

2026-2027 Schoolwide Plan



TANGIPAHOA
PARISH SCHOOL
SYSTEM
EST. 1896

Jewel M Sumner High School

Grades 9-12

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

School: Jewel M Sumner High School

SPS: 86.3

Letter Grade: B

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

_____ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools

Schools that have a graduation rate less than 67%

_____ UIR - Academic - Urgent Intervention Required for Academics:

Schools earned a score for one or more student groups that is equivalent to an “f” for at least two years

_____ Economically Disadvantaged

_____ Hispanic/Latino

_____ Black

_____ White

_____ Students with Disabilities

_____ English Learners

_____ Two or more Races

_____ UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 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	\$1000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	x	x	x	\$1200
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	x	x	x	\$1500
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	x	x	x	\$1000
Replacement Student Mice, Headphone, Keyboard, Earbuds,	x	x	x	\$800
Laminator, Laminating Film	x	x	x	\$1000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	x	x	x	\$1000
Accelerated Reader (AR) Licenses, PBIS Digital Rewards	x	x	x	\$1000
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	x	x	x	\$1500
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)	x	x	x	\$1000
Must be used by STUDENTS General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips,	x	x	x	\$1000

Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)				
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	x	x	x	\$1000
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials	x	x	x	\$1000
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials	x	x	x	\$1000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	x	x	x	\$1000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps, Other Tier 1 Social Studies Materials	x	x	x	\$1000
PFE GOAL: Teach Parents and Families how to support their child's educational growth by providing families with "training" in Curriculum, Data Analysis or Assessments. Communication is essential Parent and Family Engagement Supplies to instruct families on strategies to support their children's education: Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year), consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	x	x	x	\$1200

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:

- The family and stakeholder engagement committee includes the school leadership team. Community member stakeholders are invited to attend meetings.
- JSHS will use data from subgroups to determine the families that will include ELL and students with disabilities to provide input on the development of the SWP.
- A representative parent from each grade level will be chosen to provide input on the development and evaluation of the school wide plan.
- Parent input utilized to plan parent and family engagement activities which will provide a platform for training families on analyzing school and/or student data and providing information about curriculum and assessments.

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

- No changes were suggested by family and community members present at the review meetings.

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

- Parents are included in the decision-making process through informational meetings (in person and virtual) and through parent surveys.
- Parent/community comments and input is welcomed on the JSHS website, social media outlets, and e-mail/phone/in-person communication.

- Community stakeholders and business owners are invited to JSHS to present information on entrepreneurship ideas and topics. The community members are offered the opportunity to share how their businesses will assist with the college and career goals for JSHS students. Community stakeholders are invited to JSHS to discuss SWP goals and action steps.

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

- **Student Progress Center-** Parents can log into JCampus to check student's grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student's progress and behavior.
- **Teachers send home a 9wks Report Card**
- **School Website** – Parents can check the School Website for information, the teacher's web page, upcoming events, school initiatives, and school board website
- **Meet and Greet** – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. School Wide Plan and Title I updates are presented at this meeting.
- **Leadership Team Meetings** –are held weekly to analyze data, curriculum standards, grade level expectations, and students' progress. Community Leaders and parents are invited to the meetings to make recommendations.
- **SBLC/IEP/Parent Conferences** – These meetings are held to discuss student progress as needed.
- **School Messenger (JCampus)** - will be used to inform and remind parents of important school-wide information through email, phone calls, and/or text messages.

Translation Services:

- JSHS ensures 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.
- Notes sent home will be provided in the primary language of the family.

