2025-2026
School Wide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Loranger High School

9-12

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

School -Loranger High School

SPS 77 with a **B** letter grade Projected

Letter Grade: B

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

_____ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools
Schools that have a graduation rate less than 67%

X - 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
__X___Students with Disabilities (UIN)
_____English Learners
_____Two or more Races

_____UIR - Discipline - Urgent Intervention Required for Discipline:

Frequently Ordered Title I Supplies 2025 - 2026

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	10,000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	5,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	5,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	10,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,	X	X	X	5,000
Laminator, Laminating Film	X	X	X	7,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	2,000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards	X	X	X	2.000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	9,000
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)	X	X	X	2,000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils,	X	X	X	10,000

Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	X	X	900
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	X	X	X	1000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	X	X	X	2000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	2000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials	X	X	X	2000
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential **Parent and Family Engagement Supplies to instruct families on strategies to support their children's education:** Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year),consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X	X	2,000

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 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 students with disabilities) to provide input on the development and evaluation of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments:

Stakeholder Committee

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

Stakeholders provide input on activities to help improve their knowledge of curriculum, data analysis and assessments.

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

Annual Title 1 Meeting

- **Stakeholders mentioned having a Profession Day during the school year. They suggested that community members be invited to come and give a description of their jobs and if they are comfortable also share their salary. This suggestion was made to build more knowledge within students minds of the different professions that are available. This will be during or after the school day.**
- **Stakeholders suggested having snacks(something parents can grab and go) or food at the Meet and Greet to encourage families to participate.**

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

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

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

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

Student Progress Center - Parents can log into JCampus to check student grades, missed assignments, and absences. Parents can also see any alerts sent regarding their student's progress and behavior.

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

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

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

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

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

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

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

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

Translation Services:

Schools should ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable.

(Title VI of the Civil Rights Act of 1964)

Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator arranged.

Translator APP will be utilized

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
Parent/Family Engagement Activity: **#1 LHS Orientation (Spring)** Curriculum Focus - Parents and students will be taught the expected curriculum guidelines and the material covered in each course. Parents will be invited to participate in a curriculum activity to work alongside with that student. This is teaching both parents and students the curriculum standards and objectives for a variety of courses.	**SWP Goal (s):** **1,2,3,4**	**Budget Decisions/Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Printed brochures**	**Effectiveness Measure:** *Sign in Sheets *Agendas *Pictures *Presentations

Curriculum Focus - Parents and students will be taught the graduation pathways and expectations for specific classes. Students and parents will attend sessions based on grade level. Orientation will invite both parents and students to participate in learning curriculum guidelines and grading expectations. Parents & students will be taught about each graduation pathway. To better prepare parents and students for deciding the best pathway for them to choose. Ninth grade and transfer students will be provided a tour of campus. All students will receive their class schedule (if available) and transcript (grades 10-12). School counselors and teachers will be present to give information and answer questions.			**Estimated Cost:** **1000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
#2 Open House (Spring) A whole-group introduction will begin the LHS Open house that includes teaching all parents & students the Title I resources for our school and the Title I school improvement plan and also guide parents into the rotations for their child's classes. Parents will be taught what their child needs to set by parents and students for pathways for each student. These goal sheets will be used to build student portfolios. Teachers will provide general information such as classroom expectations, certifications, special supplies, etc. Parents can request an individual conference to discuss grades, behavior, etc. via each teacher's sign-in sheet. Parents will be informed of grading procedures and scope and sequence for class.	**2,3,4**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Student binders** **Student portfolios** **Estimated Cost:** **1000**	Sign in Sheets *Agendas *Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://books.google.com/books?hl=en&lr=&id=Lg-eAAAAMAAJ&oi=fnd&pg=PA1&dq=open+house+in+schools&ots=_aw0wg1lZo&sig=NgYfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&q=open%20house%20in%20schools&f=false**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
#3 LHS Curriculum Online Resource Night (FALL) **Parents will be taught how to use ELA, Math, Science, Social Studies, and Elective resources online to assist students at home completing course work. Parents will be taught how to use JCAMPUS (Parent login) to access students grades and progress for each course. Parents will rotate classrooms to learn each of these** FAFSA representatives will assist parents and students with the completion of the FAFSA application process. This will inform all parents of graduation requirements as well as scholarship opportunities	**1,2**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Estimated Cost:** **300**	**Sign in sheets** **Google Surveys** **Agendas**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://books.google.com/books?hl=en&lr=&id=Lg-eAAAAMAAJ&oi=fnd&pg=PA1&dq=open+house+in+schools&ots=_aw0wg1lZo&sig=NgYfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&q=open%20house%20in%20schools&f=false**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity:	SWP Goal (s)	Budget Decision /Coordination :	Items Needed:	
#4 11th & 12th Career Day & FAFSA Day (FALL) Career Day - Students & Parents will have an opportunity to visit different Career tables to help with deciding career paths FAFSA representatives will assist parents and students in learning how to complete their child's FAFSA application process.And Learn how to apply local scholarships and other available scholarships to college. Parents will learn if their child is making progress to meet the graduation requirements. 11th Grade Parents & students will be invited to review LEAP test data, Transcript Data, Lexia reading Data, and other data sources. These data sources will help parents & students make decisions about college applications, honors classes, and what is needed for their child to graduate. Counselors and teachers will meet with parents individually and review their child's progress and test scores. Parents will be given LEAP scores and review LEAP data for their child.	**6,7**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**postcards** **freshman academy booklets** **Estimated Cost:** **550**	**Effectiveness Measure:** *Sign in Sheets *Agendas *Pictures

