

2025-2026 Schoolwide Plan



TANGIPAHOA
PARISH **SCHOOL**
SYSTEM
EST. 1896

Amite High Magnet School Grades 9 - 12

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

School Amite High Magnet School

SPS 62.8

Letter Grade C

Check all that apply (verify with principal):

X 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

X 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 2025 - 2026

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / instructional use only), Masters, Staples	X	X	X	\$8,000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	\$0
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	\$2,000
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	\$5,000

Student Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	\$2,000
Laminator, Laminating Film	X	X	X	\$500
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	\$3,000
Accelerated Reader (AR) Licenses				\$0
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	\$5,000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper Binders (limited quantities for student use only),	X	X	X	\$3,000

<p>Must be used by STUDENTS</p> <p>General Supplies: Pens (stick pens only), Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Staples, Tape, Scissors (student- blunt tip only), White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Glue, Glue Sticks, Poster Boards, Index Cards</p> <p>Tri-Fold Presentation Boards (must include how students will use),</p> <p>Binder clips (science only and must site lesson)</p>	X	X	X	\$5,000
<p>Must be used by STUDENTS</p> <p>Dry Erase Supplies: Individual Lap Boards, Erasers, Markers</p>	X	X	X	\$1,000
Communication Folders and Planners	X	X	X	\$1,000
<p>Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials</p>	X	X	X	\$4,000

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	\$4,000
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	\$4,000
Social Studies Materials: Globes, Maps, Individual Student Dry Erase USA Maps	X	X	X	\$4,000
<p>PFE GOAL: Teach Parents and Families how to help their child be successful by providing “training” in Curriculum, Data Analysis or Assessments.</p> <p>Communication is essential</p> <p>Parent and Family Engagement Supplies: 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)</p>	X	X	X	\$4,000

1.1 Family and Stakeholder Engagement

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

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

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

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

Parents, guardians, students and community members will be invited to attend a stakeholders meeting in June. This group will be notified of the meeting through the use of personal invitation through letter or email. Stakeholders will have the opportunity to attend a meeting that will include methods for evaluating and analyzing the school's LEAP 2025 data from the Spring 2024 tests compared to the data from the 2023- 2024 school years, along with ACT and WorkKeys data for the same timeframe. Stakeholders will review the current Schoolwide Plan for effectiveness, analyze data, set priorities and formulate goals for the 24-25 school year.

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

- Increase parental involvement activities that focus on student achievement that will meet a variety of time settings, for example, offer morning, afternoon, or evening meetings.

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

- Create a parent/guardian and family engagement team that will coordinate all efforts to implement an effective plan for family engagement.
- Offer parent/guardian education classes to the parents to strengthen their skills to support learning at home.
- Encourage the parents to use the district's digital complaint/ issue reporting system where feedback goes directly to the principal.
- Respect the rights of parents and students in order to promote trust.
- Provide timely resolutions to parent concerns and have an approach that is supportive of student learning.
- Invite and include parents, guardians and community members to the yearly stakeholders meeting which are held in July/August. They will work with the school leadership team to review the school-wide plan and evaluate the plan to determine its effectiveness. Stakeholders will also be asked to help prepare the Comprehensive Needs Report, which will be used when preparing the School-Wide plan for the upcoming school year.

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

School and District Websites, Facebook pages (Freshman Academy and Amite High page), Phone calls from the school in the form of RoboCalls from JCampus platform, emails to parents, notes or pamphlets sent via students to parents/guardians

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/ guardians in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference with a translator assigned from the district will be arranged. Notes sent home will be in the primary language of the family.

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget	ITEMS TO BE PURCHASED TO	EFFECTIVENESS
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		in the Consolidation Application):	SUPPORT ACTIVITY	
Parent/Family Engagement Activity: FAFSA <ul style="list-style-type: none"> FAFSA Seminar- Parents and students are invited to attend and receive information about FAFSA, scholarships, financial aid, curriculum, college admissions, career exploration, and TOPS. FAFSA Representatives (Career Compass): Will work with parents and students to complete FAFSA applications. 	SWP Goal (s): Parents/ guardians will be active and informed members of the school community.	Budget Decisions/Coordination: <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	Items Needed: Colored paper, chart paper, toner for copy machines, printer toner, chart markers, poster markers, poster maker supplies,	Effectiveness Measure: Parent and student surveys, guidance calendar, sign-in sheets, agendas, flyers, pictures of attendees during meetings
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/Region/southwest/Blog/100672 https://www.academia.edu/download/81192844/career-assessment-practices-for-high-school-students-with-disabilities-and-perceived-value-reported-by-transition-personnel.pdf			Estimated Cost:	Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: Career Night Recruiters from universities, colleges, technical/vocational schools, and military visit school throughout the year with information for students on the necessary college admittance requirements including	SWP Goal (s): Parents/ guardians will be active and	Budget Decisions/Coordination: <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV 	Items Needed: Colored paper, chart paper, toner for copy machines, printer toner,	Effectiveness Measure: Sign-in sheets, agendas, flyers, pictures of

