

2024-2025 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Hammond High Magnet School
9th – 12th

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

School: Hammond High Magnet School

SPS: 63.9

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

English Learners

Two or more Races

UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink and Toner (not for office use), Masters, Staples	X	X	X	\$15,000
Copy Machine, Duplicator, Printer	X	X	X	\$80,000
Service Contracts, Repair Cost, Rebuild Kits		X		\$5,000
Computer, Mobile Charging Stations, Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$15,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$5,000
Laminator, Laminating Film	X	X	X	\$5,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$5,000
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		X		\$15,000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper		X		\$15,000

Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards		X		\$10,000
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Cleaner, Markers		X		\$7,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		\$10,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		\$10,000
ELA Materials: Sentence Strips, Easel Pads, Post-It-Notes, Other Tier I ELA Materials		X		\$10,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps,		X		\$10,000
Parent and Family Engagement Supplies: Communication Folders, Planners, Folders, Card Stock, Poster Boards, Colored Paper, Construction Paper, Copy Paper (several cases only), Post-It-Notes, Dry Erase Markers, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X			\$7,000

1.1 Family and Stakeholder Engagement

The SWP/SIP should be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.

The SWP/SIP shall be available to the district, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Each school is required to meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and student with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

1. Parent, Family, and Stakeholder meeting opportunities.
2. Ensuring all populations and population subgroups have an equitable opportunity for collaboration.
3. Providing language translators and digital language translation applications.
4. Conferences
5. Annual review Meeting (Open House) - Reviewing of the SWP

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

1. Made the change to include graphic information in Spanish, and is able to support other languages when needed.
2. Forging new relationships with industry and business partners.
3. Possibility of Freshman Academy

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

1. Stakeholder Meetings each semester of the academic year to outline purpose, goals, review data and scope.
2. Industry Advisory Board Meetings held each semester of the academic year to champion new initiatives, making the school's work more widely known, and providing opportunities for students and faculty such as internships, facility tours and research grants.
3. Quarterly Grade Level Meetings. Facilitated by the principal, it is an opportunity to demonstrate support, reflection, inquiry, and collaboration among the student body.
4. International Baccalaureate (IB) Inquiry Breakfast. Held each Spring Semester, it is an opportunity for IB students to showcase their reflective project, and IB faculty, IB program directors, IB parents and community/school leaders to collaborate.

5. Magnet Showcase. Held each Spring Semester, it is an opportunity for Magnet Programs to showcase student work, and faculty, parents, students and community/school leaders to collaborate on the importance of Magnet Programs.

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

1. Communication is provided to all parents/guardians, students, and stakeholders through various outlets including, but not limited to
 - a. Title 1 Program Initiatives
 - b. Student Progress Center
 - c. Printed Progress Reports and Report Cards
 - d. HHMS & TPSS Official Website(s)
 - e. Fall New Student Orientation & Open House
 - f. School Messenger
 - g. Automated mass text messaging
 - h. Automated mass email
 - i. HHMS
 - j. Communication videos throughout campus
 - k. Faculty, staff, school sponsored organizations
 - l. Radio commercials & Interviews
 - m. HHMS & TPSS Social Media outlets
 - n. TPSS Mobile app.

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.

Digital Language Translator applications are utilized as needed.

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	Items Necessary to Support Activity:	Effectiveness Measure:
<p>Stakeholder Meeting held each semester of the academic year to outline purpose, goals, review data and scope. Overall school data including, but limited to; standardized test scores, discipline, attendance, and wellness surveys, etc... to aid in identification of areas of both weaknesses and strengths. These engagement activities will also provide insight for goal setting, writing the Critical Needs Assessment, and School Wide Plan.</p>	<p>1-6</p>	<p>Title 1</p>	<ul style="list-style-type: none"> ❖ Copies of Agenda ❖ Projector ❖ Projector Screen ❖ Chromebook ❖ Microphone with speaker ❖ Translator ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials 	<ul style="list-style-type: none"> ❖ Sign-In Sheet ❖ Agenda ❖ Notes ❖ Pictures ❖ Exit Survey
Evidence-based Practice:		Estimated Cost:	Evaluation & Effectiveness Results	
<p>https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf</p>		<p>\$500.00</p>		