Student of the Month **Students will be recommended for the following actions:** • Attendance • Kindness of others • Great manners (Respectful, helpful, etc) • Class performance (Improvement, no missing assignments, class participation) • Great Attitude (positive, resilient) • Overall improvements (behavior, attitude, etc.) • School Pride • Leadership • Service Teachers will complete the Student of the Month Recognition <u>Daily Incentives</u> • Students will be awarded for Learning, Honor, and Service with a thumbs up sticker in class • Name and date will be recorded with sticker placed on class poster <u>Weekly Incentives</u> • Reports will be generated for: ○ No failing grades	**SWP Goal (s)** 6,7	**Budget Decision /Coordination :** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:**	**Effectiveness Measure:** **Decrease student attendance percentage**

○ Perfect attendance ○ No discipline • Students will be awarded a vinyl paw print in recognition of their work toward elevating their impact • Students with award for each week of the month will be placed in running for student of the month <u>Monthly Incentives</u> • Students that receive weekly incentives consecutively for the 4 week period will be included in a chance to be elected as Pack Member of the Month • Teachers will provide feedback on each student and vote for class representatives (2 per class) <u>Yearly Incentives</u> • Pack Members of the Month will be awarded a field trip at the end of the year • Any Pack Member that has a major infraction or failing grade will be removed from this award • Students awarded a recognition award and be spotlighted on social media • ***Students cannot win this honor twice***				

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://books.google.com/books?hl=en&lr=&id=Lg-eAAAAMAAJ&oi=fnd&pg=PA1&dq=open+house+in+schools&ots=_aw0wg1lZo&sig=NgYfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&q=open%20house%20in%20schools&f=false**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**

and

- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
Graduation Cohort Index of 93.3 (B). Graduation rate higher than the state and district average.	24% of students feel the overall school Climate is a good environment for learning
469/602 students - 78% of students had no out of school suspensions	24% of students feel engaged in class.
Strength of diploma index is 97 (A)	38% of families had positive views on how the school matches their child's developmental needs
90% favorable percentage of perceptions of faculty and staff relationships with school leaders	33% perceptions of the overall social and learning climate of the school