the graduation pathway, GPA, and the standardized assessments requirements in order to be admitted into these schools. These meetings will take place during the students' advisory or lunch times. Our counseling department also hosts college, career/technical, and military informational events twice per academic semester every school year.	informed members of the school community.	☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	chart markers, poster markers, poster maker supplies Estimated Cost:	attendees during meetings
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/Blog/100806				Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Open House Freshman Open House: To review rules/procedures for the upcoming school year, the curriculum that will be taught in the core classrooms, and LEAP2025 testing requirements will be discussed in detail. Will be held in August, 2024 to introduce Amite High to the incoming 9 th graders. Students will participate in four stations that will allow them to meet the 9 th grade team and become familiar with the campus. These stations include: school picture station, school scavenger hunt, Kuder aptitude testing, and Goal setting. Parents/ guardians will be invited to attend a session at the close of the day (12 p.m.) to meet the 9 th grade team and administrators, to review rules/procedures for the upcoming school year.	Parents will be active members of the school community.	X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Colored paper, chart paper, toner for copy machines, printer toner, chart markers, poster markers, poster maker supplies, laminator/laminato r supplies Estimated Cost:	Sign-in sheets, parent and student exit tickets
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/regions/west/relwestFiles/pdf/4-2-3-22_Engaging_Families_to_Support_Students_Connectedness_to_School_508.pdf				Evaluation / Effectiveness Results (guide revision to the SWP):

<p>Parent/Family Engagement Activity:</p> <p>LEAP Information Event (LEAP Night)</p> <p>A LEAP testing workshop will be held for parents and students that will allow teachers to share with parents and students LEAP test-taking strategies, ACT test and WorkKeys testing methods and strategies, and the opportunity to see the make-up of the various tests. Parents and students will have the opportunity to attend breakout sessions in a variety of classrooms in the various disciplines in which they will be tested. The LEAP tested grades, 9th and 10th grades, will have breakout sessions that detail the upcoming tested subjects that are in their grade level. For example, the 10th grade students could attend a session on English II, Biology, and Geometry LEAP test. Each session will last about 15 minutes, which will allow students and parents to attend all three tested areas. The 11th and 12th grade students will attend breakout sessions on the ACT and the WorkKeys tests.</p>	<p>SWP Goal (s)</p> <p>Parents/guardians will be active and informed members of the school community.</p>	<p>Budget Decision /Coordination :</p> <p> ☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other </p>	<p>Items Needed:</p> <p>Colored paper, chart paper, toner for copy machines, printer toner, chart markers, poster markers, poster maker supplies, laminator/laminator supplies</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets, agendas, flyers, email documentation of school messenger completion, parent and student surveys</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p>				<p>Evaluation / Effectiveness Results (guide</p>

https://ies.ed.gov/ncee/rel/regions/west/relwestFiles/pdf/4-2-3-22_Engaging_Families_to_Support_Students_Connectedness_to_School_508.pdf				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
Has Maintained" C" for two years despite challenges.	38% of families responded that their child feels safe at school.
Outside consultants – SREB and LDOE with continuous Professional Development opportunities	Middle school has been "F" rated for five years. Graduates to low scores on High School end
LEAP 2025 English I 2023: 90 tested, 80% pass rate as compared to LEAP English I 2022: 105 tested and 67% pass rate.	11% of students scored Mastery or Advanced on LEAP 2025 in English I.
LEAP 2025 Algebra I 2023: 82 tested, 72% pass rate as compared to LEAP Algebra I 2022, 113 tested, 61% pass rate.	18% of students scored Basic, Mastery, or Advanced on LEAP 2025 in Geometry in 2023 as compared to 28% Basic, Mastery or Above in 2022.
63% of families responded favorably that they feel their child's school is preparing him/her for his/her next academic year.	88% of families responded favorably that drugs are a problem at their child's school.
88% of staff responded favorably that the work they do is meaningful to them.	65.28% of students responded favorably behavior problems interfere with learning in their classes

