

2026-2027 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Hammond High Magnet School
IB World School
9-12

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

School: Hammond High Magnet School – IB World School

SPS: 66.7

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

UIN – Academic – Urgent Intervention Needed for Academics:

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 2026-2027

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	20,000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	20,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)		X		10,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	20,000
Replacement Student Mice, Headphone, Keyboard, Earbuds		X		10,000
Laminator, Laminating Film	X	X	X	10,000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	7,500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				n/a
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer Service Exams for High Schools		X		20,000
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		X		40,000

1 has open source items)				
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, 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)		X		40,000
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		X		10,000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		15,000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		X		15,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		X		15,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		X		15,000
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			10,000

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 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. Invited a diverse group of stakeholders including parents of ELL students, students with disabilities, regular education students, community members, teachers, administration, etc...

This group helped to:

1. The committee met in June 2026 to provide input on the development and evaluation of the SWP. The committee included parents and teachers.
 - o Decide on the effectiveness rating of last year's school-wide plan
 - o Analyze data for the Comprehensive Needs Assessment
 - o Set priorities for the 2026-2027 school year based on the Comprehensive Needs Assessment
 - o Creating a school-wide plan based on priorities
2. In September 2026, a second committee meeting will be held to discuss detailed implementation of Parent/Family engagement activities.
3. A mid-year review meeting will be held in January
4. Parents have access to the School-Wide Plan on our school website.
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:

Stakeholders suggested the following changes:

1. Added additional graphic information in Spanish, which can support other languages when needed.
2. Forging new relationships with industry and business partners.
3. Student-led conferences

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

1. Stakeholder meetings are held each semester of the academic year to outline purpose and goals and review data and scope.
2. Industry Advisory Board Meetings are held each semester of the academic year to champion new initiatives, make the school's work more widely known, and provide opportunities for students and faculty, such as internships, facility tours, and research grants.
3. Quarterly Grade-Level Meetings. Facilitated by the principal, these are 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 projects and for 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 for 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.:

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.
- o. JCampus 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 will be arranged.

Translator APP will be utilized

Describe specific evidence-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: High school student-led conferences (SLCs) empower students to lead meetings with parents and teachers, showcasing their growth, work samples (portfolios), and goals, fostering ownership and self-advocacy, while educating parents on curriculum happens through students explaining concepts, demonstrating mastery, and discussing progress and challenges directly, bridging school-home gaps and building family understanding of learning processes and standards.	SWP Goal (s): ALL	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials ❖ PFE Takeaways	Effectiveness Measure: ❖ Sign-In Sheet ❖ Agenda ❖ Pictures
Evidence-based Practice: https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Family_Engagement_and_Empowerment_Brief_Final_Clean_ADA_Final.pdf Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. <i>International Journal of Applied Research in Social Sciences</i>, 6(3), 372-382.				Evaluation / Effectiveness Results (guide revision to the SWP):
			Estimated Cost: 2,500	

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: Fall Open House. Faculty will educate parents on curriculum and assessments specific to their content by providing parent hand-outs and classroom presentations.	SWP Goal (s): ALL	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials ❖ PFE Takeaways	Effectiveness Measure: ❖ Sign-In Sheet ❖ Agenda ❖ Pictures
Evidence-based Practice: https://www.educationworld.com/a_curr/curr272.shtml#google_vignette https://www.mdpi.com/2227-7102/15/6/665 (Beyond School Newsletters) https://journals.sagepub.com/doi/full/10.1177/00400599241287633 (Culturally Responsive Family Engagement: TEC Special Issue Introduction) https://www.proquest.com/openview/245a5d49bd80b81cdfbb577e8779ab25/1?pq-origsite=gscholar&cbl=47961 (Beyond Open House)			Estimated Cost: 2,500	Evaluation / Effectiveness Results (guide revision to the SWP):