31 of 122 10th Grade Students scored Mastery or above on the Geometry 2025-2026 LEAP 2025 end of year test.	30 /178 (16%) of 9th Grade Students scored Mastery or above on the Algebra I 2025-2026 LEAP 2025 end of year test.
44 of 177 10th Grade Students scored Mastery or above on the **English II** 2025-2026 LEAP 2025 end of year test.	23/139 (17%) of 9th Grade Students scored Mastery or above on the English I 2025-2026 LEAP 2025 end of year test.
113/134 of students received credentials Career Pathway Credentials	73 % of our minority students have received behavior referrals
	9/122 (7%) of 9th Grade Students scored Mastery or above on the US History 2025-2026 LEAP 2025 end of year test.
	44/177 (24%) of 10th Grade Students scored Mastery or above on the English II 2025-2026 LEAP 2025 end of year test.
	6/32 (17%) of 9th Grade Students scored Mastery or above on the Biology 2025-2026 LEAP 2025 end of year test
	16/150 (11 %) of 10th Grade Students scored Mastery or above on the Biology 2025-2026 LEAP 2025 end of year test.
	Percentage of behavior referrals for minority black students were 69%
	4% of our students with disabilities scored mastery or above on any portion of their LEAP 2025 assessment
	Students Missing More than 15 Days 48% of students
	Career Pathway Credential earned Increase the number of students earning a statewide credential from 49 to 60 student
	Percentage of students with disabilities scoring mastery or above from 19% to 20%

NARRATIVE SUMMARY OF COMPREHENSIVE NEEDS ASSESSMENT FINDINGS

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup.

Narrative Summary from Comprehensive Needs Assessment:

Loranger High School is a community school with 48% Economically Disadvantaged students. LHS has an SPS score of 77% letter grade of B with a student progress rating. Students in 9th grade are showing significant deficits in both English and Algebra proficiency. The number of 10th grade students scoring proficient on the LEAP 2025 end of the year assessment still showed a decrease when compared to their previous year's scores. US History shows a significant deficit with the number of students not scoring proficient on the end of the year LEAP exams. Biology LEAP data from 9th and 10th grade students show only 12% obtaining mastery or higher, indicating another deficit. Only 19% of our students with disabilities scored mastery or above on any portion of their LEAP 2025 assessment. A more significant issue is the number of students who are not in the classroom due to chronic absences and out-of-school suspensions. There is only 18% of our students with disabilities that have missed fewer than 15 days per school year, which is a significant attendance deficit. And that 69 % of our minority black students received behavior referrals.

We utilize Kagan structures to address student engagement to address students not feeling active in class. The primary goal of the school is to decrease truancy issues and increase the number of students in the classroom, while also decreasing the number of minority students receiving behavior referrals. We are planning to implement PBIS rewards to address both attendance and behavior referrals. The school still struggles with ACT performance and ensuring students are academically prepared for college, but this is another area in which truancy plays a big role.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Decrease number of students with chronic absences. **(Attendance)**
- Decrease the % of students who are chronically absent (15 or more days a year) from 48% to 50%

- Increase ACT & Workkeys cores. **(Act & Workkeys)**
- Increase the % of students with ACT composite of 21 or Workkeys from 13% to 18%

- Increase ELA LEAP 2025 scores with a main focus on English I **(ELA)**
- Increase the ELA overall LEAP assessment index percentage from 17% to 20%

- Increase Algebra I LEAP 2025 scores **(Math)**
- Increase the Algebra Math overall LEAP assessment index percentage from 16% to 20%

- Increase US History LEAP 2025 scores (**Social Studies)**
- Increase the Social Studies (US History) overall LEAP assessment index percentage of 9th grade students from 7% to 12%

- Increase Biology - Science LEAP 2025 **(Science)**
- Increase the Science (Biology) overall LEAP assessment index percentage of 10th grade students from 11% to 15%

- Increase Career Pathway Credential earned (**College & Career credentials)**
- Increase the number of students earning a statewide credential from 49 to 60 students

- Increase the overall percentage of students with disabilities scoring mastery or above from 19% to 20% **(Urgent Invention Required - Students with Disabilities)**

- Decrease the percentage of behavior referrals for the minority black students from 69% to 72% **(Behavior)**

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
End of Year LEAP 2025 Test Data, Workkeys Data, ACT scores, Discipline Data, Panorama Surveys, Curriculum Implementation Scale, PBIS Reward data, IXL Math Data, LADOE School Report Card, and Lexia Data

SCHOOLWIDE PLAN GOALS

- ***Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound***
- ***Academic Goals Aligned to the Most Current School Data Analysis***
- ***Must Include Subgroup (s) Goal (s)***
- ***Aligned to District Goals***

