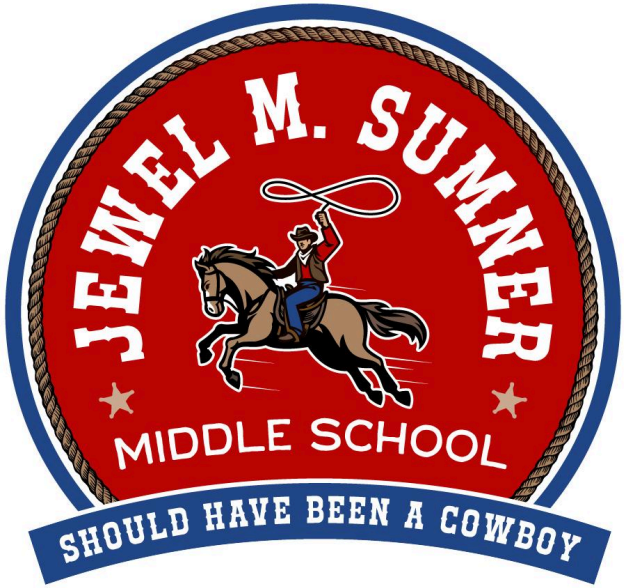
2026-2027
Schoolwide Plan



Jewel M. Sumner Middle School
6th-8th Grades

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

School: Jewel Sumner Middle School

SPS: 67.3

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%

__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
___X__Black
_____White
___X__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	$526
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	x	x	x	$1800
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	x	x	x	$1452
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	x	x	x	$1900
Replacement Student Mice, Headphone, Keyboard, Earbuds,	X	X	X	$800
Laminator, Laminating Film	X	X	X	$550
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	$500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools		x		$2800

Revised 10-8-26

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	$1500
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	X	$3500
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers		x	x	$2500
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		x	x	$1500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials		x	x	$1200
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials		x	x	$800
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials		x	x	$800
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training"		x	x	$1500

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)				

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:

Jewel Sumner Middle School sent out an invitation, via Facebook, email and School Messenger, that we would hold a Stakeholder Meeting to decide effectiveness ratings from the 25-26 school year, to write the Comprehensive Needs Assessment for the 26-27 school year, and to assist in writing the

Schoolwide Plan for 26-27. Additionally, we used input from the Parent Survey (Panorama) that was completed in April to help us make schoolwide plan decisions for 26-27.

- June 24, 2026- initial stakeholder meeting- Roundtable discussion—offered in person and via Zoom
- September 24, 2026 SWP Review at 4:00 pm
- November 19, 2026 SWP Review at 2:00pm
- January 21, 2027 SWP Review at 2:00pm
- March 25, 2027 SWP Review at 2:00pm
- May 6, 2027 SWP Review and Pre Planning at 2:00pm

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

Based on parent surveys and comments shared with administration and teachers, we are going to schedule a few family involvement events where we will help parents login to OnCourse/JCampus to review their child's grades. We will also hold an event where we share curriculum resources with the parents and let them know what they should see their child working on at home. We will host a testing night for families and share an online calendar with each family so they are aware of all activities and events throughout the school year. Based on feedback from family surveys, our FB page is updated daily and teachers will make parent contact at least 1x per each nine weeks so they are aware of happenings in the classroom and at the school.

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

Parents and community stakeholders are invited to participate in stakeholder meetings, four times throughout the school year. They are invited to attend either in person or via Zoom. In 2026-2027, all of the meetings will be held during the day. Additionally, all stakeholders are able to participate in school surveys.

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

JSMS posts the SWP on the JSMS Website. Additionally, all activities are posted on Facebook and posted on our website. Teachers share information with parents through their students' homepages in OnCourse. They also send letters home and make phone calls.