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: Incoming 8th grade parent night is an informational event designed to prepare families for the 9th grade and the transition to high school. Administrators, counselors, teachers, and department heads will provide a high-level overview and education of: Curriculum, Graduation, AP, IB, DE, CTE, honors, endorsements, assessment, and how progress will be communicated, • Resource Distribution: Handouts, presentation slides (often available online after the event), and links to the school's official Curriculum Guide or program of studies are provided to ensure parents have tangible resources to refer to later.	SWP Goal (s) ALL	Budget Decision /Coordination : ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Refreshments ❖ Stipends for Staff ❖ Presentation Materials ❖ PFE Takeaways	Effectiveness Measure: ❖ Sign-In Sheet ❖ Agenda ❖ Pictures
Evidence-based Practice: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_091509.pdf https://www.proquest.com/openview/fecbcc191cf5748500117a9ee3893498/1?pq-origsite=gscholar&cbl=18750&diss=y https://surface.syr.edu/cer/vol3/iss1/6/			Estimated Cost: 2,500	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. Findings 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
Highly dedicated faculty and staff. Panorama survey results indicate that 95–100% of teachers and staff believe their work is meaningful and positively impacts students, reflecting a strong culture of professionalism and commitment.	Persistent achievement gaps among major student subgroups. Students with Disabilities (26.0% of enrollment), English Learners (5.4%), Economically Disadvantaged students (74.8%), and Black students (54% of enrollment) consistently perform below school averages on state and local assessments.
Positive relationships between students and adults. Students report having trusted adults within the school, creating a supportive environment that promotes student well-being and connectedness.	Low college and career readiness. 81.3% of students scored in the Low performance band on the PRE-ACT, while 55.2% scored in the Low performance band on ACT WorkKeys, indicating many students are not yet prepared for postsecondary success.
Strong family engagement. Families report high levels of support for student learning and maintain positive relationships with the school, providing an important partnership for improving academic achievement.	Graduation gaps among targeted populations. While the overall graduation rate is 74.3%, graduation rates remain significantly lower for English Learners (58.3%), Economically Disadvantaged students (69.0%), and Students with Disabilities (73.2%).
Improving attendance. Chronic absenteeism decreased from 65.0% during 2023–2024 to 46.5% in 2025–2026, demonstrating measurable improvement through attendance initiatives.	Large percentages of students performing below proficiency. Across English Language Arts, mathematics, science, and social studies, many students continue to score in the Approaching Basic and Unsatisfactory performance levels, particularly among Students with Disabilities, English Learners, Black students, and Economically Disadvantaged students.

Established Multi-Tiered System of Supports (MTSS). The school has implemented intervention periods, progress monitoring, data meetings, and academic supports designed to address student learning needs.	Low student engagement. Only 28% of students reported being engaged in their learning, suggesting the need for more rigorous instruction, relevant learning experiences, and increased student ownership.
Schoolwide PBIS implementation. Quarterly PBIS celebrations recognize students for attendance, behavior, referrals, tardiness, and academic success, reinforcing positive behaviors and school engagement.	Negative perceptions of school climate. Only 24% of students rated overall school climate favorably, indicating concerns related to belonging, culture, and overall school experience.
Diverse academic opportunities. Students have access to the International Baccalaureate Program, Magnet pathways, dual enrollment, Career and Technical Education, Advanced Placement, and extracurricular activities that support college and career readiness.	Family concerns regarding school safety. Only 35% of families reported favorable perceptions of school safety, identifying school climate and communication as areas requiring continued attention.
Collaborative instructional practices. Professional Learning Communities (PLCs), common planning, benchmark assessments, and data analysis are routinely used to improve instruction and monitor student progress.	Chronic absenteeism remains a significant barrier. Although attendance has improved, 46.5% of students remain chronically absent, reducing instructional time and negatively affecting academic achievement.
Comprehensive student support services. School counselors, interventionists, special education teachers, English Learner services, social-emotional supports, and community partnerships provide wraparound services for students.	Behavioral concerns interrupt instruction. Discipline data indicate that the majority of referrals involve Leaving Class Without Permission (28.2%), Willful Disobedience (15.1%), and Unauthorized Technology Use (11.5%), demonstrating a continued need to improve classroom engagement and behavioral expectations.
Commitment to continuous improvement. School leadership consistently uses data from assessments, surveys, attendance, discipline, and stakeholder feedback to guide instructional planning and Title I Schoolwide initiatives.	High levels of economic disadvantage create additional barriers to learning. With 74.8% of students identified as Economically Disadvantaged, many students require additional academic interventions, mental health supports, social services, and college and career readiness opportunities to overcome external barriers that impact school success.