Remediation Math and Remediation English required of all 9th grade students unless students scored Basic, Mastery, or Advanced on 8th grade LEAP English and Math	28% of faculty responded favorably that the working environment of the school is positive.
63% of the student population has zero discipline referrals	Chronic Absenteeism (students missing 15 or more days) is 49.9%. Frequent absenteeism from school has immediate and long-term negative effects on academic performances, social functioning, and graduation rates.
Teachers gather classroom data to guide instruction. Data is evaluated during bi-weekly departmental PLC meetings.	Lack of Career path courses due to low enrollment of school and lack of amongst teachers to teach multiple courses outside of their specialty.
	<p>English I-II- Implement resources and time to create inclusive, affirming, and academically rigorous learning environments for the s Students with Disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.</p> <p>Students with Disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.</p> <p>English Language Learner weakness- vocabulary development, fluency, reading comprehension, socioeconomic status, language environment, communication gaps, having access to advanced course work, and instructional practices.</p> <p>Low Socioeconomic- results in social disadvantage, poor education, residing in an unsafe neighborhood, housing insecurity, and poor working conditions.</p>
	Algebra I/Geometry- Students having difficulty grasping course concepts. Implement rigorous math learning resources and opportunities where new learning skills are identified as essential to readiness.

	<p>Students with Disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.</p> <p>English Language Learner weakness- vocabulary development, fluency, reading comprehension, socioeconomic status, language environment, communication gaps, having access to advanced course work, and instructional practices.</p> <p>Low Socioeconomic- results in social disadvantage, poor education, residing in an unsafe neighborhood, housing insecurity, and poor working conditions.</p>
	<p>U. S. History-Inconsistent class attendance of students. Implement the resources that are available to help students achieve the required outcomes and impact of the subject.</p> <p>Students with Disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.</p> <p>English Language Learner weakness- vocabulary development, fluency, reading comprehension, socioeconomic status, language environment, communication gaps, having access to advanced course work, and instructional practices.</p>

	<p>Low Socioeconomic- results in social disadvantage, poor education, residing in an unsafe neighborhood, housing insecurity, and poor working conditions.</p>
	<p>Science- Students have difficulty planning and organizing to complete assignments. Implement an effective instructional learning environment, identify what the students' needs are, and help them move further.</p> <p>Students with Disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.</p> <p>English Language Learner weakness- vocabulary development, fluency, reading comprehension, socioeconomic status, language environment, communication gaps, having access to advanced course work, and instructional practices.</p> <p>Low Socioeconomic- results in social disadvantage, poor education, residing in an unsafe neighborhood, housing insecurity, and poor working conditions.</p>

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:

Amite High Magnet School is a community school with 86.2% Economically Disadvantaged students. Amite High Magnet has an SPS score of 62.8 (2023) to 66.8 (2022). Urgent Intervention is required in the area of academics. The school Progress Index increased from 68.3 (2022) to 73.3 (2023) and the Assessment Index decreased from 28.9 (2022) to 28.3 (2023). LEAP 2025 Mastery or Advance scores in English I-II, Algebra I,

Geometry, US History, and Biology are holding steady from 2022 to 2023 at 11%, and improvement in these areas are essential. Additionally, the science and social studies LDOC Curriculum Implementation Scale scores were 0-1. AHMS goal for the bottom 25% students is to score proficient or better on the LEAP 2025. The correlation between LEAP scores and the Implementation scores are noteworthy. A focus on bridging the gaps between proficiency in core subject areas is a critical next step toward academic improvement. ACT/WorkKey 44.6 (2023). The 9th Grade Academy Model has been implemented with success. The Academy is a school-in-a-school where all discipline and learning take place away from the distraction of grades 10th- 12th. The 9th Grade students have little interaction with students in grades 10th- 12th. Overall, 65% of the students responded favorably to behavior problems interfering with learning within the classroom. PBIS Data and survey results indicate a positive learning environment. Strengths include 87% of student's attendance daily and that teachers expect everyone to succeed. 65.28 of students responded favorably to behavior problems, interfering with learning in their classes. 63% of students with zero out of school suspension. Weakness is the diversity in the classroom. A way to address our weakness is to work with the teachers to find resources to meet the learning needs of all students and implement the teaching methods in the classroom. Increasing parent family involvement at Amite High Magnet School is a priority and we proudly say that parents have visited school for various activities.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- School will transition to a modified block schedule. Students will attend 4 classes per day, 88 minutes per class.
- Students will attend Study Skills/Remediation class for 30 minutes daily.
- School-wide reading strategies implemented in all classrooms. The school would implement a reading program along with other resources to help students develop or improve their reading skills
- Implement ACT and ACT WorkKeys remediation in 11th and 12th Advisory class to help Increased achievement on the ACT test.
- Increase parental involvement in school-wide planning.
- Implementation of PBIS program including electronic points tracking by all faculty members.
- Implement district truancy rules and regulations.
- With respect to school climate, increase opportunities for faculty and staff to be rewarded and recognized throughout the school year. With respect to culture and awareness, provide more training for staff with respect to recognizing their own biases and how to address them before addressing and interacting with students. Provide staff with more opportunities to understand where their students come from so that they understand how to interact with them and see life from their perspectives.
- Career Pathways Priority- STEAM, Hospitality, and AG