Describe specific evidenced based strategies/activities to assist parents and families by offering or connecting families/parents to training on analyzing data or curriculum and assessments. For example, include activities that provide information on state academic standards, state and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (\$ 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: College Fair Informational Meeting This meeting will be an opportunity for parents and students to receive information about each of the university path options. Specifically, information will be shared about the various requirements students must meet to successfully complete their chosen path. They will also be provided with information about the importance of student scheduling aligning with pathway requirements and certifications necessary to meet the requirements for admissions to various educational institutions including universities and community colleges.	SWP Goal (s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Resource materials Refreshments	Effectiveness Measure: ● Sign-in sheets, ● Agendas ● Parent surveys ● Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/strategies-equitable-family-engagement/			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: JSHS Curriculum and Assessment Informational Meeting This is an opportunity for parents and students to receive an overview of State Standards, District policy information, and School Assessments. Parents can schedule parent-teacher conferences based on individual student needs at this time and throughout the year. Parents will be provided school goals for the	SWP Goal (s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4	Items Needed: Resource materials Refreshments	Effectiveness Measure: ● Sign-in sheets, ● Agendas ● Pictures

2026-2027 school year and offered the opportunity for input on goal attainment for ACT, WorkKeys and Assessment Index improvement. Parents are given a summary of the evaluation results of the previous year's SWP and the current year school wide plan goals.		☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.educationworld.com/a_curr/strategy/strategy004.shtml			Estimated Cost: \$300	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Title 1 Annual Parent Meeting The law requires that each Title I School hold an Annual Meeting with Title I parents for the purpose of: • Informing Parents of the school's participation in Title 1 • Explaining the requirements of Title I • Explaining the Parents' rights to be involved in decision-making and activities • Introducing Teachers and share information about the subject areas they teach • Discussing curricula utilized for various subject areas and how these curricula align with formative and summative assessments • Sharing data analysis and student	1-8	☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Resource materials Refreshments Estimated Cost:	• Sign-in sheets, • Agendas • Parent surveys • Pictures

tracking practices utilized to support student goal achievement - Parents and students receive information on: - how and why Schoolwide Title I Programs work - Schoolwide Title I Programs Facts for Parents * Parents are asked for input on effectiveness of previous year SWP and on goals for the current year.			\$300	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.nais.org/learn/independent-ideas/september-2017/beyond-the-open-house-how-schools-make-parent-engagement-fun-and-effective/				Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Career Fair Parent Information meetings - parents are invited to attend and receive pertinent information about various career paths and training options. Students and family members will have the opportunity to gain information and interact with representatives from various local and nonlocal companies.	SWP Goal (s) 1-8	Budget Decision /Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Resource materials Refreshments	Effectiveness Measure: - Sign-in sheets, - Agendas - Pictures

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://repository.digital.georgetown.edu/handle/10822/1050839			Estimated Cost: \$300	Evaluation / Effectiveness Results (guide revision to the SWP):
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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
SPS score increase of 2.1 points	76% students are underperforming according to assessment data
LEAP 2025 English I Mastery/Advanced scores increased by 9%.	36% students scored Mastery/Advanced on LEAP 2025 ELA
LEAP 2025 English II Mastery/Advanced scores increased by 4%	16% students scored Mastery/Advanced on LEAP 2025 Math
LEAP 2025 Algebra I scores increased by 2%	11% students scored Mastery/Advanced on LEAP 2025 US History
LEAP 2025 Geometry scores increased by 11%	15% students scored Mastery/Advanced on LEAP 2025 Biology
LEAP 2025 US History Mastery/Advanced scores increased by 2%	52% students missing fewer than 15 days
LEAP 2025 Biology Mastery/Advanced scores increased by 3%	31% of students reported positively to how attentive and invested students are in class.
LEAP 2025 Civics 30% Mastery/Advanced	38% faculty responded with positive perceptions of how well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.
Students scoring proficient in WorkKeys Assessment: 16 gold and 2 platinum.	52% families report positive perceptions of other: relating to extra curricular activities and planning vacations around school calendar.
JSHS's graduation rate is above the district, state, and national rates.	There were 113 total discipline referrals for the 2025-2026 school year.
Students graduating with credentials (86%) are above the district and state rates.	84 (74%) discipline referrals for the 2025-2026 school year were male students and 74 (65%) were black students.

