a></p> <p><a href="https://louisianabelieves.com/schools/public-schools/discipline">https://louisianabelieves.com/schools/public-schools/discipline</a></p>		<input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p>Folders</p> <p>Binders (Student and Parent)</p> <p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p><b>Estimated Cost:</b> \$800-1000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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**1.5 STUDENT OPPORTUNITIES**  
Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.):</b></p> <p><b>After School Programs (ESSER Funds)</b> <b>Summer Learning Camp (ESSER Funds)</b></p> <p>Students can participate in customer service, nutrition, carpentry, welding, electrical, and MicroEnterprise</p> <p>Students can participate in AutoCad computer based credential program</p> <p>Students can participate in ProStart, an industry based curriculum</p> <p>Students participate in STEM camps, ELA field trips, college tours, college fairs, and College and Career Day.</p> <p>Students can participate in CLEP programs.</p> <p>Student Learning Camps in the summer Extended School Year (ESY) for SPED students</p> <p>Workkeys testing</p> <p>Acceleration &amp; SEL implementation into the daily schedule</p> <p>Jumpstart Summers Program</p>	<p><b>ED Priority(s):</b> 1,2,3,4</p>	<p><b>SWP Goal(s):</b> 1-6</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>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b> Loose Leaf paper Folders Binders (Student and Parent) Dividers Clear Sleeves Banner paper Manipulatives for each core area aligned to Tier 1 curriculum</p>	<p><b>Effectiveness Measure:</b></p> <p>Academic data Discipline data Certifications</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/northwest/news/cte.asptt:">https://ies.ed.gov/ncee/edlabs/regions/northwest/news/cte.asptt:</a></p> <p>Oeducational%20attainment%2C%200r%20earnings.  <a href="https://education.ihu.edu/2021/10/robert-balfanz-iumpstart-high-school-success/">https://education.ihu.edu/2021/10/robert-balfanz-iumpstart-high-school-success/</a></p> <p>Jumpstart  <a href="https://(touisianabelieves.com/courses/all-things-jump-start">https://(touisianabelieves.com/courses/all-things-jump-start</a></p>			<p><b>Estimated Cost:</b>          \$1000-2000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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**Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):**

Non-Core (ie. Acceleration, Dance, Speech, PE, Adaptive PE, Enrichment Classes, Fine Arts, Business, NCCER Core, Welding, Carpentry, Electrical, Family & Consumer Science, Agriculture), AutoCad, and MicroEnterprise