<ul style="list-style-type: none"> ● ELA- Implement resources and time to create inclusive, affirming, and academically rigorous learning environments for the students.
<ul style="list-style-type: none"> ● Math-Students having difficulty grasping course concepts. Implement rigorous math learning resources and opportunities where new learning skills are identified as essential to readiness.
<ul style="list-style-type: none"> ● U. S. History- Inconsistent class attendance of students. Implement the resources that are available to help students achieve the required outcomes and impact of the subject.
<ul style="list-style-type: none"> ● Science- Students have difficulty planning and organizing to complete assignments. Implement an effective instructional learning environment, identify what the students' needs are, and help them move further.
<ul style="list-style-type: none"> ● Students with disabilities have problems with reading, writing, math, reasoning, listening, and speaking. This makes it harder for them to learn, understand, and do things.
<ul style="list-style-type: none"> ● English Language Learners struggle with vocabulary development, fluency, reading comprehension, socioeconomic status, language environment, communication gaps, having access to advanced course work, and instructional practices.
<ul style="list-style-type: none"> ● Low Socioeconomic results in social disadvantage, poor education, residing in an unsafe neighborhood, housing insecurity, and sometimes poor working conditions.
<ul style="list-style-type: none"> ● Poor communication skills and weak handwriting skills can make it difficult for a student to succeed in their academics.
<p>DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2): LEAP 2025, LDOE School Report Card, District Benchmarks, In-house formative assessments, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, Panorama Surveys, and Curriculum Implementation Scale.</p>
<p style="text-align: center;">SCHOOLWIDE PLAN GOALS</p> <ul style="list-style-type: none"> ● <i>Goals - Specific, Measurable, Achievable, Results-focused, and <u>T</u>ime-bound</i> ● <i>Academic Goals Aligned to the Most Current School Data Analysis</i> ● <i>Must Include Subgroup (s) Goal (s)</i> ● <i>Aligned to District Goals</i>
<p>1. By the Spring of 2025, AHMS will increase the school performance score from 65.2 (projected) to 75.0.</p>
<p>2. By the Spring of 2025, AHMS will increase the High school assessment index from 28.2 F (projected) to a 30.0 D.</p>

3. By the Spring of 2025, AHMS will increase ACT WorkKeys index from a 50.2 D (projected) to a 60.2 C.
4. By the Spring of 2025, AHMS will increase the Strength of Diploma Index from a 77 B (projected) to an 83 B by the end of the academic year.
5. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the English I LEAP 2025 Assessment. 6. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the English II LEAP 2025 Assessment. 7. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the Algebra I LEAP 2025 Assessment. 8. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the Geometry LEAP 2025 Assessment. 9. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the U. S. History LEAP 2025 Assessment. 10. By the Spring of 2025, AHMS will increase the percent of students scoring Mastery and above on the Biology LEAP 2025 Assessment. 11. By the Spring of 2025, AHMS will increase the assessment index of students of color on the LEAP 2025 Assessment. 12. By the Spring of 2025, AHMS will increase the assessment index of Special Education Students on the LEAP 2025 Assessment. 13. By the Spring of 2025, AHMS will increase the assessment index of 504 students on Assessment. 14. By the Spring of 2025, AHMS will increase the assessment index of English Learners on Assessment. 15. By the Spring of 2025, AHMS will increase the percent of students meeting their growth targets on the LEAP 2025 Assessment. 16. By the Spring of 2025, AHMS will increase the number of senior students scoring Platinum on WorkKeys . 17. By the Spring of 2025, AHMS will increase the number of senior students scoring Gold on WorkKeys . 18. By the Spring of 2025, AHMS will increase the number of senior students scoring Silver on WorkKeys . 19. By the Spring of 2025, AHMS will increase the school's graduation cohort rate. 20. By the Spring of 2025, AHMS will increase the number of seniors graduating with a basic or advanced credential. 21. By the Spring of 2025, AHMS will increase the number of seniors eligible for a TOPs award. 22. By the Spring of 2025, AHMS will decrease the number of students who are chronically absent 15 or more days a year. 23. By the Spring of 2025, AHMS will decrease the percent of students who are suspended from out of school.