88% students with zero out of school suspensions	24% subgroup students (ELL, SPED, ED, etc.) scored mastery/advanced on LEAP 2025.
82% faculty responded with positive perceptions of faculty and staff relationships with their school leaders.	Subgroup students (ELL, SPED, ED, etc.) are consistently scoring lower on assessments across subject areas on LEAP 2025 and classroom assessments.
82% students reported feeling supported through their relationships with friends, family, and adults at school.	Graduation rate decreased by 3.4 %
76% families reported a positive perception of school attendance as it relates to being comfortable reaching out to school about attendance issues and not challenging to get students to school daily.	Economically disadvantaged and ELL students are missing at a higher rate than all students when reporting students missing 15 or more days of school.

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.

Jewel M. Sumner High School is a community school currently serving 402 students, with 75% considered economically disadvantaged. The school performance score (SPS) is 86.3 resulting in a score of B. The SPS subgroup score is 24% but student progress is rated 70.7. Students in 9th and 10th grade are scoring considerably higher on LEAP 2025 ELA as compared to math, science, and social studies. Scores in US History improved this past year, but are still only 11% mastery and advanced and Biology is a small increase at 15%. ELA scores and math scores both showed an increase, but are still below the expected level of proficiency. These scores indicate a need for improvement in all subject areas. The curriculum implementation scale for science and social studies are at 2, mostly due to the recent implementation of high quality instructional materials. The instructional focus for this year will be increasing proficiency in all subject areas for students with and without disabilities. There is also a focus area pertaining to increasing the use of curricula materials with fidelity and utilizing data to form instructional practices. Having an instructional focus will lead to more opportunities for all students to attend post-secondary learning, job training, and increase likelihood of success in the workforce. There is also a need to provide targeted interventions and support to at-risk students in order to increase proficiency on LEAP 2025, ACT/WorkKeys assessments. PBIS data and survey results indicate a positive relationship between the school and the community it serves. Strengths include 82% students reported feeling supported through their relationships with friends, family, and adults at school and 76% families reported a positive perception of school attendance as it relates to being comfortable reaching out to school about attendance issues and not challenging to get students to school daily. There were positive free responses related to the PBIS and academic activities the school has implemented to encourage and reward students. There have been increased opportunities for parents/families to be involved with activities at school this past year and there will be a continued focus on increasing family involvement in school activities. Addressing attendance where 52% of students are missing fewer than 15 days is imperative in order to address academic areas. Truancy rate decreased 39%. There is a need for increasing ACT scores, WorkKeys assessment scores, and credentials to support student success in workforce training and post secondary schooling. Educating students on the opportunities available to them, increasing their school attendance, focusing on curricula, and using data to drive instruction are the focus areas which will increase academic and behavioral success in the school environment for Jewel Sumner High School students.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

1. Increase effective implementation of core curriculum.
2. Decrease behavior referrals.
3. Increase the % of students scoring mastery/advanced in ELA.
4. Increase the % of students scoring mastery/advanced in math.
5. Increase the % of students scoring mastery/advanced in science.
6. Increase the % of students scoring mastery/advanced in US History/Civics.
7. Increase the number of students missing 15 or less days per school year.
8. Increase the % of students scoring 20 or Higher on ACT and Gold or higher on ACT WorkKeys.
9. Increase the % of students with disabilities scoring mastery/advanced on LEAP 2025 ELA, Math, Science, and Social Studies.
10. Increase % of at risk students (ELL, homeless, economically disadvantaged, etc.) showing growth on LEAP 2025.

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

Data Source:

- Data was collected and analyzed from multiple sources including: LEAP 2025, LADOE School Report Card 2023-2024, and District Approved Checkpoint Assessments as well as Discipline Data. The data is collected through the district electronic Student Information System (JCampus), Leadership Team analysis of data, and electronic surveys of stakeholders including parents, students, faculty and staff.
- LADOE Curriculum Implementation Scale. This tool evaluates the implementation of core curriculum. The scale analysis each subject area at each grade level.