**1.6 MULTI-TIRED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR**  
 Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieesssve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <p>PAC will be used to address behavior to ensure students are exposed to the highest quality learning environment.</p> <p>Minor infraction forms will be used to track students' behavior</p> <p>Professional development for faculty will take place to discuss strategies for behavior to create equitable, inclusive learning experiences.</p> <p>Teachers will contact parents or</p>	<p><b>ED Priority(s):</b>  <b>1-5</b></p>	<p><b>SWP Goal(s):</b>  <b>1-6</b></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> </ul>	<p><b>Items Needed:</b></p> <p>Paper          Ink/ Toner          Stamps          Envelopes          Tape          Teacher/Parent contact forms  <b>Cardstock</b>          Loose Leaf paper          Folders</p>	<p>Effectiveness Measure:          discipline referrals          sign-in sheets          BIP tracking logs          collaboration meeting notes          notes from step 5 hearing          parent contact information</p>
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<p>guardians to discuss behaviors and possible solutions to allow parents to have participation in students' needs and act as a partner with the school</p> <p>Teachers are provided tracking charts for all students that have BIPs</p> <p>FBA's are completed and analyzed for students to determine if a BIP needs to be put in place</p> <p>A collaborative Step 5 meeting is held to provide preventive measures to assist with behaviors that will include parents in partnership with the school</p> <p>Collaborative meetings must be held for any student with a behavior</p> <p>PBIS will be instituted to address behavior</p> <p>Students will participate in buddy work, student circles, conferences to discuss restorative practices, reflection form, and developing student success plans as lifelong learners.</p> <p>Teacher and student conferences will take place.</p> <p>Students will participate in a small-group setting where they earn social skills with a counselor.</p> <p>Acceleration &amp; SEL minutes have been implemented into the daily schedule</p>			<input type="checkbox"/> Other	<p>Binders (Student and Parent)</p> <p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p><b>Estimated Cost:</b> <b>\$3000-4000</b></p>	<p>parent contact log student work</p>
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<p>KHS has added open house, orientation, meet &amp; greet, and academic award ceremonies in order to increase parent engagement.</p> <p>Peer Remediation Program</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://;ophia.stkate.edu/cgi/viewcontent.cæi?article=1184&amp;context=msw%20after">https://;ophia.stkate.edu/cgi/viewcontent.cæi?article=1184&amp;context=msw%20after</a></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4032114/#:æ:text">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4032114/#:æ:text</a> Bulletin 1508</p> <p><a href="https://www.doa.la.gov/media/gOjbnrxn/28v101.pdf">https://www.doa.la.gov/media/gOjbnrxn/28v101.pdf</a></p> <p>Students with Disabilities <a href="https://louisianabelieves.com/students-with-disabilities">https://louisianabelieves.com/students-with-disabilities</a> PBIS</p> <p><a href="https://louisianabelieves.com/resources/familv-support-toolbox/positive-behavior-intervention-support-(pbis)">https://louisianabelieves.com/resources/familv-support-toolbox/positive-behavior-intervention-support-(pbis)</a></p> <p>Dual Capacity <a href="https://data.calschls.org/resovrces/S3_WhatWorksβrief9">https://data.calschls.org/resovrces/S3_WhatWorksβrief9</a></p> <p>FamilyEngagement final.pdf <a href="https://www.dualcapacity.org">https://www.dualcapacity.org</a></p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

## 1.7 PROFESSIONAL DEVELOPMENT

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

<p><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> 1-5</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>Substitutes</b> <b>Stipends</b> <b>See individual Prior Approval for specific items needed</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Agendas Sign-in sheets meeting notes</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=70&amp;display=1">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=70&amp;display=1</a></p> <p>Titte 1 Crate <a href="https://806technologies.com/titlecrate/">https://806technologies.com/titlecrate/</a></p>				<p><b>Estimated Cost:</b> <b>\$10,000</b></p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Professional Learning Communities (PLCs):</b></p> <p>Professional learning communities will take place to look at student work, to have teacher reflection, to examine teacher practices, to discuss and show effective instructional models, and to review teacher assessments</p>	<p><b>ED Priority(s):</b> 1-5</p>		<p><b>Budget Decisions/Coordination:</b></p> <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> </ul>	<p><b>Items Needed:</b></p> <p>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms</p>	<p><b>Effectiveness Measure:</b></p> <p>Agendas Sign-in sheets meeting notes</p>

<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ1113856.pdf">https://files.eric.ed.gov/fulltext/EJ1113856.pdf</a></p> <p>Professional Learning Center  <a href="https://louisianabeieves.com/academics/compass/professiona'-learning-center">https://louisianabeieves.com/academics/compass/professiona'-learning-center</a></p>		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Cardstock</b></p> <p>Loose Leaf paper</p> <p>Folders</p> <p>Binders (Student and Parent)</p> <p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p>Sharpies</p> <p><b>Estimated Cost:</b> \$3000-4000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>	
<p><b>Professional Development: Other Professional Training –</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>ED Priority(s):</b></p> <p>1-5</p>	<p><b>Goal(s):</b></p> <p>1-6</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><b>Items Needed:</b></p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals for specific items needed</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in sheets</p> <p>Agendas</p>

<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p>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.</p>		<input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	<p><b>Estimated Cost:</b> \$2000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
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**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:**

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



<p><b>Strategies for Workforce Talent:</b></p> <p>Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.</p>	<p><b>ED Priority(s):</b> 1-5</p>	<p><b>Goal(s):</b> 1-4</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>To be determined</p>	<p><b>Effectiveness Measure:</b></p> <p>Certifications Subject Area PLCs Content led trainings</p>
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p>Educators: Preparation, Certification, Workforce  <a href="https://louisianabelieves.com/teaching">https://louisianabelieves.com/teaching</a>  Talent Ed  <a href="https://tangischQols.tedk12.com/hire/index.aspx">https://tangischQols.tedk12.com/hire/index.aspx</a></p>				<p><b>Estimated Cost:</b> \$2000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