1. By the end of the 2025-2026 school year, increase the school's cohort graduation rate index from 93 to 95. **(SPS)**

2. By the end of the 2025-2026 school year, increase the index of my seniors graduating with a basic or advanced credential from 19 to 25. **(College & Career credentials)**

3.By the end of the 2025-2026 school year, increase the number of my seniors eligible for a TOPS and/ or TOPS tech award from 12% to 15%. **(SPS)**

4. By the end of the 2025-2026 school year, increase the % of students with ACT composite of 21 or Workkeys Platinum from 13% to 18%. **(ACT)**

5. By the end of the 2025-2026 school year, decrease the % of students who are chronically absent (15 or more days a year) from 48% to 52%. **(Attendance)**

6. By the end of the 2025-2026 school year, increase the Algebra & Geometry Math overall LEAP assessment index percentage from 16% to 20%. **(Math)**

7. By the end of the 2025-2026 school year, increase the percentage of 9th Grade students scoring Mastery or above from 14% to 18% on English I 2025-2026 LEAP 2025 end of year test. **(ELA)**

8. By the end of the 2025-2026 school year, increase the percentage of T9 students scoring Mastery or above from 19% to 22% on English I 2025-2026 LEAP 2025 end of year test. **(ELA)**

9. By the end of the 2025-2026 school year, increase the percentage of 9th Grade from 7% to 9% Students scoring Mastery or above on the US History 2025-2026 LEAP 2025 end of year test. **(US History)**

10. By the end of the 2025-2026 school year, increase the percentage of 10th Grade Students from 16% to 18% scoring Mastery or above on the US History 2025-2026 LEAP 2025 end of year test. **(US History)**

11. By the end of the 2025-2026 school year, increase the percentage of 10th Grade Students from 26% to 28% scoring Mastery or above on the Geometry 2025-2026 LEAP 2025 end of year test. **(Math)**

12. By the end of the 2025-2026 school year, increase the percentage of 9th Grade Students from 19% to 22 % scoring Mastery or above on the English II 2025-2026 LEAP 2025 end of year test.**(ELA)**

13. By the end of the 2025-2026 school year, increase the percentage of 10th Grade Students from 24% to 26 % scoring Mastery or above on the English II 2025-2026 LEAP 2025 end of year test.**(ELA)**

14. By the end of the 2025-2026 school year, increase the percentage of 9th Grade Students from 17% to 19% scoring Mastery or above on the Biology 2025-2026 LEAP 2025 end of year test. **(Science)**

15. By the end of the 2025-2026 school year, increase the percentage of 10th Grade Students from 11% to 15% scoring Mastery or above on the Biology 2025-2026 LEAP 2025 end of year test. **(Science)**

16. By the end of the 2025-2026 school year, decrease the percentage of behavior referrals for minority black students from 69% to 72%. **(Behavior)**

17. By the end of the 2025-2026 school year, increase the overall percentage of students with disabilities scoring mastery or above in ELA, Math, & Social Studies and Science from 19% to 20%. **(Urgent Invention Required - Students with Disabilities)**

19. By the end of the 2025-2026 school year, increase the number of students earning a statewide credential from 49 to 60 students. **(College & Career credentials)**

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS

Rigorous, Standards-Based Curriculum:Rigorous, Standards-Based Curriculum: Core teachers are following Tier 1 curriculum • Use of Tier 1 curriculum and Eureka support for math • Utilize projectors in Core math classes to allow students to have more examples of Tier I Eureka Math problems and to be able to view the steps for solving different problems. • Use of guidebooks for English courses as Tier 1 curriculum • Junior and Senior Level math courses use Mathxl • Use of Socratic seminar in English classes • Use of Oncourse Classroom for Online testing • Use of multiple select questioning and multi-part questions • Science teachers are implementing more science based phenomenon lessons • Exit Tickets—a classroom teacher check of understanding on daily lessons • Common Assessment created by school and district • Social Studies teachers will follow Tier 1 state curriculum	**ED** **Priority(s):** **1,2,3,4**	**SWP Goal(s): 1,2,3,4,5,6,7, 8 and 9**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** *Projectors * Calculators *Compasses *Rulers *Protractors *LEAP 2025 Workbooks *Content area related workbooks *MLA Format Guides **Estimated Cost: 400 Math Material**	**Effectiveness Measure:** *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data * Progress Reports *Exit Tickets