High Schools should review English 1, English 2, Algebra 1, Geometry, Biology, and US History

Score from Curriculum Implementation Scale				
Grade	ELA-Eng I/II	MATH-Alg I/GEOM	Science-BIOL	Social Studies-US Hist/Civics
9	3	3	2	2
10	3	3	3	2
11	2	2	2	2
12	2	2	1	2

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)**

1. **Aligned to District Goals**

1. By May 2027, Jewel M Sumner High School will increase SPS from 86.3 to 88 as evidenced by the LEAP 2025 Assessment scores, Graduation Rate, Strength of Diploma, and ACT/WorkKeys scores through the implementation of Tier 1 curriculum and TPSS approved curriculum in all subject areas at all grade levels (9-12) to support student mastery as well as college and career readiness.
2. By May 2027, increase the school's overall Math Assessment from 32% on the Spring 2026 LEAP 2025 to 40% on the Spring 2027 LEAP Assessment.
3. By May 2027, increase the school's overall ELA Assessment from 71% on the Spring 2026 LEAP 2025 to 75% on the Spring 2027 LEAP Assessment.
4. By May 2027, increase the school's overall Biology Assessment from 15% on the Spring 2026 LEAP 2025 to 20% on the Spring 2027 LEAP Assessment.
5. By May 2027, increase the school's overall US History and Civics Assessment from 41% on the Spring 2026 LEAP 2025 to 48% on the Spring 2027 LEAP Assessment.
6. By May 2027, students with disabilities subgroups will increase proficiency from 24% to 34% in ELA and Math based on the Spring 2027 LEAP Assessment.
7. By May 2027, increase the school's ACT/WorkKeys average from 16.6 to 18 by Spring 2027.
8. By May 2027, increase overall attendance for all JSHS students to at least 85% attendance rate.
9. By May 2027, reduce the percentage of disciplinary referrals within the classroom to less than 5%.
10. By May 2027, increase the percentage of subgroup students (ELL, SPED, ED, etc.) scoring mastery/advanced on LEAP 2025 from a 24% to a 35% on the Spring 2026 LEAP Assessment.

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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Rigorous, Standards-Based Curriculum: TIER 1 Curriculum These lessons provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. During instructional time, document cameras, Chromebooks, Smartboards, Tech Tubs, Dry Erase Easels, Red Laser Pointers and other resources are used to enhance individual class assignments, promote student interaction, and create discussion. Teachers are following the state curriculum. • English I and II teachers are using Guidebook 2020 • Use of State Standards and Eureka in Math: Algebra 1 and Geometry • Inquiry Based Labs in Science • Open Sci Ed used in Biology • Document Based Questions in Social Studies and Bayou Bridges for Civics. • Lexia Powerup is used for students with disabilities in Grade 9 and 10 to improve their Lexile (reading) levels. • School Wide Writing Strategy (RACE/RICE) is used to improve students' writing. • WorkKeyscurriculum.act.org • Advisory Intervention students are given a daily differentiated intervention time of 30 minutes.	ED Priority(s): 1-5	SWP Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Materials and equipment to support implementation of Tier 1 curriculum Estimated Cost: 1000.00	Effectiveness Measure: • LEAP 2025 Results • Student Grades • Student Work • Computer based program reports • Teacher Evaluations • SLTs
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During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students also continue working on the IBC and WorkKeys credentials. JSHS also provides enrichment instruction during intervention. • Students participate in the Unique Learning System program that is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. • Support for 9-12 grade for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teachers on specific student needs during study skills classes. Students participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular core curriculum.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/Study/79239	Evaluation / Effectiveness Results (guide revision to the SWP):				