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: <ul style="list-style-type: none"> Continued Implementation of Eureka Math and Eureka Math Squared in Geometry and Algebra classrooms Implementation of more Project Based Learning (PBL) units across all disciplines in school. Continued Implementation of the 	ED Priority(s): #1, #2, #3	SWP Goal(s): #1- #23	Budget Decisions/ Coordination: <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA 	Items Needed: Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder	Effectiveness Measure: LEAP 2025 scores, standardized test scores, examples: diagnostic and interim tests

<ul style="list-style-type: none">● ELA Guidebooks will be implemented in English I and English II classrooms. Guidebooks have been revised to the new Guidebook 3.0. The guidebooks provide curriculum for whole-class instruction and the units ensure all students can read, understand, and express their understanding of complex, grade-level texts.● Continued Implementation of Biology provides the curriculum to ensure all students understand and express their understanding of complex, grade- level texts.● Continued Implementation of U. S. History provides the curriculum to ensure all students understand and express understanding of the lesson and the grade-level texts.● Provide After School Program to implement LEAP 2025 Remediation, ACT Remediation, Tutoring, Seat Time, and developmental-appropriate enrichment activities to add to students’ learning as well as help them develop thinking and problem-solving skills.● Career Pathways			<div>☐ Homeless</div> <div>☐ General Fund</div> <div>☐ Perkins</div> <div>☐ Other</div>	<div>Estimated Cost:</div> <div>\$20,000</div>	<div>The mission of the ASP is to Help students improve grades, LEAP 2025 scores, standardized test scores, and graduation rate.</div>
<div>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</div> <div>https://ies.ed.gov/ncee/wwc/PracticeGuide/20</div> <div>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11</div>					<div>Evaluation / Effectiveness Results (guide revision to the SWP):</div>

https://ies.ed.gov/ncee/wwc/PracticeGuide/25 https://ies.ed.gov/ncee/wwc/PracticeGuide/8 https://ies.ed.gov/ncee/rel/regions/southeast/pdf/REL_2020025.pdf					
Use of Academic Assessments to Improve Instruction: Teachers will participate in weekly professional learning community (PLC) meetings that focus on professional development, LEAP2025, Benchmark tests, instructional practices, school culture, and student learning and achievement. Teachers will bring classroom data to share with the group that will allow them to track student progress.	ED Priority(s): #4, #5	SWP Goal(s): #1- #23	Budget Decisions/ Coordination: X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder Estimated Cost:	Effectiveness Measure: Cluster meeting sign-in sheets, teacher lesson plans
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/3755 https://ies.ed.gov/ncee/rel/regions/midatlantic/pdf/REL_2016144.pdf					Evaluation / Effectiveness Results (guide revision to the SWP):

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Inclusion teachers, who are certified, will teach their own sections of English I, English II, Algebra I and Geometry. These teachers will be the sole responsible grade givers for their students with disabilities in their own classroom. • A study skills class will be provided within the schedule for all SPED students. Students will be able to make-up work during this period or will work on WorkKeys and ACT prep. Student will also be able to get additional supports for their core content classes • Self-contained special education students will utilize the Unique software program. • Writing skills goals and objectives are: organizing thought, using correct grammar, form coherent sentences, and students express themselves more clearly in writing. • Reading goal: By the end of the school year the student will be able to use a variety of reading comprehension strategies (examples: asking questions, summarizing, making connections) to improve comprehension and retell main ideals with 80% accuracy. 	<p>ED Priority(s):</p> <p>#1-#5</p>	<p>SWP Goal(s):</p> <p>#1-#23</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 scores, standardized test scores, examples: diagnostic and interim tests</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/wwc/Docs/ReferenceResources/wwc_ld_protocol_v3.0.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. The district provides a ELL liaison to visit our school each week, and that person works with those ELL students that have not yet tested as “proficient” on the ELDA test. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Amira District provided Liaison that works with students Online software program that is used by district ELL liaison. 	<p>ED Priority(s):</p> <p>#2, #3</p>	<p>SWP Goal(s):</p> <p>#1 - #23</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 scores, standardized test scores, examples: diagnostic and interim tests and ELPT Test.</p>