## 1.8 STUDENT TRANSITION

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

<p><b>Transition Activities for Incoming and Outgoing students:</b></p> <p>Middle school and high school staff hosts a campus visit for incoming 6th and 9th graders from the elementary to allow them to visit the middle school campus and meet the middle school teachers</p> <p>Outgoing 7th grade will have a separate orientation for 7th grade students and their parents/families to allow them to meet, speak to, and ask questions</p> <p>Outgoing seniors will continue to gain ACT mastery with intervention classes and MyLexia</p>	<p><b>ED Priority(s):</b> 1-5</p>	<p><b>Goal(s):</b> 1-4</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>Paper Ink/ Toner Stamps Envelopes Tape Teacher/Parent contact forms <b>Cardstock</b> Loose Leaf paper Folders</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign In sheet from tour Survey results once tour has been completed</p>
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<p>Power Up programs and by continuing to take the ACT test before graduation in May</p> <p>Seniors and their families will work with Career Compass to analyze and interpret the data needed for them to complete FAFSA</p> <p>Seniors will attend College and Career nights and college campuses in order to understand the importance of test scores and requirements needed to be successful in the workforce, trade schools, or universities</p>				<p>Binders (Student and Parent)</p> <p>Dividers</p> <p>Clear Sleeves</p> <p>Banner paper</p> <p>Manipulatives for each core area aligned to Tier 1 curriculum</p> <p>Sharpies</p>	
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="https://ies.ed.gov/ncee/rel/Products/Region/northwest/Ask-A-REL/60084">https://ies.ed.gov/ncee/rel/Products/Region/northwest/Ask-A-REL/60084</a></p> <p><a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/EE6_Supporting_Successful_Transitions_final_1_1-9-16_without_references.pdf">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/TechnicalAssistance/EE6_Supporting_Successful_Transitions_final_1_1-9-16_without_references.pdf</a></p>				<p><b>Estimated Cost:</b> \$300-1000</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

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

**McKinney Vento:** All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

**Food Services:** All students whose income qualifies them for free/reduced meals participate in the federal food service program.

**Special Education:** Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

**English as a Second Language (ESL):** Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

**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.

**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 leadership team routinely meets and reviews the SWP and CNA goals and priorities to evaluate and update procedures and success of student achievement, instructional practices, assessments, and data to see the alignment with the CNA and SWP. The leadership team and community stakeholders meet at the beginning of each school year and mid-year to evaluate and re-evaluate the SWP. Teachers attend weekly curriculum and planning meetings to learn best practices and review data to guide instruction.
- PLC meetings are adjusted throughout the school year to reflect continual data analysis.

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

- The SWP committee meets during the year, at the end of the school year and during the summer to continually gather data and construct the CNA and SWP for the current school year and review the data from the SWP from the previous school year to determine effectiveness result per activity.

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

- Community leaders and stakeholders on the SWP team meet during the summer to formulate the SWP for the upcoming school year. The Title 1 initiative is on the school’s website and is consistently updated. Parents learn of the CNA and SWP data at the beginning of school gatherings and on Facebook. Results of the SWP will be shared with the faculty and staff at the first faculty meeting of the year in 2025.

### 2022-2023 Committee

#### Members

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal:Sharesse Batiste**
- **Student:Kaden Reed**
- **Teacher:Marilyn Owens**
- **Parent/Family:Keisha Briggs**
- **Community Member:Bobby Brown**

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

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SWP**

**Members**

**Include:**

- **Principal:Sharess Batiste**
- **Student:Kaden Reed**
- **Teacher:Marilyn Owens**
- **Parent/Family:Keisha Briggs**

**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.

**Sharess Baptiste**  
Principal Signature

10/28/2024  
Date

**Rhonda Travis**  
Chairperson, Schoolwide Improvement Team Signature

10/28/2024  
Date