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:

The 2026-2027 Comprehensive Needs Assessment provides a comprehensive picture of Hammond High Magnet School's current performance and clearly identifies both the strengths that can be leveraged and the challenges that must be addressed to improve student achievement. Hammond High Magnet School serves 1,557 students in grades 9-12, with a diverse student population comprised of 54% Black, 26% White, 14% Hispanic, and 1% Asian students. Additionally, 74.8% of students are identified as Economically Disadvantaged, 26% receive Special Education services, 5.4% are English Learners, and 1.7% are identified as homeless. While the school earned a School Performance Score of 66.7 and maintained a "C" school performance grade without receiving a Comprehensive Intervention Required designation, accountability data continue to identify Black students, English Learners, Students with Disabilities, and Economically Disadvantaged students as subgroups requiring urgent academic intervention. These data reinforce the need for equitable instructional practices and targeted supports designed to eliminate persistent achievement gaps.

Across all academic content areas, consistent patterns emerged. English Language Arts, mathematics, science, social studies, and college readiness assessments demonstrate that too many students continue to perform in the Approaching Basic and Unsatisfactory performance levels, particularly within historically underserved student groups. Students with Disabilities and English Learners consistently demonstrated the highest percentages of students performing below proficiency, while Black students also experienced significant achievement gaps when compared to their White peers. PRE-ACT results showed that 81.3% of students scored in the Low performance range, while ACT WorkKeys results revealed that 55.2% of students scored in the Low range, highlighting significant concerns regarding college and career readiness. Graduation data further reinforce these needs, with an overall graduation rate of 74.3%, including only 69.0% for Economically Disadvantaged students, 73.2% for Students with Disabilities, and 58.3% for English Learners. These findings indicate the need to strengthen literacy and numeracy instruction, improve Tier I classroom practices, increase intervention effectiveness, and provide accelerated learning opportunities that prepare students for graduation and postsecondary success.

Although the academic data reveals substantial areas for growth, the Panorama climate surveys also identified important strengths that provide a strong foundation for school improvement. Teachers and staff reported an exceptionally strong sense of purpose and commitment to their work, with 95% to 100% indicating that their work is meaningful. Students reported strong supportive relationships with family members and trusted adults at school, while families demonstrated high levels of involvement in supporting learning at home. At the same time, survey data identified several significant weaknesses. Student engagement, school climate, and perceptions of safety remain among the lowest-rated areas across all stakeholder groups. Only 24% of students rated school climate favorably, just 28% reported being engaged in their learning, and families identified school safety as their greatest concern, with only 35% responding favorably. Teachers and staff also expressed concerns regarding student enthusiasm, collaboration, and the school's ability to facilitate meaningful conversations surrounding diversity and inclusion. These findings suggest that improving school culture, strengthening student engagement, increasing attendance, and fostering a greater sense of belonging must remain central priorities throughout the Schoolwide Plan.

Attendance and discipline data further support these priorities. While the school has reduced truancy from 65% during the 2023-2024 school year to 46.5% in 2025-2026, chronic absenteeism remains a barrier to improved academic performance. Discipline data show that 720 referrals were issued during the school year, with more than half resulting from three primary behaviors: leaving class without permission (28.2%), willful disobedience (15.1%), and unauthorized use of technology (11.5%). These data indicate that the majority of discipline concerns are related to student engagement, classroom management, attendance, and behavioral expectations rather than serious safety violations. This presents an opportunity to strengthen Positive Behavioral Interventions and Supports (PBIS), expand restorative practices, reinforce positive student behaviors, and improve student connectedness while reducing instructional time lost due to disciplinary removals.

Collectively, the evidence gathered through this Comprehensive Needs Assessment establishes a clear direction for continuous improvement. Hammond High Magnet School will prioritize strengthening Tier I instruction, expanding evidence-based interventions, implementing high-quality professional learning, increasing data-driven decision-making, improving literacy and mathematics outcomes across all content areas, and providing differentiated supports for English Learners, Students with Disabilities, Economically Disadvantaged students, and Black students. Equally important will be continued investment in school climate, attendance initiatives, PBIS, family engagement, and college and career readiness programming to ensure students are prepared for success beyond high school. By aligning Title I resources, instructional practices, stakeholder collaboration, and continuous progress monitoring to these identified needs, Hammond High Magnet School is well positioned to build upon its existing strengths while addressing its most significant challenges. This Comprehensive Needs Assessment serves as both a reflection of current performance and a strategic roadmap for achieving higher levels of academic excellence, educational equity, and positive outcomes for every student.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

Black/African American, Economically Disadvantaged, English Learners, Students with Disabilities, Hispanic students, and Lower Performing (Bottom 25%) students continue to demonstrate persistent achievement gaps across state and local assessments. White students consistently outperform most other subgroups, highlighting significant equity gaps.