• **CAREER PATHWAY** -Adobe certifications, Desktop Publishing, Digital Media, Automotive, EMT, and EMR will utilize the state certification programs to achieve student credentials					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Use of Academic Assessments to Improve Instruction: • **Standards Assessments -** teachers will utilize assessments in On Course to track student mastery of standards. Results will drive changes to instruction as needed. • **LEAP 360 -** All 9th and 10th grade students (enrolled in LEAP 2025 courses) will complete this diagnostic assessment, practice assessment, and interim assessment in ELA and Math to prepare for state testing. Teachers will use this data to	**EDPriority(s):** **1,2,3,4**	**SWP Goal(s):** **1-8**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Act Boot Camp** **ACT material** **ACT workbooks** **ACT Workkeys material & workbooks** **Estimated Cost:** 10,000	**Effectiveness Measure:** *LEAP 2025 Scores *ACT/Pre-ACT Scores WorkKeys Scores *LEAP 360 Data *Common Assessment Data *Sign In Sheets *Agendas

make changes for instruction, intervention, etc. as needed. Data will be discussed during department planning time and/or PLC. • **Pre- and Post-Tests -** Students will complete pre- and post-tests for various subjects prior to and after instruction in order to determine prior knowledge and content mastery. Data will be used to make changes for instruction as needed, and it will be discussed in department planning time and/or PLC. • **Formal/Informal Assessments -** Students in grades 9-12 will complete various formal and informal assessments each week to measure student mastery of content standards. These include, but are not limited to, **State** • **Guidebook Assessments,** Eureka Math exit tickets, and teacher-made assessments. • **LEAP 2025 -** Students will complete statewide standardized tests in core subjects (English I & II, Algebra I, Geometry, Biology, and US History). Test results are used to determine summer remediation and retest groups. Data is also used to plan for instructional strategies and scheduling needs for the following year. • **SLT (Student Learning Target)** - SLTs are specific, measurable					

goals for all teachers. Data from SLTs is used to modify or plan for instruction throughout the year.

- **ACT WorkKeys Curriculum -** 11th grade students (Jump Start core classes) complete online assessments and activities to determine student success on the WorkKeys assessment. Data is used to revise instruction or attend intervention as needed.
- **ACT WorkKeys Assessment -** This vocational based ACT exam is taken by all first time 11th grade students who have opted in to the Jump Start Graduation Pathway. 12th grade Jump Start students who have not successfully scored proficient are also tested after completing intervention.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf

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

Strategies, Curriculum, and Assessments Specific to Students with Disabilities:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Para support • Inclusion classes - Regular Curriculum • Provide remediation during study skills and advisory to students who have scored below basics on LEAP 2025 in English I, II, Algebra I, Geometry, US History, and Biology. • SAT interventions • IXL (Math Intervention) • Eureka Math Interventions • Lexia Interventions • Unique • Individual goals, objectives and accommodations.	1,2,3	10, and 11	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 200	*LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Strategies, Curriculum, and Assessments Specific to English Learners: • 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	**ED Priority(s):** 1,2,3	**SWP Goal(s):** **10 and 11**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA	**Items Needed:** **ELL Interventionist** **Track charts and binders for ELL students**	**Effectiveness Measure:** ***ELP Test scores** ***LEAP Test Scores**

engage in the content specific practices in ELA, math, social studies, and science. • ESL intervention is crucial for fostering a supportive and equitable environment for English language learners. By providing targeted, individualized support, enhancing teacher collaboration, and improving student outcomes, an ESL interventionist helps ensure that ELLs can successfully navigate their educational journey and thrive academically. **Describe the EL program at your school, including how and what services are provided to the EL students:** • **Amira**			❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 12,000	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions for At-Risk Students