<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/RELNEI_5.1.4_Session_3_Slides_Handouts.pdf</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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Interventions for At-Risk Students				
<p>Describe the Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Administor standards-based, quick-result diagnostic assessments early and throughout the school year • Students will participate in school and classroom interventions dependent upon ... • Students scoring at least two grade levels below on the SRI. • Students receiving three discipline referrals will be assigned interventions. • Students earning an F in ELA, Math, Social Studies, and Science • Students scoring below 80% on Pre-test Assessments will begin intervention • Develop an integrated assessment system for strategically assessing learning progress and gaps throughout the year. The following components should be analyzed: classroom assessments (assessments that align with standards and demonstrate how students are progressing, both formative and summative), interim assessments (district created) and formative assessments (lesson quick checks that allow teachers to assess students' understanding and progression during a lesson). 	<p>Goal(s): #1- #23</p>	<p>Budget Decisions/ Coordination:</p> <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure: LEAP 2025 scores, standardized test scores, examples: diagnostic and interim tests</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>List the Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Chromebook in classroom • IXL • Lexia PowerUp • After School Tutoring – Extra-Curricular Activity • Advisory • ACT WorkKeys • One-on-one or small group direct instruction 	<p>Goal(s): #1- #23</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost: \$500</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 scores, standardized test scores, examples: diagnostic and interim tests</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students who continue to struggle after whole group Tier I interventions will be referred to the Student Assistance Team (SAT) for specialized plans and deeper interventions. This may include accommodations to further support student growth. • The SAT team must be comprised of a classroom teacher, the principal/designee, and the referring teacher. • The SAT team will meet to review and analyze all relevant student data (academic, behavioral, attendance, grades, benchmark assessments, standardized test scores), and determine options available to meet the needs of the student and track student progress until the student is on grade level or is referred to the SAT team after all interventions have been exhausted. • Parents and teachers may request a SAT team meeting for the student. • Parents are invited to attend the SAT team meetings. • After increased interventions, the SAT team will determine if an IDEA or 504 evaluation is warranted. 	<p>Goal(s): #1- #23</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Coast: \$500</p>	<p>Effect Progress monitoring reports from interventions</p> <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Routinely use a set of comprehension-building practices to help students make sense of the text. ● Build students' decoding skills so they can read complex multisyllabic words. ● Provide purposeful fluency-building activities to help students read effortlessly ● Routinely use a set of comprehension-building practices to help students make sense of text. ● Build students' world and word knowledge so they can make sense of the text. ● Consistently provide students with opportunities to ask and answer questions to better understand the text they read. ● Teach students a routine for determining the gist of a short section of text. ● Teach students to monitor their comprehension as they read. ● Implement 504 accommodations. ● Implement goals and objectives on IEP's. ● Special education teachers will set measurable IEP goals and objectives for these students. ● SPED students will be placed in classrooms with certified teachers that will teach content specific subject matter at grade level but more suited to their exceptionalities. ● 504 students will utilize Lexia PowerUp which will assist in building reading skills. ● Lexia PowerUp will be provided for students classified as special education. 	<p>ED</p> <p>Priority(s):</p> <p>#1, #2, #3, #4</p>	<p>SWP Goal(s):</p> <p>#1- #23</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost:</p> <p>\$1,000</p>	<p>Effectiveness Measure:</p> <p>Standardized tests, including LEAP 2025, LEAP Connect, Benchmark and Interim Tests</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/29</p> <p>https://ies.ed.gov/ncee/wwc/Document/31</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Interventions Specific to English Learners:</p> <ul style="list-style-type: none"> Scaffold students' learning by dividing instructional activities into small, manageable units. Teach students in an explicit, systematic manner, using ample modeling and think-alouds to depict how to complete each instructional task. Conduct frequent checks for student understanding and scaffold their learning and instructional tasks as needed. Amira is an individualized, multimodal language and literacy software program designed to help English learners, master essential reading and speaking skills. 	<p>ED Priority(s):</p> <p>#1, #2, #3, #5</p>	<p>SWP Goal(s):</p> <p>#1- #23</p>	<p>Budget Decisions/Coordination:</p> <p>☒ Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost:</p> <p>\$500</p>	<p>Effectiveness Measure:</p> <p>Standardized tests, including LEAP 2025, LEAP Connect, Benchmark and Interim Tests</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/northeast/Docs/Events/RELNEI_5.1.4_Session_3_Slides_Handouts.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

1.4 STUDENT SUPPORT SERVICES

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

Activities to Address Social and Emotional Well Being:	ED Priority(s):	SWP Goal(s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Peer mediations • counselors on site to address SEL needs of students • school-based activities outside of normal operations • 9-week, semester, and end of the year awards celebrations • Guest speakers to address students on topics that are geared to facilitate better lifestyle choices • End-of-year celebrations such as college signing day • senior scholarship ceremony, awards ceremonies, graduation, honor roll awards for fall and spring semesters • Freshman academy student of the week. • Continued implementation of the Amite Freshman Academy. The academy will be modeled as a school-within-a-school, providing its own administrator who will handle all things freshman academy. A freshman counselor will also work with the students on a daily basis. The SREB has contracted for 20 days (10 virtual and 10 on-site). Student planners will be provided for all students in the freshman academy to teach students how to plan and follow a schedule. 	#1, #2, #4, #5	#1-#23	X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder, freshmen planners Estimated Cost: \$500	9 week progress reports, graduation program, semester report cards, ACT and WorkKeys data, LEAP 2025 score reports, Benchmark and Interim data reports

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/Blog/100015				Evaluation / Effectiveness Results (guide revision to the SWP):
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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.