Parent & Family Engagement Activity	SWP Goal(s) Addressed:	Budget(s) Used to Support Activity	Items Necessary to Support Activity:	Effectiveness Measure:
<p>Fall open House. Open house is held annually to familiarize new and returning students and their parents with the facilities, meet others, and to open informal communication channels between school staff, students and their parents. Faculty/Staff and stakeholders will be given the chance to gain parents' support, create a personal connection, and establish ways for continued communication throughout the school year. Faculty will educate parents of curriculum, assessments specific to their content, school wide policies/procedures, and make time to review current school wide plans.</p>	<p>1-6</p>	<p>Title 1</p>	<ul style="list-style-type: none"> ❖ Copies of Agenda ❖ Projector ❖ Projector Screen ❖ Chromebook ❖ Microphone with speaker ❖ Translator ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials 	<ul style="list-style-type: none"> ❖ Sign-In Sheet ❖ Agenda ❖ Notes ❖ Pictures ❖ Exit Survey
Evidence-based Practice:		Estimated Cost:	Evaluation & Effectiveness Results	
<p>https://www.educationworld.com/a_curr/curr272.shtml#google_vignette</p>		<p>\$500.00</p>		

Parent & Family Engagement Activity	SWP Goal(s) Addressed:	Budget(s) Used to Support Activity	Items Necessary to Support Activity:	Effectiveness Measure:
<p>College and Career Fair. College and Career fairs are beneficial and provide students, parents, and stakeholders resources and guidance they need to make informed decisions about their future and align the current HHMS curriculum to their long range academic goals. With representatives from various industries, students can explore different career options and gain a better understanding of the skills and education required to succeed in those fields. Information is also provided about colleges and post-secondary education options that can help students achieve their desired careers. Representatives from colleges and universities can provide information about their programs and the admissions process, as well as financial aid and scholarship opportunities. Students can also learn about vocational and technical schools that offer programs that can prepare them for specific industries or careers.</p>	1-6	Title 1	<ul style="list-style-type: none"> ❖ Copies of Agenda ❖ Projector ❖ Projector Screen ❖ Chromebook ❖ Microphone with speaker ❖ Translator ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials 	<ul style="list-style-type: none"> ❖ Sign-In Sheet ❖ Agenda ❖ Notes ❖ Pictures ❖ Exit Survey
Evidence-based Practice:		Estimated Cost:	Evaluation & Effectiveness Results	
https://www.careerfairplus.com/blog/college-career-fairs-so-valuable		\$500.00		

Parent & Family Engagement Activity	SWP Goal(s) Addressed:	Budget(s) Used to Support Activity	Items Necessary to Support Activity:	Effectiveness Measure:
<p>College Application Night. Faculty, staff, and parents should engage students in the college entry process, providing hands-on assistance for each step. Students who want to attend a two or four-year institution should receive guidance in searching for a college that matches their qualifications, interests, and goals. By providing one-on-one assistance with college applications, schools can ensure that students submit applications that are complete, on time, and of sufficient quality.</p>	<p>1-6</p>	<p>Title 1</p>	<ul style="list-style-type: none"> ❖ Copies of Agenda ❖ Projector ❖ Projector Screen ❖ Chromebook ❖ Microphone with speaker ❖ Translator ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials 	<ul style="list-style-type: none"> ❖ Sign-In Sheet ❖ Agenda ❖ Notes ❖ Pictures ❖ Exit Survey
Evidence-based Practice:		Estimated Cost:	Evaluation & Effectiveness Results	
<p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf</p>		<p>\$500.00</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 WEAKNESSES LISTED in CNA

Strength of Diploma decreased by 6.1 Points	SPS decreased by 1.7 Points
Assessment Index decreased by 1.3 Points	LEAP 2025 English I overall decreased in Advanced
TOPS Tech Eligibility decreased by 9	Urgent Intervention Required for Academics
Silver Workkeys score decreased by 10%	Graduation Index decreased by 5.5 Points
Truancy increased by 3%	Gold WorkKeys Score decreased by 8%
SPS Subgroup of Black/African American decreased by 2.4 points	Comprehensive Intervention Required
Unexcused absences increased by 1.83%	SPS Subgroup of Students with Disabilities decreased by 3.8 points
WorkKeys NCRC decreased by 58%	Platinum WorkKeys decreased by 8%
Students with Disabilities subgroup decreased JumpStart Advanced+Basic Credentials by 2.7%	LEAP 2025 English I, English II, Algebra I, Geometry, US History & Biology overall increased in Unsatisfactory
Discipline Referrals increased by 369 points with the highest frequency being Fall Semester, before lunch	Students with Cognitive Disabilities Performance on Alternate Assessments decreased by 3%
SPS Subgroup of Economically Disadvantaged decreased by 3.9 points	Percentage of Inexperienced Teachers increased by 1.3%
Economically Disadvantaged student subgroup with an AP score of 3+ decreased by 9.4%	Black/African American subgroups with an AP score of 3+ decreased by 18.3%