English I and English II continue to show high percentages of students performing at the Approaching Basic and Unsatisfactory levels, particularly among UIR subgroups.

Algebra I and Geometry remain among the school's lowest-performing content areas, with substantial achievement gaps for Black, Economically Disadvantaged, English Learners, Hispanic students, Students with Disabilities, and Lower Performing students

Biology assessment data indicate continued deficiencies, particularly among Black, Economically Disadvantaged, English Learners, Hispanic students, Students with Disabilities, and Lower Performing students.

U.S. History and Civics assessment data demonstrate continued instructional needs, particularly among historically underserved student groups.

Graduation rates remain below desired levels for English Learners, Economically Disadvantaged students, Students with Disabilities, and Black students. Dropout data indicate continued risk among high school students.

PRE-ACT and ACT data reveal significant deficiencies in college and career readiness, particularly among UIR student groups.

Progress monitoring data identify significant numbers of students requiring additional academic support in ELA and Mathematics

Chronic absenteeism disproportionately impacts Black, Economically Disadvantaged, English Learners, Hispanic students, Students with Disabilities, and Lower Performing students, contributing to lower academic achievement and graduation rates.

Discipline referrals and suspensions continue to reduce instructional time and disproportionately affect historically underserved student populations.

Teachers require continued support implementing inclusive instructional practices and effectively using student achievement data. Family engagement opportunities remain an area for growth.

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment: Panorama Survey Results, ACT, LEAP, WorkKeys, SIS, OnCourse, 2025-2026 SPS Data, JCampus, DRC, PBIS Reward Data, LA Department of Education Accountability Page, Tangipahoa Parish Accountability Page, Stakeholder Input, Curriculum Implementation Scale

SCHOOLWIDE PLAN GOALS

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

1. Close achievement gaps by providing targeted Tier I instruction, intervention services, differentiated support, progress monitoring, tutoring, and equitable access to rigorous coursework for all identified subgroups.

2. Increase LEAP proficiency by strengthening Tier I literacy instruction, integrating Science of Reading-aligned practices, expanding reading interventionists, providing tutoring, implementing writing across the curriculum, and using data-driven intervention cycles.

3. Improve mathematics proficiency through Tier I instruction, intervention teachers, extended learning opportunities, high-dosage tutoring, data analysis, and differentiated instruction that moves students from Approaching Basic and Unsatisfactory to proficiency

4. Increase Biology proficiency through inquiry-based Tier I instruction, science literacy, vocabulary development, laboratory experiences, intervention services, and progress monitoring aligned to state standards.

5. Increase proficiency by strengthening literacy-rich Tier I Social Studies instruction, document-based writing, historical reasoning, vocabulary development, and targeted intervention for students performing below proficiency.

6. Increase the graduation rate and reduce the dropout rate by implementing an early-warning system to identify freshmen at risk of retention, expanding credit recovery opportunities, providing alternative scheduling for over-aged or under-credited students, monitoring on-track indicators every grading period, and increasing mentoring and graduation planning.

7. Expand access to Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB), Career and Technical Education (CTE) certifications, ACT preparation, college application and FAFSA assistance, career counseling, internships, and job-shadowing experiences to increase postsecondary readiness.

8. Strengthen the Multi-Tiered System of Supports (MTSS) by hiring interventionists, expanding after-hours tutoring, increasing small-group instruction, implementing evidence-based Tier I intervention programs, and monitoring student growth through frequent benchmark assessments

9. Reduce chronic absenteeism through early-warning systems, attendance mentoring, family outreach, attendance incentives, case management, and community partnerships that remove barriers to consistent school attendance.

10. Improve school climate by expanding Positive Behavioral Interventions and Supports (PBIS), implementing trauma-informed practices, increasing access to

school-based mental health counselors and behavior interventionists, strengthening restorative practices, and reducing office discipline referrals and suspensions

11. Provide professional learning focused on inclusive practices, Science of Reading, differentiated instruction, culturally responsive teaching, and data-driven decision-making. Expand multilingual family literacy nights, college and career planning workshops, FAFSA support, and parent engagement opportunities that strengthen partnerships between school and home.