Use of Academic Assessments to Improve Instruction: • LEAP 2025-Statewide standardized testing in all core subjects is taken by students. Test results are obtained in the summer and used to determine remediation and instructional strategies for the following academic school year. • SLT (Student Learning Target): Student Learning Targets are measured goals for students in grade 9- 12, which guide instruction throughout the academic school year. • Pre and Post Unit test: Grades 9-12 are given a pre-test in various subjects prior to unit instruction to determine foundational knowledge. A post-	ED Priority(s): 1-5	SWP Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Materials and equipment to support implementation of Tier 1 curriculum and Test Prep resources for ACT and Workkeys Estimated Cost: 1000.00	Effectiveness Measure: • LEAP 2025 Results • Student Grades • Student Work • Computer based program reports • Teacher Evaluations • SLTs
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test is given after completion of a study unit to determine student's academic growth.

- **State Guidebook**

Assessments

- **Eureka Topic Quizzes and Unit Assessments** provide feedback on student progress and are used to guide instruction in Math for Algebra I and Geometry.

- **Weekly Assessments:** Grades 9-12 use various means of formal and informal assessments to measure student performance meeting criteria for content curriculum within a given timeframe.

- **Jumpstart Test Prep Program**

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WorkKeyscurriculum.act.org

g Progress Monitoring instruments in core subject areas					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/study/78550					Evaluation / Effectiveness Results (guide revision to the SWP):

Strategies, Curriculum, and Assessments Specific to Students with Disabilities: - Support for 9-12 grade for Math and ELA: Special Education Teachers support students in the classroom through study skills classes and collaborate with general education teacher on specific student needs. - Students participate in the LEAP Connect Curriculum; otherwise, students receive accommodations in the regular	ED Priority(s): 1-5	SWP Goal(s): 1-8	Budget Decisions/Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless	Items Needed: Core Curriculum, Leap Connect, and Collaboration meetings materials	Effectiveness Measure: - IEP data - LEAP 2025 Results - Unique Data - Student Grades - Student Data - SAT Data
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core curriculum. - Strategies may include differentiated instruction and Guidebook Novels - Students participate in the Unique Learning System program that is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. Educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. - Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. - Curriculum-based assessments are used to determine needs and assess on-going progress. - Teachers analyze data in articulation teams at Cluster meetings and grade level meetings. Weekly tests, exit tickets, rubrics, SLTs, and other assessments are analyzed to determine growth mastery. - Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities. - SAT team meetings are held bi-weekly to focus on behavior issues as well as grades.			☐ General Fund ☐ Perkins ☐ Other	Estimated Cost: 1200.00	
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curriculum. The District Translator, Amira, and Translation App are used to assist LEP students.					
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/northeast/pdf/DeterminingSpecialEducationEligibilityofEnglishLearners.pdf					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: - The leadership team and teachers analyze assessment data and recommend appropriate interventions based on needs. - Unique data - All students take part in a 30 min/day Advisory period for interventions and/or enrichment based on individual data. - LEAP 2025 Results (students below basic in ELA & Math) - District Benchmark assessment data - ACT and/or WorkKeys scores	Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Intervention materials tied to Tier 1 curriculum SAT protocol Intervention list Estimated Cost: 2000.00	Effectiveness Measure: Student assessment and intervention data - LEAP 2025 Results - ACT/WorkKeys Scores - District Benchmark - Student Grades - Student Work Computer based program reports Evaluation / Effectiveness Results (guide revision to the SWP):

• Collaboration meetings are held weekly to review student work and track data • Academic plans are developed to address student weaknesses. • Students are automatically enrolled in intervention if they fail a course in the previous year.				
List the Opportunities and Interventions for Students in Need: ABC Book Company LEAP 2025 Practice workbooks that help student learning and reviewing LEAP 2025 standards that contains a diagnostic, evaluation charts, skill chapters, and a post test. Advisory Students are given a daily differentiated intervention time of 30 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students retaking the LEAP 2025 test are remediated weekly. Students also continue working on the IBC and WorkKeys credentials. JSHS also provides enrichment instruction during intervention. • Lexia • IXL Math • ACT and WorkKeys through Mastery Prep • Amira WorkKeys Bootcamp WorkKeys Boot Camp will be used to give students the	Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Intervention materials tied to Tier 1 curriculum Estimated Cost: 2000.00	Effectiveness Measure: • LEAP 2025 Results • District Benchmark • Student Grades • Student Work • ACT/WorkKey Results Evaluation / Effectiveness Results (guide revision to the SWP):