OVERALL STRENGTHS Listed IN CNA

TOPS Honors increased by 6	Progress Index increased by 9.7 Points
Overall AP scores of 3+ increased by 1.7%	SPS Letter Grade remained Same
TOPS Total Eligibility increased by 17	ACT Index increased by 1.9 Points
Overall Student Enrollment increased by 16	TOPS Performance increased by 11
Black/African American subgroup increased JumpStart Basic Credentials by 6%	Economically Disadvantaged Subgroup increased JumpStart Basic Credentials by 1.2%
Overall graduation count increased by 48 (Black/African American subgroup increased by 22)	LEAP 2025 English II, Algebra I, Geometry, US History, and Biology overall increased in Advanced
Overall ACT Composite score for Students with Disabilities subgroup increased by 0.9 points	Black/African American subgroup increased JumpStart Advanced+Basic Credentials by 3.7%
Students with Significant Cognitive Disabilities completing Alternate Assessments in ELA, Math, and Science increased by ~ 81.3%	Economically Disadvantaged Subgroup increased JumpStart Advanced+Basic Credentials by 2.7%
Overall ACT Composite score increased by 0.9 points	TOPS Opportunity increased by 9%
Overall ACT Composite score for Economically Disadvantaged subgroup increased by 0.4 points	Economically Disadvantaged Subgroup increased JumpStart Advanced Credentials by 2.2%
Overall ACT Composite score for Black/African American subgroup increased by 0.3 points	

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.

Hammond High Magnet School serves 1592 students in grades 9-12. The profile of students served are: American Indian 0.25%, Asian 1.17%, Black 51.27%, Latino 12.54%, Hawaiian/Pacific Islander 0.06%, White 30.76%, Multiple Race (Non-Latino) 3.95%. Limited English Proficient 6%, Male 50.46%, Female 49.54%. Economically Disadvantaged 75.5%, Minority 69.24%

Enrollment has increased overall at Hammond High; however, our African American/Black and Minority populations have decreased locally and across the state. We are in need of comprehensive intervention requirements in academics for Students identifying with Disabilities, and needs urgent interventions in academics for African American/Black, and/or as Economically Disadvantaged populations. The 2024 graduating cohort increased by 48, with nearly half of that population identifying as Black/African American.

A correlation analysis was not performed to determine if either an increase or decrease in any one or more LEAP scores would have a direct or indirect relationship with any other score. The analysis provided will focus on the three subgroups designated requiring and/or needing urgent interventions on the Hammond High Magnet School (HHMS) School Performance Score (SPS). The subgroups are Black/African American (UIN), Students with Economic Disadvantages (UIN), and students that Identify as having a Disability (UIR). Refer to PART I: Academic Analysis at the beginning of this report.

The percentage of students who earned an Unsatisfactory on the LEAP has increased in all six core-testing subjects. Students taking the ACT also showed a decline in scores across the board. Not only did HHMS have a decrease in reported scores, but Tangipahoa Parish and The State of Louisiana also have reports of overall decline.

Jump-Start credentialing has decreased for some sub-groups, however with updated implementation, student and teacher buy-in, and increased rates of interest; these numbers will be on the rise. In addition, an increase in TOPS eligibility as well.

While reviewing the Needs Assessment Survey, it is apparent that School Climate is not favored within any survey groups. Only 39% of teachers “feel safe” at work. 25% of teachers feel that students are enthusiastic to be at school. 53% of teachers think that our school staff helps speak out against racism. Staff members felt that they are only comfortable 28% of the time to have conversations regarding another race. HHMS students 37% of the time think their teachers are excited to be at work, and 31% have a positive feeling about being at school. Curriculum implementation scale analysis was either one or two. Our teachers have access to materials and curricula, however with the increase of inexperienced classroom teachers they are struggling to maintain a healthy classroom environment, struggling with school-wide discipline, and more often may feel overwhelmed