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: ❖ Tier 1 curricula in Math, Science, English and Social Studies ❖ Great Minds& iXL ❖ MyLexia ❖ State & District Guidebooks in Math, Science, Social Studies, and English ❖ Open SciED ❖ Socratic Seminar used in English ❖ District Common Assessments in Math, Science, Social Studies, and English ❖ Self-Contained Classes ❖ Dual Enrollment ❖ AP and IB Courses ❖ Jumpstart Pathways	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: 15,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports
					Evaluation / Effectiveness Results (guide revision to the SWP):

Evidence-based Practice: Tier 1 Curriculum: https://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews Eureka Math: https://www.engageny.org/ JumpStart: https://files.eric.ed.gov/fulltext/EJ1310506.pdf					
Use of Academic Assessments to Improve Instruction: ❖ PLC & Common Planning Time: Teachers work in Professional Learning Communities grouped by department to analyze student work samples, test scores, and overall course progression. ❖ LEAP & LEAP 360 ❖ Common Assessments ❖ ACT/Pre-ACT & WorkKeys ❖ CLEP & AP Testing ❖ ELP Testing ❖ IBC Credentialing Data ❖ Dual Enrollment ❖ iXL Reports ❖ MyLEXIA Reports	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: 10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):

Evidence-based Practice: PLC: https://www.allthingsplc.info/blog/view/17/the-case-for-common-formative-assessments Common Planning Time: https://www.sciencedirect.com/science/article/ https://louisianabelieves.com/resources/library/assessment https://search.proquest.com/openview/dea95e9626ea4b8c61214138267c4400/1?pq-origsite=gscholar&cbl=18750&diss=y ACT: https://www.act.org/content/act/en/products-and-services/learning-resources.html CLEP: https://journals.sagepub.com/doi/abs/10.1207/s15548430jlr3602_4 Advanced Placement: https://files.eric.ed.gov/fulltext/EJ746053.pdf English Language Learner Louisiana Guidebook: https://www.louisianabelieves.com/docs/english-learners/english-learner-guidebook iXL (Math) https://www.ixl.com/ MyLEXIA https://www.learntechlib.org/p/210313/					
Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: ACT 833 eligibility students are provided with remediation for LEAP2025 through Study Skills or another elective class.	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports

❖ Para Support ❖ Resource Classes ❖ Double-Blocked Core Instruction ❖ Literacy -MyLEXIA Power-Up ❖ Self-Contained Classes – Unique ❖ Math – iXL ❖ Interventionists Learning ❖ IEP Goals and Objectives Project Ready After School Program			☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$10,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: Paraprofessional Support https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 ACT 833 https://heinonline.org/HOL/LandingPage?handle=hein.journals/jchlp12&div=15&id=&page= Double Blocking https://files.eric.ed.gov/fulltext/ED387941.pdf Achieve 3000 https://www.proquest.com/openview/f0103d61673c7e4d04f7336f208aec9b/1?pq-origsite=gscholar&cbl=18750 Resource https://eric.ed.gov/?id=EJ1098399 Self-Contained https://media.proquest.com/media/hms/ORIG/2/ZW3EH?_s=ofhouxJL0pZSxpqJTF3uwG187mI%3D IEP Goals https://files.eric.ed.gov/fulltext/EJ1013681.pdf After School Programs https://files.eric.ed.gov/fulltext/EJ1389648.pdf					

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 engage in the content-specific practices in ELA, math, social studies, and science. Describe the EL program at your school, including how and what services are provided to the EL students: - Imagine Learning	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports
Evidence-based Practice: EL Services https://www.proquest.com/openview/1620d92fe01cb4b088bc7d71d594ee4c/1?pq-origsite=gscholar&cbl=18750&diss=y Accommodations, translations, ESL, Teacher Assessment https://journals.wumardan.edu.pk/papers/Eng-38-54%20Nargis%20Noor.pdf Electronic Translator Applications https://www.researchgate.net/		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: ❖ Identify students scoring unsatisfactory on LEAP 2025 State Assessments and 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 District-created Common Assessments ❖ Teacher Recommendations ❖ Parental Concerns	Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: 10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):
List the Opportunities and Interventions for Students in Need: ❖ Intervention periods built into the school day ❖ ACT remediation Courses for Seniors with less than an 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	Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports