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 ACTIVITITY	**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 26 Annual Meet and Greet—August 6, 2026 3-5pm Annual Open House----September 24, 2026 3:30-5:30pm Parents & students will meet the faculty and staff and tour the school and learn about Title I funding, initiatives, and our SWP goals and focus areas and celebrate the growth in ELA and Math and discuss plans to improve in the area of Science. Parents will be	**SWP Goal (s):** Increase the achievement of students through active parental involvement	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Materials & Supplies such as paper, ink, paint pens, decorations, tape, refreshments, etc; faculty shirts; Door prizes	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit Surveys for parental feedback

taught how to view grades, attendance, and student progress.			**Estimated Cost:** **$338**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/**				**Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: Fall 26 OnCourse/JCampus/ Class Dojo Meeting: Date: Monday, September 2, 2026- throughout the day 8:00am-3:00pm Faculty and Staff will be on hand to share passwords with parents who have not yet set up their accounts to view their child's grades online. Faculty and Staff will teach parents how grades are averaged and how to use assessments for data reporting purposes and steps moving forward regarding content.. How to contact teachers via the system will also be reviewed.	**SWP Goal (s):** Increase the achievement of students through active parental involvement	**Budget Decisions/Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Materials & Supplies such as paper, ink, tape, refreshments, etc; **Estimated Cost:** **$338**	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit Surveys for parental feedback
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: Fall 26 Math, Literacy, Technology Night: Date: Thursday, October 22, 5:00-6:00pm and March 18, 2027 from 5-6pm	**SWP Goal (s):** Increase the achievement of students through	**Budget Decision /Coordination**: X Title I ❑ Title II ❑ Title III	**Items Needed:** Materials & Supplies such as paper, ink, tape,	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit

Parents will visit stations and receive strategies for assisting students with school work and homework along with the ability to play games and to receive packets they can use to work with their students. Parents and students will be taught how to use the activities at home.	active parental involvement	❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	refreshments, etc;	Surveys for parental feedback
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **https://onlinelibrary.wiley.com/doi/abs/10.1111/ssm.12225**			**Estimated Cost:** **$388**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Parent/Family Engagement Activity: Spring 27 LEAP Testing Night: Date: Thursday, February 18, 2027 5:00-6:00pm Parents will visit core classes to learn about LEAP 2025 testing requirements and to receive packets they can use to work with their students from now through April 20 testing. Parents and students will be taught how to use LEAP materials at home with students.	**SWP Goal (s)** Increase the achievement of students through active parental involvement	**Budget Decision /Coordination** : X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** Materials & Supplies such as paper, ink, tape, refreshments, etc;	**Effectiveness Measure:** Agenda, Sign in Sheets, Exit Surveys for parental feedback
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/10.1080/21683603.2013.854186**			**Estimated Cost:** **$388**	**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
ELA- +15% growth of 7th grade ELA Mastery or above from 22% to 37%	**ELA-** Decline in 8th grade ELA Mastery or above of 13% from 34% to 21%
ELA- +8% growth of 6th grade ELA Mastery or above from 25% to 33%	**MATH-** Decline in overall Math scores of 1% from 28% to 27%
Math- +10% growth of 7th grade Math Mastery or above from 18% to 28%	**MATH-** Decline in 8th grade Math Mastery or above of 18% from 37% to 19%
Science-+9% growth of 7th grade Mastery or above from 17% to 26%	**Science-** 6th and 7th grade Science data shows at least 47% are still below Mastery **Social Studies-** Decline in overall Social Studies scores of 3% Mastery or above from 27% to 24%
Science- Overall all grades grew Mastery or above in Science; 6th grade 6%, 7th grade 9%, 8th grade 5%	Students with disabilities consistently scored 0% on LEAP 2025 in all core content areas. (ELA, M, Sci, SS)
Social Studies- 7th grade only grade level to show growth of 1% from 22% to 23%	African American population scored lower than White peers (3-5%) in each area of LEAP 2025 (ELA, M, Sci, SS)
Panorama Teacher Surveys -Staff Leadership Relationships- 73%	Panorama Teacher Surveys -Cultural Awareness and Action- 40%
Panorama Staff Surveys-Staff Leadership Relationships- 74%	Panorama Staff Surveys-Culture Awareness and Action- 45%
Panorama Student Surveys-Supportive Relationships- 85%	Panorama Student Surveys-Engagement- 26%
Panorama Family Surveys-School Attendance- 70%	Panorama Family Surveys-Family Engagement- 11%
Discipline: Relatively low number of expulsions (2)	Discipline: Work on reducing the number of referrals for"willful

	disobedience" (107 referrals)
Attendance: Overall attendance rate was at 86% during the school year.	Attendance- Continue to work on students who are have chronic absenteeism
Truancy- Drop of number of truant students from 52% in 24-25 to 24% in 25-26.	Truancy- Continue to work on reducing the number of truant students from 24% 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:

Jewel Sumner Middle School serves 318 students in grades 6th-8th grade. Our breakdown of population is as follows: Male: 47.7% (139) Female: 52.2% (152) White: 47.8% (139) African American: 48.5% (141) Native American: 1.5% (5) Hispanic: 2.1% (6) SPED population- (85)students with 32 of those students identified as Talented; 504 students (51) Subgroup populations include: English Language Learners (.31%), Students with Disabilities (23.22%), Economically Disadvantaged (52.01%), African American (40.87%), Hispanic (2.1%), and 31% of students on track to achieve Mastery or Advanced by 8th grade or on track to outperform similar statewide peers on ELA and/or math assessments.

The School Performance Score is a 67.3 with a C letter grade. We are identified as UIR for Students with Disabilities and UIN for African American Students. As a school we have specific subgroups of students (e.g., economically disadvantaged, students with disabilities) that are consistently underperforming compared to state benchmarks. We require targeted interventions focused on lifting the specific student groups that are struggling, rather than broad, school-wide overhauls.

Our plan is to increase intervention to scaffold support for each student, increase parental involvement and increase motivation through our Cowboy Cash system. In addition, we plan to increase attendance to 93% daily and work on reducing the number of students referred for disturbing the school and violating rules.

Teachers struggle implementing the ELA Guidebooks Curriculum, the Science Curriculum which is very fragmented, and struggle with the pacing of the Eureka Curriculum. Social Studies teachers often cite writing as a problem for students which correlates to the same struggles as seen by the ELA team. Student Attendance is a big concern as 70% of the students during the 23-24 school year had chronic attendance concerns. However, the 24-25 school year saw an increase in attendance with students hovering at least 83-89% for daily attendance. Strengths include the success rate of JSMS completing Algebra I requirements. Family Support and a Supportive Environment are areas of strength whereas School Climate and

Engagement are areas for improvement. Behaviorally we continue to have too many student referrals for willful disobedience so we plan to work on this area.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. Utilize the Tier 1 curriculum with fidelity.
2. Interventions will take place daily.
3. Additional interventions will take place during PE by a predetermined list.
4. Students with disabilities receive extra time for learning in both ELA and Math with CORE content and intervention support.
5. PBIS plan will be taught and utilized by all faculty and staff.
6. Walkthroughs and observations take place daily.
7. PLC meetings will be once per week for all teachers.
8. ILT meets once per week in addition to Pre ILT and admin huddles.
9. Teachers check in with leadership as needed.
10. New teacher mentoring for beginning teachers.
11. Major at-risk students have the opportunity to attend CAP (Civil Air Patrol).
12. Major at-risk students are assigned to RODEO.
13. Enrichment opportunities will be given to all students in the form of club participation. (4H, BETA, Student Council)
14. Discipline policies and procedures will be implemented per the district.
15. Parent communication is increased through an online shared calendar.
16. Teacher/ parent contact is increased by required contact 2x per nine weeks.
17. Students are monitored daily for attendance, checked and tracked weekly, and rewarded weekly then monthly for attendance at school.
18. ELA- teachers and students will utilize guidebooks, LEXIA and Writable for full instructional strategies in the classroom.
19. Math- teachers and students will utilize Eureka Math Square and Zearn with fidelity for full academic success.
20. Science- Open Sci Ed will be used by teachers and students in classrooms.
21. Social Studies- teachers and students will use Bayou Bridges, Pear Deck and other district approved resources with instructional strategies to ensure student success.