Chronic Absenteeism has increased by 3%, with Black/African American populations reported 62.87% of the total absences for 2023-2024 academic year. Overall absence counts increased by 3%, late to school infractions decreased by 1.44%, and unexcused counts increased by 1.83%. In 2022-2023 Faculty and Staff physically wrote 1,937 Major Office Referrals, with a 260 referral decrease in 2023-2024 of 1,677. The subgroup majority was White Males, Black Males and Black Females. View all of the disciple data in the body of this analysis

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

Decrease Teacher Turnover	ACT Preparation & Remediation
WorkKeys Preparation	Increase TOPS Eligibility (Honors, Performance, Opportunity, & Tech)
LEAP Preparation & Remediation	Creating a Culture of Safety
Increasing JumpStart Initiatives & Credentials	Increase teacher and student School-Wide Accountability
Increasing effective implementation of core curriculum	Increase ELL Teaching and Learning Opportunities (ELPT)
Increase JumpStart Participation for Students with Disabilities	Increase Diversity, Equity, and Inclusion
Increase on-time Graduation Rates	Increase Teacher Preparation & Continued Support
Ensure Technology Access	Decreasing frequency of Skipping
Continuous & Intentional ITL, PLC, Common Planning	Decrease Behavioral Incidents on campus
Decrease Truancy Statistics	Decrease Absences and Tardies (missed instructional times)

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment:

Panorama Survey 2023 & 2024	ACT
LEAP	WorkKeys
SIS	OnCourse
2022 - 2023 SPS Data	JCampus
2023 - 2024 SPS Data	DRC
LA Department of Education Accountability Page	Tangipahoa Parish Accountability Page
Panorama Survey 2022 & 2023	Stakeholder Input

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. In 2025 HHMS will increase our cohort graduation rate from 66.3% to 70% and increase our graduation rate index from 59.7 points to 62.3 points.
 - a. Black or African American subgroup will increase from 62.2% to 65%
 - b. Economically Disadvantaged subgroup will increase from 56.8 to 59.9%
 - c. Students with Disabilities subgroup will increase from 34.8% to 37.8%
2. In 2025 HHMS will increase the percentage of our seniors graduating with a JumpStart basic or advanced credential from 21.1% to 25%.
 - a. Black or African American subgroup will increase from 11.5% to 14.5%
 - b. Economically Disadvantaged subgroup will increase from 13.3% to 16.3%
 - c. Students with Disabilities subgroup will increase from 2.5% to 5.5%
3. In 2025 HHMS will increase the number of our seniors eligible for a TOPS award from 118 to 130.
 - a. Increase TOPS Honors from 12 to 15
 - b. Increase TOPS Performance from 26 to 29
 - c. Increase TOPS Opportunity from 38 to 41
 - d. Increase TOPS Tech from 42 to 45
4. In 2024-2025 HHMS will decrease the percentage of students chronically absent from 42.6% to 40%.
 - a. Black or African American subgroup will decrease from 46.01% to 43.01%
 - b. Economically Disadvantaged subgroup will decrease from 47.32% to 44.32%
 - c. Students with Disabilities subgroup will decrease from 50.59% to 47.59%
5. In 2024-2025 HHMS will decrease the overall percentage of students who are suspended out of school from 17% to 15%.
 - a. Black or African American subgroup will decrease from 23% to 20%
 - b. Students with Disabilities subgroup will decrease from 29% to 26%
6. In 2024-2025, HHMS will increase their Panorama School Climate survey result from 36% to 40%.