❖ ACT 833 eligible students receive remediation for LEAP 2025 either through study skills or during another elective class. ❖ After school tutoring ❖ Literacy Programs			❖ PD/Training Estimated Cost: 10,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Counselors or teachers identify students who have unsatisfactory scores on prior LEAP tests or fall in the bottom 25% for math/ELA; those students are scheduled into remediation classes or one of the other interventions listed below. Meetings will be held with the students, parents, and classroom teachers where additional accommodation may be suggested. The student will then be tracked by the SAT chairperson to monitor progression to determine if a 1508 or 504 evaluation is warranted. ❖ Student Assistance Team (SAT) ❖ The SAT process may result in 504 or IDEA evaluation ❖ PLC ❖ Counseling Referrals ❖ DATA Follow-up	Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):

❖ After-school tutoring (Project Ready) ❖ Targeted Instruction ❖ Parent Contact ❖ Credit Recovery ❖ Online Courses					
Interventions Specific to <u>Students with Disabilities</u>: <u><i>Interventions Specific to Students with Disabilities</i></u> ❖ 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 ❖ Interventionists	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports Evidence Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: https://d1wqtxts1xzle7.cloudfront.net/80901861/23-libre.pdf?1644978602=&response-content-disposition=inline%3B+filename%3DThe_Role_of_Study_Skills_in_Academic_Ach.pdf https://files.eric.ed.gov/fulltext/EJ1283339.pdf (Scaffolding Learning)					

https://files.eric.ed.gov/fulltext/ED442245.pdf (Testing Accommodations) https://files.eric.ed.gov/fulltext/ED416617.pdf (IEP and IDEA)					
Interventions Specific to <u>English Learners</u>: ❖ Dictionaries ❖ Translators ❖ OnCourse Written Translations ❖ Accommodations ❖ After School Tutoring ❖ Google Translator App ❖ Resource EL Classroom ❖ Instructional Coaches	ED Priority(s): 1-11	SWP Goal(s): 1-11	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: ❖ Pens ❖ Paper ❖ Books ❖ Workbooks ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$10,000	Effectiveness Measure: ❖ Test Scores ❖ Data ❖ Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: https://files.eric.ed.gov/fulltext/EJ997532.pdf (Dictionaries) https://www.jstor.org/stable/teaceducquar.42.1.27 (Mentors) https://ojdla.com/archive/winter84/magjuka84.pdf (Online Education)					

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well-Being:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
❖ On-Site RKM Counseling Services ❖ Social Emotional Coaching ❖ Conflict Resolution ❖ Character Strong Curriculum	1-11	1-11	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$15,000	❖ Test Scores ❖ Data ❖ Progress Reports Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: https://dc.cod.edu/cgi/viewcontent.cgi?article=1355&context=essai (Character Strong) https://eric.ed.gov/?id=ED477134 (Counseling)					

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.):	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
After School Programs (ESSER Funds) Summer Learning Camp (ESSER Funds)	1-11	1-11	☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training	❖ Test Scores ❖ Data ❖ Progress Reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				Estimated Cost: \$20,000	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): 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)

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:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
❖ BIPs ❖ SPED ❖ School Counseling ❖ RKM ❖ Social and Emotional Coaches ❖ PBIS ❖ PAC (Positive Action Classroom) ❖ SAT (Student Assistance Team) ❖ Restorative Discipline	1-11	1-11	☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training	❖ Test Scores ❖ Data ❖ Progress Reports

Evidence-based Practice: https://files.eric.ed.gov/fulltext/ED301833.pdf Positive Action Classroom: https://journals.sagepub.com/doi/pdf/10.1177/1098300719860131 Check in Check Out https://docs.positiveaction.net/resources/guide-to-succeeding-with-pa.pdf Positive Action classrooms https://journals.sagepub.com/doi/full/10.1177/01987429231225623 Behavior Intervention Specialist			Estimated Cost: \$20,000	Evaluation / Effectiveness Results (guide revision to the SWP):
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1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning: • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.	ED Priority(s): 1-11		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 Approval for specific items needed Estimated Cost:	Effectiveness Measure: ❖ Agenda ❖ Data ❖ Sign-In
Evidence-based Practice: http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf (PD activities) https://eric.ed.gov/?id=ED606743 https://www.hsredesign.org/wp-content/uploads/2019/10/OHOACCommonPlanning.pdf (School Wide Planning)					Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Learning Communities (PLCs): ❖ Instructional Leadership Team (ILT) Meetings - ILT team meetings are held weekly, facilitated by the principal, and attended by administrators, department	ED Priority(s): 1-11		Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: ❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends	Effectiveness Measure: ❖ Agenda ❖ Data ❖ Sign-In