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

Data was collected and analyzed from multiple sources including: LEAP 2025, LADOE School Report Card, , In-House Formative Assessments; Report Cards for 24-25. Panorama Data reflects surveys from students, faculty, and staff and parents. Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, and OnCourse Attendance Reports, Curriculum Implementation Scale

SCHOOLWIDE PLAN GOALS

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

1. Increase the percent of students scoring proficient in ELA by 5 points in the 26-27 school year.
2. Increase the percent of students scoring proficient in Math by 5 points in the 26-27 school year.
3. Increase the percent of students scoring proficient in Science by 5 points in the 26-27 school year.
4. Increase the percent of students scoring proficient in Social Studies by 5 points in the 26-27 school year.
5. Increase the SPS from 33.2 to 35.2 in the 26-27 school year.
6. Subgroup performance will increase proficiency by 5 points. (Lower 25% in ELA and Math, AA population, students with disabilities population)
7. Increase the percentage of students in the following subgroups who meet their Growth to Mastery Targets: African American, Students with Disabilities, Hispanic, and Two or More Races
8. Decrease the percentage of students who are chronically absent (15 or more days a year) from 24% to 19%
9. Decrease the percentage of students in 6-8 who are suspended out of school from 7% to 5% and decrease the number of students referred for Willful Disobedience.

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:	ED Priority(s): #2, 3, and 4	SWP Goal(s): #1-7	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Continue to implement Guidebooks for ELA instruction. • Implement Eureka² • Continue to utilize an intervention block for math and ELA instruction in order to concentrate on strengthening weaker skills and enhancing instruction. • Integrate technology resources such as Oncourse/JCampus, Khan Academy,, Zearn, Equip, and Lexia into lessons to engage student learning and improve skills. • Continue to implement the district Science (Open Sci Ed) and Social Studies Curriculum (Bayou Bridges) • Provide extra opportunities for students who score Advanced			X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Paper, Pens, Folders, LEAP workbooks. STEM Materials and** **Estimated Cost:** **$1000**	Lesson Plans, Observations, Usage STEM kits, activities

and Mastery to participate in STEM and Critical Thinking activities instead of attending Intervention classes. • Continue to implement the Unique Curriculum					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.taylorfrancis.com/books/mono/10.4324/9780203932599/implementing-response-intervention-elementary-secondary-schools-matthew-burns-kimberly-gibbons					**Evaluation / Effectiveness Results (guide revision to the SWP):**
Use of Academic Assessments to Improve Instruction: • Math teachers create and implement common formative assessments • ELA and math teachers use the Diagnostic Assessments including Lexia to determine student mastery of some current-year standards. • All core teachers use Spring 2024	**ED Priority(s):** # 2, 3 and 4	**SWP Goal(s): # 1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins	**Items Needed:** **Paper, Pens, Folders, LEAP workbooks**	**Effectiveness Measure:** Lesson Plans, Observations, Usage Reports

LEAP 2025 (except for Social Studies because there were no Spring 2024 tests) to determine areas of strengths and weaknesses. All core teachers turn in assessments to the Leadership Team for review before giving the assessments. ● Use Oncourse Classroom and Google Classroom linked to OnCourse Classroom ● Teachers attend PLC weekly on Tuesday for professional development based on need and academic core content.			❑ Other	**Estimated Cost:** **$297**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.taylorfrancis.com/books/mono/10.4324/9780203932599/implementing-response-intervention-elementary-secondary-schools-matthew-burns-kimberly-gibbons					**Evaluation / Effectiveness Results (guide revision to the SWP):**

<table>
<tr>
<td>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:
LEAP Connectors
Teacher Created Assessments
Teacher Modified Assessments
Utilize Inclusion Teacher
Accelerate
Unique Curriculum
Lexia</td>
<td>ED Priority(s):

#2-4</td>
<td rowspan="2">SWP Goal(s):
#1-7</td>
<td rowspan="2">Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td rowspan="2">Items Needed:

computers, mice, paper, pens, pencils, etc.