7. In 2024-2025, HHMS will increase their overall ACT composite score from 17.4 points to 20.4 points, increase the number of students earning 18+ from 142 to 145, and increase the number of students earning a 21+ from 76 to 79.
 - a. Black or African American subgroup will increase (composite) 15.1 to 18.1, (18+) 33 to 36, (21+) 12 to 15
 - b. Economically Disadvantaged subgroup will increase (composite) 15.8 to 18.8, (18+) 63 to 66, (21+) 25 to 28
 - c. Students with Disabilities subgroup will increase (composite) 13.7 to 16.7, (18+) <10 to 7, (21+) <10 to 9
8. In the Spring of 2025, HHMS will increase their overall LEAP2025 growth to mastery in ELA, Math, Science, and Social Studies combined from 0% to 1%
 - a. Black or African American subgroup will increase 1%
 - b. Economically Disadvantaged subgroup will increase 1%
 - c. Students with Disabilities subgroup will increase 0.5%
9. In 2025 HHMS will increase their WorkKeys assessment scores and National Career Readiness Certificates
 - a. Increase Silver (Level 4) from 21% to 24%
 - b. Gold (Level 5) from 8% to 11%
 - c. Platinum (Level 6) from <5% to 10%
 - d. National Career Readiness Certificates from 8% to 11%
10. In the Spring of 2025, HHMS will increase LEAP2025 English I, Mastery scores from 19.53% to 22.53%
 - a. Black or African American subgroup will increase English I Mastery score from 12% to 15%
 - b. Economically Disadvantaged subgroup will increase English I Mastery score from 12% to 15%
 - c. Students with Disabilities subgroup will increase English I Mastery score from 8% to 11%
11. In the Spring of 2025, HHMS will increase LEAP2025 English II Mastery scores from 26.7% to 29.7%
 - a. Black or African American subgroup will increase 19% to 21%
 - b. Economically Disadvantaged subgroup will increase 23% to 26%
 - c. Students with Disabilities subgroup will increase <5% to 7%
12. In the Spring of 2025, HHMS will increase LEAP2025 Algebra I Mastery scores from 18.53% to 21.53%
 - a. Black or African American subgroup will increase from 8% to 11%
 - b. Economically Disadvantaged subgroup will increase from 9% to 12%
 - c. Students with Disabilities subgroup will increase from 5% to 8%
13. In the Spring of 2025, HHMS will increase LEAP2025 Geometry Mastery scores from 15.98% to 18.98%
 - a. Black or African American subgroup will increase from 7% to 10%
 - b. Economically Disadvantaged subgroup will increase from 14% to 17%
 - c. Students with Disabilities subgroup will increase from <5% to 7%

14. In the Spring of 2025, HHMS will increase LEAP2025 U.S. History Mastery scores from 16.98% to 19.98%
- a. Black or African American subgroup will increase from 10% to 13%
 - b. Economically Disadvantaged subgroup will increase from 12% to 15%
 - c. Students with Disabilities subgroup will increase from <5% to 7%

15. In the Spring of 2025, HHMS will increase LEAP2025 Biology Mastery scores from 15.21% to 18.21%
- a. Black or African American subgroup will increase from 8% to 11%
 - b. Economically Disadvantaged subgroup will increase from 11% to 14%
 - c. Students with Disabilities subgroup will increase from <5% to 7%

16. In the Spring of 2024, HHMS will increase LEAP2025 OVERALL Mastery scores from 19% to 21%
- a. Black or African American subgroup will increase from 11% to 14%
 - b. Economically Disadvantaged subgroup will increase from 13% to 16%
 - c. Students with Disabilities subgroup will increase from <5% to 7%

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:

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

Schoolwide Plan Strategy	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><u>Rigorous, Standards-Based Curriculum:</u></p> <ul style="list-style-type: none"> ❖ Tier 1 curriculum. ❖ Eureka Math ❖ Core Curriculum State Guidebooks ❖ Core Curriculum District Guidebooks ❖ iHub Science ❖ Socratic Seminar used in English ❖ Science based phenomena learning ❖ Jr & Sr level Math using MathXL ❖ OnCourse for Online Testing ❖ Course Wide usage of multiple select questioning and multi-part questions ❖ District Common Assessments ❖ Formative & Summative Assessments ❖ Self Contained classes - Unique Learning experiences ❖ Dual Enrollment ❖ AP and IB Courses ❖ Jumpstart Pathways 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> Estimated Cost </div> <div style="text-align: right; border-left: 1px solid black; border-right: 1px solid black; padding: 5px;"> \$15,000 </div>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Schoolwide Plan Strategy	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><u>Use of Academic Assessments to Improve Instruction:</u></p> <ul style="list-style-type: none"> ❖ PLC & Common Planning Time - Teachers are working in Professional Learning Communities grouped by department to analyze student work samples, test scores, and overall course progression. <ul style="list-style-type: none"> ➢ LEAP & LEAP 360 ➢ Common Assessments ➢ ACT/Pre-ACT & WorkKeys ➢ CLEP & AP Testing ➢ ELP Testing ➢ IBC Credentialing Data ➢ Dual Enrollment 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <p style="text-align: center;">Estimated Cost</p> <p style="text-align: center;">\$10,000</p>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Schoolwide Plan Strategy	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><u>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</u></p> <p>ACT 833 eligibility students are provided with remediation for LEAP2025 either through Study Skills or another elective class.</p> <ul style="list-style-type: none"> ❖ Para Support ❖ Resource Classes ❖ Double Blocked Core Instruction ❖ Literacy - iRead ❖ Self Contained Classes - Unique <p>Learning</p> <ul style="list-style-type: none"> ❖ IEP Goals and Objectives ❖ Project Ready After School Program 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <p style="text-align: center;">Estimated Cost</p> <p style="text-align: center;">\$7,500</p>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Schoolwide Plan Strategy	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><u>Strategies, Curriculum, and Assessments Specific to English Learners:</u></p> <ul style="list-style-type: none"> ❖ The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <p style="text-align: center;">Estimated Cost</p> <p style="text-align: center;">\$7,500</p>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):		
<p><u><i>Describe the EL program at your school, including how and what services are provided to the EL students:</i></u></p> <ul style="list-style-type: none"> ❖ Amira Learning ❖ EL Services during the week and after school tutoring ❖ ELP given at the beginning and end of the academic year. ❖ ESL teacher on campus and liaison at district level ❖ Accommodations through OnCourse ❖ Materials translated to native language (Using onCourse translation Services) ❖ Translator Apps ❖ Instructional Coaches 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <table border="1" data-bbox="1495 776 1766 998"> <tr> <td data-bbox="1495 776 1766 857">Estimated Cost</td> </tr> <tr> <td data-bbox="1495 860 1766 998">\$10,000</td> </tr> </table>	Estimated Cost	\$10,000	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
Estimated Cost						
\$10,000						