<p>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.):</p> <ul style="list-style-type: none"> Dual Enrollment in English, Biology, Psychology, Algebra will be provided at school or at the Career Center in Independence, LA. Teachers that offer dual enrollment classes on-site will be trained during the summer through SLU. After School, tutoring in state-mandated assessment tests (LEAP 2025) and ACT/ACT Workkeys testing will take place during the course of the entire school year beginning in October and concluding in April. 30 minute intervention period for all students in the middle of the school day that is dedication to state-wide testing remediation and ACT/ACT Workkeys testing. Provide After School Program to implement LEAP 2025 Remediation, ACT Remediation, Tutoring, Seat Time, and developmental-appropriate enrichment activities to add to students' learning as well as help them develop thinking 	<p>ED Priority(s): #1, #2, #3, #5</p>	<p>SWP Goal(s): #1-#23</p>	<p>Budget Decisions/ Coordination:</p> <p>☒ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other</p>	<p>Items Needed: Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure: ACT/WorkKeys Scores, Student Transcripts, sign-in sheets</p>
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and problem-solving skills.					
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/regions/appalachia/pdf/REL_2014015.pdf					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): <ul style="list-style-type: none"> • Daily Study Skills class will be provided for all students for a 30 minute period of time. • Remediation English and Remediation Math will be provided for freshmen and sophomore students. Students that score unsatisfactory or approaching basic on the 8th grade LEAP tests, English I tests, and Algebra I tests will be placed in Remediation English and Remediation Math classes. • The district's hiring of a band instructor will facilitate a music program at our school. • Our school offers other courses that satisfy the "Art" requirement such as Theater, Choir, and Sound Design (music production) along with Fine Arts Survey. • Our school offers Speech classes as well. 					
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 <u>Believe to Achieesssve: Educational Priorities</u> , including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.					

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> ● Implementation of peer remediation, which is a district initiative. It involves students that are trained to work with other students in resolving their conflicts. ● PBIS, PAC, Conflict Resolution, Reassign Seating, Scheduling changes, Parent/Teacher Conferences, MIR forms, FBA, BIPs, RKM (counseling), School Level Counselor, Truancy, Check In / Check Out, Meetings with individual students, Anti-Bullying, Safety Plans, Character Strong Curriculum and videos ● PBIS events to facilitate positive behaviors from students ● PBIS Field trips ● The district provides another program, the Discipline Revolution Project. This initiative provides training for administrators in learning how to effectively address student disciplinary issues while being cognizant of personal biases and being equitable and fair in the disciplinary process. ● Work with teachers in incorporating equitable, culturally appropriate, and fair research based interventions that can help support students with an emotional/behavioral disorder in making good choices. ● Address the classroom environment: learn how to modify the classroom environment to alter or remove factors that trigger problem behaviors. ● Extend support beyond the classroom: enlist adult advocates, probation officers, court personnel, parents/ guardians, and community stakeholders to help at-risk students. 	<p>ED Priority(s):</p> <p>#1, #2, #3, #4</p>	<p>SWP Goal(s):</p> <p>#1-#23</p>	<p>Budget Decisions/Coordination:</p> <p>X Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folder</p> <p>Estimated Cost:</p> <p>\$2000</p>	<p>Effectiveness Measure:</p> <p>Counselor meeting logs, discipline records in Jcampus</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/rel/Products/Region/midatlantic/Blog/30170</p>				<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
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1.7 PROFESSIONAL DEVELOPMENT

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

<p>Title I School Planning:</p> <ul style="list-style-type: none"> • SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, arranging PDs at the school or district level to assist in building teacher and administrator capacity, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. 	<p>ED</p> <p>Priority(s):</p> <p>#2, #3, #4, #5</p>	<p>#1- #23</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	<p>Items Needed:</p> <p>Substitutes Stipends See individual Prior Approval for specific items needed</p> <p>Estimated Cost:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Agendas • Sign In Sheets • Work Logs
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf</p>			<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>		