Estimated Cost:
$297</td>
<td>Effectiveness Measure:
Assessments, Lesson Plans, Observations</td>
</tr>
<tr>
<td colspan="2">Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
https://journals.sagepub.com/doi/abs/10.3102/00346543071002279</td>
<td>Evaluation / Effectiveness Results (guide revision to the SWP):</td>
</tr>
<tr>
<td colspan="2">Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:
● 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:
● Amira</td>
<td>ED Priority(s):

#2, 3 and 4</td>
<td>SWP Goal(s):
#1-7</td>
<td>Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td>
<td>Items Needed:

Paper, Pens, Folders, LEAP workbooks Translator App</td>
<td>Effectiveness Measure:
Assessments, Lesson Plans, Observations</td>
</tr>
</table>

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf				**Estimated Cost:** **$388**	**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: **Process for Determining Student Participation in School and Classroom Interventions:** • Teacher Referrals • Progress Reports • Report Cards • Parent Requests • Administrative Referrals • Discipline reports JSMS will identify students eligible for interventions by reviewing LEAP Scores, reviewing SAM results, reviewing IAPs, IEPs, PNP documents that indicate that the student has a deficit in reading and/or displays characteristics of dyslexia. Also review	**ED Priority(s): #2, 3, and 4**	**Goal(s): #1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. **Estimated Cost:** $297	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation **Evaluation / Effectiveness Results (guide revision to the SWP):**

<table>
<tr><td>student work from their regular classrooms to gauge student progress. In addition, students who are referred to the SAT Committee will receive Interventions.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">List the Opportunities and Interventions for Students in Need:
• Small group tutoring
• Peer tutoring
• Extra Computer Time
• Work with the ELA or Math Interventionist
• Referrals to SAT
• Lexia, Zearn, Ameria</td><td>ED Priority(s): #2, 3, and 4</td><td rowspan="2">Goal(s): #1-7</td><td rowspan="2">Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td rowspan="2">Items Needed:
computers, mice, paper, pens, pencils, etc. Accelerated Reader licenses

Estimated Cost:
$4297</td><td>Effectiveness Measure:
Reports, Referrals, Parent notes, SAT Documentation</td></tr>
<tr><td></td><td>Evaluation / Effectiveness Results (guide revision to the SWP):</td></tr>
<tr><td rowspan="2">Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:
• 504 Referral/SAT Committee Referral

JSMS students who have participated in MindPlay Interventions or Small Group Intervention in Math class and who are still struggling will be placed on the SAT Committee Agenda to discuss possible</td><td>ED Priority(s): #2, 3, and 4</td><td rowspan="2">Goal(s): #1-7</td><td rowspan="2">Budget Decisions/ Coordination:
X Title I
❑ Title II
❑ Title III
❑ Title IV
❑ LA4
❑ IDEA
❑ Homeless
❑ General Fund
❑ Perkins
❑ Other</td><td rowspan="2">Items Needed:
computers, mice, paper, pens, pencils, etc.

Estimated Coast: $297</td><td>Effectiveness Measure:
Reports, Referrals, Parent notes, SAT Documentation</td></tr>
<tr><td></td><td>Evaluation / Effectiveness Results (guide revision to the SWP)</td></tr>
</table>

referral to 504 or the Pupil Appraisal Team to consider tests for eligibility for SPED services. Additionally, students who are identified through the Lexia Power Up program may be referred to the SAT.					

Interventions Specific to <u>Students with Disabilities</u>: • Current interventions used for students without disabilities are also used for students at-risk • LEAP Connect students will follow the Unique Learning Curriculum • Lexia Power Up • Follow IEP goals and objectives	**ED Priority(s):** **#2, 3, and 4**	**SWP Goal(s): #1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. **Estimated Cost:** **$297**	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.1177/0014402914563704					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>English Learners</u>: EL students received the same interventions as at-risk students. In addition, EL students are provided with additional resources through our Federal Programs Office. JSMS will use Amira and the Translation App.	**ED** **Priority(s):** **# 2, 3, and 4**	**SWP Goal(s): #1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computers, mice, paper, pens, pencils, etc. **Estimated Cost: $297**	**Effectiveness Measure:** Reports, Referrals, Parent notes, SAT Documentation
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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 <u>Believe and Achieve: Educational Priorities.</u>