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><u>Describe the Process for Determining Student Participation in School and Classroom Interventions:</u></p> <ul style="list-style-type: none"> ❖ Identify students scoring unsatisfactory on LEAP 2025 State Assessments and/or students with an ACT Composite score of 18 or below. ❖ PLC ❖ Student Assistant Team ❖ IEP and IAP Documentation ❖ Core subject grades (year prior) ❖ LEAP360 ❖ Standardized Testing Scores (LEAP2025, Pre-ACT, ACT, WorkKeys) ❖ School-wide and/or District created Common Assessments ❖ Teacher Recommendations ❖ Parental Concerns 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <p style="text-align: center;">Estimated Cost</p> <p style="text-align: center;">\$10,000</p>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><i>List the Opportunities and Interventions for Students in Need</i></p> <ul style="list-style-type: none"> ❖ Intervention periods built into the school day ❖ ACT remediation Courses for Seniors with less than ACT Composite score of 18 ❖ Project Ready - After School Program (ACT, Subject specific acceleration) ❖ ACT Boot Camp ❖ Math and English Acceleration Courses ❖ Student Assistance Team (SAT) ❖ RKM Counseling ❖ ACT 833 eligible students are provided with remediation for LEAP 2025 either through study skills or during another elective class. ❖ After school tutoring ❖ Literacy Program (iReady) 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <p style="text-align: center;">Estimated Cost</p> <p style="text-align: center;">\$10,000</p>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):		
<p><u>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions</u></p> <ul style="list-style-type: none"> ❖ Student Assistance Team (SAT) ❖ SAT process may result in 504 or IDEA evaluation ❖ PLC ❖ Counseling Referrals ❖ DATA Follow-up ❖ After school tutoring (Project Ready) ❖ Targeted Instruction ❖ Parent Contact ❖ Credit Recovery ❖ Online Courses 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <table border="1" data-bbox="1497 776 1766 998"> <tr> <td data-bbox="1497 776 1766 857">Estimated Cost</td> </tr> <tr> <td data-bbox="1497 860 1766 998">\$10,000</td> </tr> </table>	Estimated Cost	\$10,000	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
Estimated Cost						
\$10,000						

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):		
<p><i>Interventions Specific to Students with Disabilities</i></p> <ul style="list-style-type: none"> ❖ Resource Classroom ❖ Study Skills Class ❖ Accommodations ❖ Tracking Reporting ❖ IEP Reconvention ❖ IEP Goals and Objectives ❖ Para Support ❖ Testing Accommodations ❖ Scaffolding ❖ Double Blocking ❖ After School Tutoring ❖ iReady Literacy 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">Estimated Cost</td> </tr> <tr> <td style="text-align: center;">\$10,000</td> </tr> </table>	Estimated Cost	\$10,000	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
Estimated Cost						
\$10,000						

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Interventions for At-Risk Students	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<p><i>Interventions Specific to English Learner Students</i></p> <ul style="list-style-type: none"> ❖ Dictionaries ❖ Translators ❖ OnCourse Written Translations ❖ Accommodations ❖ After School Tutoring ❖ Google Translator App ❖ Amira ❖ Resource EL Classroom ❖ Instructional Coaches 	1-16	Title 1	<ul style="list-style-type: none"> ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies 	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
			Estimated Cost	
			\$7,500	

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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:	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ On-Site RKM Counseling Services ❖ Social Emotional Coaching ❖ Conflict Resolution ❖ Charter Strong Curriculum 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies 	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
				Estimated Cost	
				\$15,000	

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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.