Describe the Process for Determining Student Participation in School and Classroom Interventions:	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Identify students with unsatisfactory prior LEAP 2025 State Assessments and/or students with under an 18 composite ACT score. • Professional Learning Communities • Student Assistant Team • IEPs and IAP documents	10 and 11	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless	Monthly progress meetings Subs for Monthly meetings with SAT	*Progress Reports *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data

• Prior year grades in core classes • LEAP 360 • Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys) • School and District made common assessments • Teacher recommendations • Lexia Intervention Data • IXL Data • Parental concerns • Attendance Record • Discipline Record • Student Grades		❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 1000	**Evaluation / Effectiveness Results (guide revision to the SWP):**
List the Opportunities and Interventions for Students in Need: • **Intervention -** Students are given daily differentiated intervention for 25 minutes. Intervention can include LEAP 2025 remediation, industry-based credential exams, WorkKeys/ACT preparation or remediation (online). Students who do not attend intervention receive enrichment instruction including character and relationship building, life-skills, etc. • As a result of the Special Education coalitions team, our school was encouraged to use Title I funds to hire an ELA interventionist. Our high school ELA interventionist is not just a support role but a critical position that ensures all students, regardless of their starting point, develop the literacy skills needed for academic and life success. By providing targeted, individualized instruction, building confidence, and fostering collaboration, an ELA interventionist directly contributes to improving student outcomes and preparing them for their futures.	**Goal(s):** **6,7,8,9**	**Budget Decisions/ Coordination:** ❑ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **ACT, Workeys, and remediation enrichment material** Estimated Cost: 500	**Effectiveness Measure:** *Progress Reports *LEAP 2025 Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data **Evaluation / Effectiveness Results (guide revision to the SWP):**

• Rotating intervention periods built into the school day. • Renew Ib4e subscription -1yr Block A/B Software This software is used to assign specific interventions for students based on their individual needs. Ib4e software informs students & staff what classroom to report to; in order to receive their needed intervention. It also tracks students' intervention attendance and the amount of time students are receiving support per course. • ACT Remediation Courses for seniors with less than an 18 composite ACT score. • After School Programs (ACT, subject specific acceleration) • ACT Boot camp • Math and English Acceleration Courses • Student Assistance Team • RKM Counseling Services • Provide remediation during study skills and advisory to students who have scored below basics on LEAP 2025 in English I, II, Algebra I, Geometry, US History, and Biology • Lexia Reading Intervention Core 5 & Power up • Remediation English I Course • Remediation US History Course • Math 180				
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • **Student Assistance Team -** Teachers refer students who continue to struggle academically to the SAT team, which is composed of administrators, counselors, teachers, Pupil Appraisal staff, and	**Goal(s):** **6,7,8,9**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA	**Items Needed:** **Collaboration meetings with Sped & Core teachers to monitor the progress of all students**	**Effectiveness Measure:** Intervention data *IEP meetings and collaboration team meetings. **Evaluation /**

parents. The participants vary depending on the student. The team determines if more interventions are needed. The Pupil appraisal team makes a decision whether or not an IDEA evaluation is needed. • **Test Data (interim, OnCourse, LEAP 360)** • **Pupil Appraisal may recommend at 504 evaluation**		❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Subs** **Estimated Cost: 1500**	**Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>Students with Disabilities</u>: 504 Individualized Academic Plan (IAP) - current students who qualify for 504 services and are still struggling will be scheduled for a review of their IAP. The IAP team consists of an administrator, 504 Coordinator, general education teacher, parent, and student. • **Individualized Education Plans (IEP) -** current special education students who are still struggling will be scheduled for a review of their IEP. The IEP team consists of an Official Designated Representative, special education teacher, general education teacher, related service providers, parent, and student.	**ED** **Priority(s):** 1,2,3	**SWP Goal(s): 6**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Collaboration meetings with Sped & Core teachers to monitor the progress of all students** **Subs** **Estimated Cost: 1500**	**Effectiveness Measure:** Intervention data *IEP meetings and collaboration team meetings.