Activities to Address Social and Emotional Well Being: ● See JSMS Equity Plan for 25-26 based on Panorama Data ● Full time counselor ● Schoolwide focus on Character Strong through Carnegie Classes	**ED Priority(s):** **#1-7**	**SWP Goal(s):** **#1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** paper, markers, pencils, pens, chart paper, laminations, PBIS incentives	**Effectiveness Measure:** **Student Surveys**
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/10.1080/00098650209604954?journalCode=vtch20				**Estimated Cost:** **$300**	**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 • 4-H • BETA • Student Council • Art--Talented • Band • Civil Air Patrol	**ED Priority(s):** **#1-7**	**SWP Goal(s):** **#1-7**	**Budget Decisions/ Coordination:** X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** paper, markers, pencils, pens, chart paper, lamination,	**Effectiveness Measure: Agendas, Sign ins Report Cards,**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Kirkey, T. L. (2005). Differentiated instruction and enrichment opportunities: An action research report. *The Ontario Action Researcher*, *8*(3), 1-5. https://d1wqtxts1xzle7.cloudfront.net/30921222/V833E-with-cover-page-v2.pdf?Expires=1662738300&Signature=SB9ACnNQsKihuoXPATv9K8M6UCPHilbWQUAUXmZVtJV4CU9AF2k89~Yu-KDKTNOs5kdxCQi7u4pF6dTIWa0Acxiwp1FE0Tn0jsOEBBSlUNDO8gs0A7JHoMYqQSVg6vp7jO3cukQj3Xx0sqWUSwyYEgnitsjF6uzKvomcYHa~n2l2DjFboK7vkLBVKuFoROvJ~jCAI-tZPtH3q8J~08GLw8yi0BTaDd5T-Aiy9lKvoUODuF5ZiTGLEoX-5I4cYfiT17Zyvj11E-izlHFOfMwCYj-pMgOS2n1nADeWy1V~6vOE6hug0YKIVS6p-NDzAxS0sv5svvcd7dVm6iUvfWANwg__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA				**Estimated Cost:** **$2500**	**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):

- Algebra 1 class
- English I class
- QFS, IBCA, and Computer Science
- Band
- Civil Air Patrol

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:	**ED Priority(s):**	**SWP Goal(s):**	**Budget Decisions/ Coordination**:	**Items Needed:**	Effectiveness Measure:
• Discipline meetings/trainings to be proactive • Teachers trained on Levels of Discipline Infractions and use of MIR Forms • PBIS incentives • PAC/ISSP • Rodeo Alternative/ Transition Program • Parent/Teacher Conferences • Functional Behavioral Assessments • Behavior Intervention Plans	**#1**	**#1-7**	X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	paper, markers, pencils, pens, chart paper, lamination, PBIS incentives	Discipline reports, PBIS reports, photos

• Southeast Counseling • Truancy • Check In/Check Out meetings with individual students • Anti-Bullying • Families in Need of Services (FINS) • SEL Community Circles • Peer Mediation • School Counselor • SAT • AWARE Grant Resources				**Estimated Cost:** **$297**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*(1), 1–26. https://doi.org/10.1353/etc.0.0025					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.	**#1-7**	**#1-7**	X 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:** **$3000**	Sign in sheets, Agendas
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Learning Communities (PLCs): ● Professional Learning Communities/Collaboration Meetings are held once per week and are facilitated by the Principal and Teacher Leaders as well as Career Teachers. ● Professional Learning Communities/Collaboration Meetings are structured by content area. The focuses in PLC are creating common formative assessment, examining student work in relation to standards, and developing plans of action to address student weaknesses and to provide enrichment for students who have met course standards. Mondays: Administrative Team Meeting---3rd Period Leadership Team—5th Period Tuesdays:	**ED Priority(s):** **#1-7**	Goals #1-7	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper; Strategy Book, Weston Kieschnick's The Educator's Atlas** **Estimated Cost:** $3000 (books will be $730.50 of this estimate)	**Effectiveness Measure:** Sign in sheets, Agendas