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21 st Century, before or after school tutoring, etc.):	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ After School Programs ❖ Summer Learning Camp ❖ Dual Enrollment ❖ Industry Based Certifications ❖ Field Trips ❖ BETA ❖ Student Council ❖ Torbotics ❖ International Baccalaureate ❖ Magnet Themed Curriculum 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <div style="text-align: right; border-top: 1px solid black; padding-top: 5px;"> Estimated Cost \$20,000 </div>	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence

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):

African American Studies, Agriscience, Baking and Pastry, Band, Basic Technical Drafting, Allied Health, Choir, Customer Service, Digital Media, Early Childhood Education, Entrepreneurship, Business English, Business Math, Business Computer Applications, Art, Family Consumer Sciences, Financial Literacy, First Responder, Introduction to Logistics, JAG, JROTC, Law Studies, Math Essentials, NCCER Carpentry in Ag I, Nutrition and Food/ Adv Nutrition & Food, PE, Personal Finance, Principles of Business, Prostart, Publications, Speech, Sports Medicine, Studio Piano, Technical Writing, Theatre, Virtual Workplace Experience, Welding (DE/NTCC)

Advanced Math (DE/SLU), Biology II (DE/SLU), Engineering Design and Development (DE/LSU), Fine Arts Survey (DE/SLU), Introduction to Engineering Design (DE/LSU), Medical Terminology (DE/NTCC), Principles of Engineering (DE/LSU), Robotics (DE/LSU)

Algebra (Honors), American History (Honors), English (Honors), Geometry (Honors),

Algebra (IB), ATTL (IB), Biology (IB), Chemistry (IB), Film (IB), HOA (IB), Math (IB), Physics (IB), Project Design (IB), Spanish (IB), TOK (IB),

Government (AP), Human Geography (AP), U. S. Government (AP),

Inclusion (SPED), READ 180 (SPED), Remedial Math, Self-Contained (SPED), Study Skills (SPED),

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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.

Strategies Used to Prevent and Address Problem Behavior	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ 504 Plans ❖ SPED ❖ School Counseling ❖ RKM ❖ Social and Emotional Coaches ❖ PBIS ❖ PAC (Positive Action Classroom) ❖ SAT (Student Assistance Team) 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies 	<ul style="list-style-type: none"> ❖ Test Scores ❖ Data ❖ Progress Reports ❖ Evidence
				Estimated Cost	
				\$5,000	

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ SWP Meetings ❖ Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. ❖ School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies 	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence
				Estimated Cost	
				\$7,000	

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Professional Learning Communities (PLCs):	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):		
<ul style="list-style-type: none"> ❖ Instructional Leadership Team (ILT) Meetings - ILT team meetings are held weekly, facilitated by the principal and are attended by administrators, department heads, program directors, and various ILT members. During the ILT meetings, members will plan for PLC by reviewing data and manipulating SPS calculator with each subgroup to agree on targeted goal for each LEAP 2025 core assessment, ACT, Workkeys, Graduation Index, and Strength of Diploma Index. ❖ PLC will be facilitated by department heads and/or administration department evaluators. Information will be shared from ILT and collaboration will take place on intervention techniques for targeted subgroups. 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <th data-bbox="1493 708 1766 781" style="text-align: center;">Estimated Cost</th> </tr> <tr> <td data-bbox="1493 781 1766 1034" style="text-align: center;">\$7,000</td> </tr> </table>	Estimated Cost	\$7,000	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence
Estimated Cost							
\$7,000							

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

Professional Development: Other Professional Training –	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies 	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence
				Estimated Cost	
				\$15,000	