heads, program directors, and various ILT members. During the ILT meetings, members will plan for PLC by reviewing data and manipulating the SPS calculator with each subgroup to agree on a targeted goal for each LEAP 2025 core assessment, ACT, WorkKeys, Graduation Index, and Strength of Diploma Index. ❖ Department heads and/or administration department evaluators will facilitate the PLC. Information from ILT will be shared, and collaboration will take place on intervention techniques for targeted subgroups.			☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Various students use supplies ❖ PD/Training Estimated Cost: \$20,000	Evaluation / Effectiveness Results (guide revision to the SWP):
Evidence-based Practice: ILT: https://eric.ed.gov/?id=EJ1280109 https://files.eric.ed.gov/fulltext/ED309535.pdf Professional Learning Community https://files.eric.ed.gov/fulltext/ED309535.pdf http://www.deltakappagamma.org/NH/Spring%202012_Professional%20Development_2-27-12.pdf#page=14					
Professional Development: Other Professional Training – • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See	ED Priority(s): 1-11	Goal(s): 1-11	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV	Items Needed: -Substitutes -Stipends -See individual Prior Approvals	Effectiveness Measure: ❖ Agenda ❖ Data ❖ Sign-In

individual approved prior-authorization in Crate for specific activities.			☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	for specific items needed Estimated Cost: \$20,000	
Evidence-based Practice: https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf (staff development) https://files.eric.ed.gov/fulltext/ED106539.pdf (conference training)					Evaluation / Effectiveness Results (guide revision to the SWP):

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

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

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:
❖ First-year 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 ❖ College & Career night for Seniors ❖ Red, Yellow, Green Project Graduate. A color-coded system to keep students on track to Graduation.	1-11 1-11		☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	❖ Computers ❖ Consumable Resources ❖ Subscriptions ❖ Stipends ❖ Various students use supplies ❖ PD/Training Estimated Cost: \$20,000	❖ Agenda ❖ Data ❖ Sign-In Evaluation / Effectiveness Results (guide revision to the SWP):

Evidence-based Practice:

Freshman Orientation <https://eric.ed.gov/?id=ED538735>
8th grade Parent Meeting <https://eric.ed.gov/?id=ED557727>
Open House <https://core.ac.uk/download/pdf/328036829.pdf>
Counselors and schedules
<https://files.eric.ed.gov/fulltext/ED316786.pdf>
SPED <https://files.eric.ed.gov/fulltext/ED614839.pdf>
Counselors and Foreign Language
https://www.researchgate.net/publication/338225616_Career_Pathways_as_a_Framework_for_Program_Design
Dual Enrollment
<https://files.eric.ed.gov/fulltext/ED465090.pdf>
AP <https://files.eric.ed.gov/fulltext/EJ746053.pdf>
Military and Vocational Recruitment
https://www.rand.org/content/dam/rand/pubs/research_reports/RR2700/RR2759-1/RAND_RRA2759-1.pdf
<https://eric.ed.gov/?id=ED354324>
https://ecommons.cornell.edu/bitstream/handle/1813/77311/88_09_Occupational_training_in_high_school.pdf
College and Career Fairs
https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1000&context=ncie_facpub
<https://www.proquest.com/openview/cc035defa82ff0443d28cd98dd30db82/1?pq-origsite=gscholar&cbl=18750&diss=y>
https://web.archive.org/web/20090516092027id_/http://www.public.iastate.edu/~bestler/arts_based_articles/2008_Gouzouasis_Turning_Points.pdf

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. The following 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 any adjustments or revisions need to be made and ensure focus areas are being addressed as we move 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, and family and parent engagement activities focusing 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 during annual meeting.

2026-2027 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Michael Kyles Jr.
- Student: Sonya Sciortino
- Teacher: Julie Kupper
- Parent/Family: S. Sciortino
- Community Member: Erin Fleming

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

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Michael Kyles Jr.
- Student: Emma Benefield
- Teacher: Julie Kupper
- Parent/Family: Charlotte Benefield

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

SCHOOL ASSURANCES

- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- ✓ I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

- ✓ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Chairperson, Schoolwide Improvement Team Signature

Date