• **Inclusion** - general education and special education teachers work collaboratively to meet the needs of students with disabilities. • **Paraprofessional Support-** students receive support in general education classes from paraprofessionals who provide academic and behavior accommodations or interventions. • **Study Skills Classes** - students with special needs are offered this class to provide necessary skills for success in high school and beyond. Their study skills teacher also serves to communicate with the student's general education teachers to monitor student success. • **Behavior Intervention Plans** - Teachers submit data daily/weekly via a shared Google document to log student actions and monitor the effectiveness of the BIP or determine if changes/revisions need to be made • **Amaria** - students with specific needs for basic reading skills (i.e., phonics) use this program that provides both online and print materials for building foundational skills. • **IB4E** • **IXL** • **Collaborations to determine action**					

plans for students • LEXIA • Math 180 (Math Intervention)					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): [PDF] ed.gov (IEP Goals) [PDF] waldenu.edu (Resource classes) [https://www.tandfonline.com/doi/abs/10.1080/104744109035 3 5356?journalCode=hepc20 (Paraprofessional support) [PDF] stjohns.edu (iReady) [PDF] teachertoolkit.co.uk (Study Skills) [PDF] ed.gov (Scaffolding) [PDF] ku.edu (Testing Accommodations) [PDF] iaase.org (Tracking Reports) [PDF] advocacyinstitute.org (IEP Reconvene)					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Interventions Specific to English Learners: • Dictionaries • Student Mentors • Translators • LEP Accommodations • Google Translator App • Amira Learning • Lexia • ELL (Resource Teacher)	**ED** **Priority(s):** 2	**SWP Goal(s): 10 and 11**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Translator dictionaries**	**Effectiveness Measure:** ELL teacher schedule *ELP Test
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): PDF] ed.gov (IEP Goals) [PDF] waldenu.edu (Resource classes) [https://www.tandfonline.com/doi/abs/10.1080/104744109035 3 5356?journalCode=hepc20 (Paraprofessional support) [PDF] stjohns.edu (iReady) [PDF] teachertoolkit.co.uk (Study Skills) [PDF] ed.gov (Scaffolding) [PDF] ku.edu (Testing Accommodations) [PDF] iaase.org				**Estimated Cost:** **500**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

(Tracking Reports) [PDF] advocacyinstitute.org (IEP Reconvene)				

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being:	ED Priority(s):	SWP Goal(s): 5	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Character Strong curriculum • Panorama Surveys • SEL Curriculum	2,3		✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	SEL reports shared with staff	*Use of curriculum in SEL period *Surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): [PDF] ku.edu [PDF] iaase.org (Tracking Reports)				Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):

1.5 STUDENT OPPORTUNITIES

Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.) • Field Trips • Dual Enrollment • AP classes • Clubs and organizations • After School Program **After School Programs** **Summer Learning Camp**	**ED** **Priority(s):** 1,3,5	**SWP Goal(s):** 2	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Dual Enrollment teachers certified with college After School Program teachers	**Effectiveness Measure:** *Progress Reports *IEPs *photos * Dual Enrollment teachers surveys
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): : Dual Enrollment Courses: Is_Increased_Access_Enough_Advanced_Plac20161025-6377-58k84m-with-cover-page-v2.pdf (d1wqtxts1xzle7.cloudfront.net) Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-They-Doing-A-Statewide-Two-Year-Study.pdf (researchgate.net)				**Estimated Cost:** 200	**Evaluation / Effectiveness Results (guide revision to the SWP):**

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):

- Inclusion
- Study Skills
- Honors Classes
- Advanced Placement
- Dual Enrollment
- Theatre
- Talented Art, Music, Theatre

- Physical Education
- Band
- Industrial Arts
- Computer Science
- Agriculture courses
- Business

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 Achiessssve: 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:** • RKM Counseling Services • School Counselors • Restorative circles • Positive Action Classroom (PAC) • PBIS Rewards (Daily, Monthly, Weekly, and every 9 weeks) • Student Assistance Team • Check in Check Out • 504 services • IEP	**ED** **Priority(s):** **2,3**	**SWP Goal(s):** 5	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Discipline data reports **Estimated Cost:**	Effectiveness Measure: Discipline data