ELA Collaboration- Math Collaboration— Science- Social Studies-					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003					**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 collaboration/staff meetings. See	**ED** **Priority(s):** **#1-7**	**Goal(s):** **#1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund	**Items Needed:** **-Substitutes** **-Stipends** **-See individual Prior Approvals for specific items needed**	**Effectiveness Measure: Agendas, sign ins, conference brochures**

individual approved prior-authorization in Crate for specific activities. • Specifically request for team members to attend LACUE conference in the 26-27 school year for up to date technology and engagement strategies • Specifically request for team members to attend teacher leader summit from LDOE for effective teaching practices • Specifically request for leadership to attend model school to general new ideas for effective schools			❑ Perkins ❑ Other	**Estimated Cost:** **$10,000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003					**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 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.

Strategies for Workforce Talent: Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. to speak to students.	**ED Priority(s): #1-7**	**Goal(s): #1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** None **Estimated Cost:** $0	**Effectiveness Measure:** Personnel Action Forms Teacher Evaluations Teacher Retention
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/midwest/pdf/partnerships/Teacher-recruit-retain-Key-indicators.pdf					**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: ● May 12, 2027---5th graders at SCES and CES will visit JSMS to meet the 6th grade teachers and learn about the school ● May 7, 2027---JSMS 8th Graders will visit SHS, tour the school, etc. ● February 3, 2023---counselor from SHS comes to JSMS to meet with 8th graders about creating their 9th grade schedules. ● Meet & Greet on August 6, 2026 where all incoming students will meet their teachers and receive schedules. ● Homecoming—Week of September 14-18,2026	**ED Priority(s):** **#1-7**	**Goal(s):** **#1-7**	**Budget Decisions/ Coordination**: X Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** **Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper** **Estimated Cost:** **$1500**	**Effectiveness Measure:** **Pictures, Agendas**

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Lane, Oakes, W. P., Carter, E. W., & Messenger, M. (2015). Examining Behavioral Risk and Academic Performance for Students Transitioning From Elementary to Middle School. Journal of Positive Behavior Interventions, 17(1), 39–49. https://doi.org/10.1177/1098300714524825					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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:

The SWP is monitored throughout the year through Stakeholder SWP review meetings. Meetings correspond with release of data such as after LEAP 360 tests or benchmark tests or when LEAP 2025 results are released. Updates are shared with all faculty, staff, students, parents, and community members.

- June 24, 2026- initial stakeholder meeting- Roundtable discussion—offered in person and via Zoom
- September 24, 2026 SWP Review at 4:00 pm
- November 19, 2026 SWP Review at 2:00pm
- January 21, 2027 SWP Review at 2:00pm
- March 25, 2027 SWP Review at 2:00pm
- May 6, 2027 SWP Review and Pre Planning at 2:00pm

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:

Throughout the 25-26 school year, the SWP committee will host meetings to determine the effectiveness of the current plan in place. The dates are listed above. The SWP Stakeholder Committee will meet on May 4, 2026 for pre-planning and rough draft of the 26-27 SWP.

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

After SWP Stakeholder meetings, the notes taken are shared, any changes are highlighted, and results are posted on the JSMS Website, Facebook page, and information is sent home with students.

2025-2026 Committee Members	
School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** ● **Principal: Shannon Nickens** ● **Students: Remi Cutrer** ● **Teacher: kaKra Corkern** ● **Parent/Family: Brandy Cutrer and Roleshia Self** ● **Community Member: Ray Cutrer** **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** **MembersInclude:** **Principal: Shannon Nickens** **Students: Remi Cutrer** **Teacher: kaKra Corkern** **Parent/Family: Brandy Cutrer and Roleshia Self** **Community Member: Ray Cutrer** **School Member: Adrienne Nicholson** **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.

Shannon Nickens — July 9, 2026

Principal Signature — Date

Adrienne Nicholson — July 9, 2026

Chairperson, Schoolwide Improvement Team Signature — Date