final push they need to earn a Silver or Gold National Career Readiness Certificate. In just one day, students will learn: • Pacing and time management • Test-taking strategies that work for the WorkKeys test • Tips for the most frequently tested question types				
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: SAT: (Student Assistance Team) Students who continue to struggle after implementing and monitoring interventions are referred to the SAT Team by a teacher or the Administrative Team. The team is made up of teachers, counselor, administrator, speech therapist, representative from Pupil Appraisal, and a parent. As a result of the SAT Process, students may be referred to 504 or for a SPED evaluation. The team determines if more accommodation is needed. Data Analysis during ILT/PLC Meetings Implementation/Review of IEP and CAP Form	Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Intervention resources, SAT forms, IEP's and other Special Education forms and materials Estimated Cost: 1000.00	Effectiveness Measure: • LEAP 2025 Results • District Benchmark • Student Grades • Student Work • ACT/WorkKey Results Evaluation / Effectiveness Results (guide revision to the SWP):

monitor students' progress in other classes. ● The PAES Lab helps students to be job-ready upon their exit from high school. The PAES lab focuses on a variety of job skills like carpentry, technology, and customer service. ● Unique					
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/rel/Products/Publication/3770					Evaluation / Effectiveness Results (guide revision to the SWP):
Interventions Specific to English Learners: ● EL teacher advocates meet with regular education teachers to discuss student progress within the curriculum. ● Amira Learning and Translator App for English Learners will be utilized to help students meet the rigorous demands in each grade. This will allow the ELL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. ● EL teachers advocates monitors grades of EL students and gathers data from teacher when student's grades fall in the D or F category	ED Priority(s): 1-5	SWP Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: EL Intervention materials that support literacy standards Estimated Cost:	Effectiveness Measure: ● LEAP 2025 Results ● District Benchmark ● Student Grades ● Student Work ● Amira Reports

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.): Afterschool Program for Act/WorkKeys and EOC Prep students that need intervention and remediation for Spring testing.	ED Priority(s): 1-5	SWP Goal(s): 1-8	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Estimated Cost:	Effectiveness Measure: EOC results Certifications for CTE DE credits
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/practiceguide/10					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)

Enrichment courses such as ACT, WorkKeys Prep, Entrepreneurship, choir, piano, band, and mock interviews.

Remediation in Advisory classes for students that have not scored proficient on LEAP 2025. Speech, Accounting, and other classes available.

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 Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

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): 1-5	SWP Goal(s): 1-7	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: 100	Effectiveness Measure: Student Performance Scores Panorama Survey Results Sign-in –sheet
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/southwest/pdf/REL_2007033.pdf			Evaluation / Effectiveness Results (guide revision to the SWP):		

Professional Learning Communities (PLCs): SHS PLCs (Math/Sc/SS/ELA/ELEC/SPED) PLCs are organized by content so that professional development occurs in small groups of educators with shared interests to work together with the goals of expanding their knowledge and improving their craft. The team of teachers meet weekly to learn new topics, share ideas, analyze student data, and problem solve. The Instructional Leadership Team completes weekly reviews and analyzes student needs to drive instruction. Goals and objectives are discussed and shared with the faculty. Once the need is identified, the team will implement Research Based Strategies and lesson activities to address the needs. The Leadership Team will use backwards design methods to plan units of instruction for ELA, Math, Social Studies and Science as well as credentialing courses. Faculty Meetings meet monthly and led by the Instructional leader to celebrate teachers' success in the classroom, collaborate on students' behavior, academics, social events and concerns. Data, goals, objectives and strategies are reviewed. PBIS Planning Team meets monthly to analyze discipline data, review incentives and rewards data. Develop an action plan for struggling teachers who have a high incident of referrals. LER Teacher Support – Teacher Leaders provide follow-up classroom assistance to teachers' weekly.	ED Priority(s): 1-5	SWP Goal(s): 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Chart Paper Laminator Visuals Estimated Cost: 300	Effectiveness Measure: Sign-in –sheet Agendas from Conferences/trainings, Lesson plans
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Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):
Professional Development: Other Professional Training – Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for	ED Priority(s): 1-5	Goal(s): 1-7	Budget Decisions/ Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed	Effectiveness Measure: Sign-in –sheet Agendas from Conferences/trainings, Lesson plans