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	**ED Priority(s):**	**Goals**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• 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.	4	**1-11**	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Substitutes** **Stipends** **See individual Prior Approval for specific items needed** **Estimated Cost:** **550**	Agenda Sign-in sheets Daily Log
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&con text=hon_thesis					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Learning Communities (PLCs): • Instructional Leadership Team Meetings—ILT meetings are held weekly for various ILT members. ILT is content driven. During these meetings, team members will be planning for PLC with teachers and analyzing data and samples of student work. Team members will also analyze data and manipulate the SPS calculator with each group to come to consensus on our targeted goal for each LEAP 2025 student assessment, ACT, WorkKeys, Graduation Index and Strength of Diploma indexes.	**ED** **Priority(s):** 1-5		**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **-Substitutes** **-Stipends** **-See individual Prior Approvals** **Estimated Cost:** 1000	**Effectiveness Measure:** Sign In Sheets PLC Agendas PLC meeting Goals
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf**					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Development: Other Professional Training – Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at	**ED** **Priority(s):** 1-5	**Goal(s):** **5-8**	**Budget Decisions/ Coordination:** ✓ Title I ❑ Title II ❑ Title III ❑ Title IV	**Items Needed:** **Material** **-Substitutes** **-Stipends** **-See individual Prior Approvals**	**Effectiveness Measure:** Sign In Sheets Agendas Lesson Plans Lesson implementations Observation Data

collaboration/staff meetings. See individual approved prior-authorization in Crate for specific activities.			❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**for specific items needed** **Instructional supplies**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf**				**Estimated Cost: 3,000 Material**	**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

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

Strategies for Workforce Talent:	ED Priority(s):	Goal(s)	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Addressed at the District Level • Mentor teachers • After school training • Job shadowing • Teacher leaders • Data Walks • Data Walls	1-5	5-9	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Data tracking for Mentor teachers to use for collecting data from teachers assigned Data Walls **Estimated Cost:** **2000**	Sign in sheets Assessment of new certification List of mentors/assigned teachers
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173**					**Evaluation / Effectiveness Results (guide revision to the SWP):**

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing students:	ED Priority(s):	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Freshman Academy • 8th grade Parent meeting • Open House (Grade Level) • School counselors visit feeder schools for scheduling • SPED coordinator meets feeder schools to aid in transition for SPED population • Career Pathways offered	1-5	1-5	✓ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins	Refreshments Mail out notices	Sign in Agendas Pictures Presentations

• School counselors visit foreign language classes to aid in graduation pathway/career exploration. • Dual enrollment courses • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit through the school year. Career Day			❑ Other	Estimated Cost: 550	Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):https://csuepress.columbusstate.edu/cgi/viewcontent.cgi?article= 1281&context=bibliography_faculty					

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

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

- In the fall the SWP Committee will meet to review the SWP and make any necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revisions need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2026, an effectiveness meeting will be held to review the 2025-26 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities. Stakeholders determine PFE activities and assist in writing the SWP goals and activities

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

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

2025-2026 Committee Members	
School Improvement Planning Committee Stakeholder Committee Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP Members Include: • Principal: Amber Anthony • Assistant Principal: Kallie Wilson and Demetria Miller • Student: Conner Husser, Kenzie Messina, Riley Young, JP Lusk • Teacher: Daryl Tassin, Emily Gautreau, Chris Powell, Kim Clements, Sandra Givens • Parent/Family: Heidi Easley, Melissa Pellichino, Jason Husser • Community Member: Nicole Pelloat, Jeffery Pelloat, Justin Morel, Stephanie Morel, Torrence Joseph, and Keith Winget	School Improvement Planning Committee Stakeholder Committee Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP Members Include: • Principal: Amber Anthony • Assistant Principal: Kallie Wilson and Demetria Miller • Student: Conner Husser, Kenzie Messina, Riley Young, JP Lusk • Teacher: Daryl Tassin, Emily Gautreau, Chris Powell, Kim Clements, Sandra Givens • Parent/Family: Heidi Easley, Melissa Pellichino, Jason Husser • Community Member: Nicole Pelloat, Jeffery Pelloat, Justin Morel, Stephanie Morel, Torrence Joseph, and Keith Winget

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.

Amber Anthony
Principal Signature

11/20/25
Date

Kimberly A Clements
Chairperson, Schoolwide Improvement Team Signature

Date 11/20/2025