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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:	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ Administrators will attend and interview teachers at District Transfer/Job Fairs to fill openings. ❖ The district website advertises teacher openings. ❖ District leaders attend recruitment fairs at local colleges/universities. ❖ Participate in the Teacher Residency Pilot Program through SELU ❖ Alternative certification program. ❖ Praxis Workshops ❖ Bonus Referrals ❖ Student Teacher Placement ❖ A district created applicant list for principal review, interview and recommendation for hire. 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <div style="border: 1px solid black; padding: 2px; text-align: center; margin-top: 5px;">Estimated Cost</div> <p style="text-align: center; margin-top: 5px;">\$15,000</p>	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence
Evidence-based Practice: See Reference Page at the End of this Report					
Evaluation & Effectiveness Results					

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Strategies for Workforce Talent:	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ Mentorship Program for NEW Teachers ❖ Weekly PLC's ❖ Weekly ILT ❖ Effectiveness Stipends ❖ PD Stipends ❖ District PD ❖ New Teacher Orientation ❖ In-District Certification for non-certified teachers ❖ Common Planning 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <div style="border: 1px solid black; background-color: #cccccc; padding: 2px; text-align: center; margin-top: 5px;">Estimated Cost</div> <div style="text-align: center; margin-top: 5px;">\$15,000</div>	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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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:	Targeted Educational Priority Addressed	SWP Goal(s) Addressed	Budget Used to Support Activities	Necessary Items Needed to Support Activity	Effectiveness Measure(s):
<ul style="list-style-type: none"> ❖ Freshman Orientation ❖ Open House ❖ HHMS Magnet Showcase ❖ Counselor Feeder school visits for Scheduling ❖ SPED Coordinator Feeder school visits for folder transfer ❖ Magnet & Jumpstart Feeder school visits for scheduling and transfer options ❖ IB Feeder school visits for scheduling and transfer options 	1-5	1-16	Title 1	<ul style="list-style-type: none"> ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various Student Use supplies <div style="border: 1px solid black; background-color: #cccccc; padding: 2px; text-align: center; margin-top: 5px;">Estimated Cost</div> <div style="text-align: center; margin-top: 5px;">\$7,000</div>	<ul style="list-style-type: none"> ❖ Agenda ❖ Data ❖ Sign-In ❖ Evidence

****Evidence-based Practice: See Reference Page at the End of this Report****

Evaluation & Effectiveness Results

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

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

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

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

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

21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

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

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

- At the beginning of each academic year, the SWP is 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 assessments, and discipline data are reviewed and analyzed by impacted subgroups. Next steps are discussed to ensure the goals are 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 summer the SWP Committee will meet to write the SWP and make necessary adjustments. A meeting will be held in the winter to determine whether or not any adjustments or revisions need to be made and ensure focus areas are being addressed as we move forward into the spring semester. In May/June, an effectiveness meeting will be held to review SWP again and determine the effectiveness, results of strategies, student data, discipline data, family and parent engagement activities will focus on critical urgent intervention subgroups.

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

- Information from the effectiveness meeting in the summer, when data is released from the Louisiana Department of Education, will be shared on the school's website, discussed with faculty and staff at upcoming faculty meetings, and shared during collaboration with stakeholders.

2023 - 2024 Committee Members

School Improvement Planning Committee	Parent & Family Engagement Committee
<i>Responsible for the Design, Monitoring, Revision, and Evaluation of the School Wide Plan</i>	<i>Responsible for the Implementation of the Parent & Family Engagement Activities in the School Wide Plan</i>
Members	Members
Principal: Michael Kyles, Jr. M.Ed.	Principal: Michael Kyles, Jr. M.Ed.
Chairperson: Julie F. Kupper M.Ed.	Chairperson: Julie F. Kupper M.Ed.

PEOPLE I NEED TO INVITE!!!

Regular ED Teacher/Parent/Student (multiple), Special ED Teacher/Parent/Student (multiple), ELL Teacher/Parent/Student (multiple), School Board Member(s), Local Pastor(s), ILT (Department Heads), Business Owner(s), Invested Persons, Civic Leader(s), Endia Geter, Options?, TARC?, NTCC, Rotary, Junior Auxillary, North Oaks

(Any Suggestions, Please let me KNOW!!!!)

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.

Michael Kyles Jr. - Principal

Date

Evidence Based Practices Research Links and References.

8th Grade Parent Meetings:

https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1069&context=education_etd

Achieve 3000:

<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/691>

ACT:

<https://www.act.org/content/act/en/products-and-services/learning-resources.html>

ACT WorkKeys:

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