specific activities.					
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/pubs/2022006/pdf/2022006.pdf#page=1				Estimated Cost:	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 recommend for hire.

Strategies for Workforce Talent: • Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. Teacher Certification: Teachers who are uncertified, will either begin or continue the certification process by either taking university classes, taking tests to become alternatively certified, or enroll in the Teach Tangi program. Some teachers are enrolled in master's degree programs, while others are enrolled in other licensed programs. -Alternate teacher certification programs through the district -Professional Development opportunities for current teachers	ED Priority(s): 1-5	Goal(s) : 1-7	Budget Decisions/ Coordination: ☐ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: None at the school level Estimated Cost:	Effectiveness Measure: Increase in student achievement as measured by annual academic assessments
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.ies.ncsu.edu/solutions/leadershiporgdev/lod2-0-develop-your-talent-strategy/			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: Freshman Orientation This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school. Students are notified by callout, emails, and in JCampus and Social Media Platforms. Senior Meeting This event is used to inform all outgoing Senior students about graduation requirements, activities, and necessary preparations for attending college, community college, trade programs, or beginning employment. Students are notified by callout, emails, JCampus, and social media messages.	ED Priority(s): 1-5	Goal(s): 1-7	Budget Decisions/Coordination: ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Resource materials Refreshments	Effectiveness Measure: ● Sign-in sheets, ● Agendas ● Parent surveys ● Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_firstyear_071916.pdf				Estimated Cost: 300	

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

Schoolwide Plan (SWP) is monitored through:

- DATA: weekly, month, semester, and yearly
- SLTs provide diagnostic, pre, and post test results
- Progress Monitoring - data is collected and charted
- JCampus/Oncourse Reports - behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.
- SWP committee meets quarterly to monitor the plan. OnCourse/JCampus data, mid-year assessment data, and SLTs are used to measure the effectiveness of the plan.
- Diagnostic, Interims, and Summative Assessment Data.
- Teachers adjust lessons according to their students' needs.
- Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly.
- Teachers will use SWP to align instruction and provide remediation to close the achievement gaps.
- Discipline, PBIS, and attendance reports
- Professional Development documentation

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

- The SWP Committee will meet in May/June 2025 to discuss the impact of the school programs and Parent Family Engagement events outlined in the SWP to determine their effectiveness. Stakeholders will meet with the LT to review and revise SWP in December 2026.

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

- Report to Stakeholders at Annual Title I meeting 8/2026 and 11/2026 during PLC.

2026-2027 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Christopher Fussell
- Assistant Principal: Sonia Verberne
- Student:
- Teacher: Zachary Kellem
- Parent/Family: Natalie Johnson
- Community Member: Tom Tolar
- ELL Parent/Family: Candida DeMoreno
- SPED Parent/Family: Jennifer Campise

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

- Principal: Christopher Fussell
- Assistant Principal: Sonia Verberne
- Student:
- Teacher: James Antoon
- Parent/Family: Tina Wages
- ELL Parent/Family: Candida DeMoreno
- SPED Parent/Family: Jennifer Campise

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

- A 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

Christopher Fusell

Date

7/14/2026

Chairperson, Schoolwide Improvement Team Signature

Sonia Verberne

Date

7/14/2026