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> ● PLC's will be held on a weekly basis. During these meetings teams will debrief, define session goals, explore new practices and compare them to current practices, experiment with newly learned strategies, and reflect and plan. ● Teachers meet weekly to discuss curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats. ● Teachers work together to develop lessons aligned with current state curriculum standards. ● Teachers review data from assessments such as LEAP 360 or department created assessments to develop relevant instruction. ● Teachers use data from ongoing assessments to monitor student progress. ● Teachers use data from diagnostic and interim test to develop relevant instruction. 	<p>ED</p> <p>Priority(s):</p> <p>#2, #3, #4, #5</p>	<p>#1- #23</p>	<p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	<p>Items Needed:</p> <p>Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folders</p> <p>Estimated Cost:</p> <p>\$1,500</p>	<p>Effectiveness Measure:</p> <p>Teacher Lesson Plans, 9 week progress reports, graduation program, semester report cards, ACT and WorkKeys data, LEAP 2025 score reports, Benchmark and Interim data reports</p>
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/rel/regions/midatlantic/pdf/REL_2016144.pdf</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>
<p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities. ILT, or Instruction Leadership Team meetings will take place weekly. These meetings are essential in enacting the instructional goals of the school and creating and implementing tools to determine if those goals are being reached. Teachers will implement curriculum that is anchored by state standards, ELA guide books, benchmarks, and literacy strategies. 	<p>ED Priority(s):</p> <p># 1, #2, #3, #4, #5</p>	<p>Goal(s):</p> <p>#1-#23</p>	<p>Budget Decisions/ Coordination:</p> <p>X Title I</p> <p>☐ Title II</p> <p>☐ Title III</p> <p>☐ Title IV</p> <p>☐ LA4</p> <p>☐ IDEA</p> <p>☐ Homeless</p> <p>☐ General Fund</p> <p>☐ Perkins</p> <p>☐ Other</p>	<p>Items Needed:</p> <p>-Substitutes</p> <p>-Stipends</p> <p>-See individual Prior Approvals for specific items needed</p> <p>Estimated Cost:</p> <p>\$3,000</p>	<p>Effectiveness Measure:</p> <p>Teacher lesson plans, sign in sheets from workshops, photos of participants at workshops, agendas</p>

<ul style="list-style-type: none"> District-wide professional development provided for all teachers. English Instructional Coach hired to assist teachers with curriculum implementation. 					
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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: When recruiting teachers, certain indicators should be evaluated: <ul style="list-style-type: none"> • Workforce talent addressed at the District level • Mentor assigned to new teachers • Peer Mentor for Classroom Management • PLC led by teachers trained as a Content Leader • District ELA and Math Content Facilitators assigned to assist with understanding the curriculum 	ED Priority(s): #2-#5	Goal(s) : #1-#23	Budget Decisions/Coordination: <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other 	Items Needed: Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folders Estimated Cost: \$1,000	Effectiveness Measure: Teacher Lesson Plans, resume, references, sign-in sheets, interview notes
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: <ul style="list-style-type: none"> • Open House/Meet and Greet • Orientation (9th -12th grades) • Principal, school counselors, Freshman Administrator, and other school personnel visit the feeder schools to introduce themselves and the high school • Support social and emotional learning and 	ED Priority(s): #2-#5	Goal(s): #1-#23	Budget Decisions/Coordination: <ul style="list-style-type: none"> X Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund 	Items Needed: Copy machine paper, chart paper, markers, posters, poster maker materials, folders, colored paper, copy machine toner, materials folders, bulletin	Effectiveness Measure: Sign-in sheets, agendas, photos of school, photos of events, lesson plans for SEL activities

<p>resilience as part of a comprehensive curriculum or integrate them with daily routines.</p> <ul style="list-style-type: none"> • Set up in-person or virtual tours of the school and classrooms to prepare students for learning. • Make school and classrooms as inviting as possible. • Outgoing • End-of-year celebrations such as college signing day • Senior scholarship ceremony • Award ceremonies • Graduation 			☐ Perkins ☐ Other	<p>board paper, bulletin board supplies, printer ink, cardstock</p> <p>Estimated Cost:</p> <p>\$1,500</p>	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p>https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/REL_MA_ET_FactSheet_052021_508.pdf</p>					<p>Evaluation / Effectiveness Results (guide revision to the SWP):</p>

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 will be monitored throughout the year during the school leadership meetings (twice each semester). Data from multiple sources will be used to determine if any changes should be made to the plan. The SWP committee will evaluate the effectiveness of the plan by examining student standardized test scores, discipline data, attendance data, needs assessment surveys, and core class averages during August and May.

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 goals and activities will be discussed by the stakeholder committee in June 2025 and during leadership team meetings throughout the year. Each activity in the plan will be reviewed for effectiveness and changes will be made accordingly.

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

- Results will be made to the stakeholders during our Meet and Greet Program in August 2024.
- Faculty will be informed about SWP results at the first faculty meeting in August 2024.

2022-2023 Committee

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Dr. Travis Ford
- Student: Collia Tobias, Earl Tillman
- Teacher: Tabitha Wilson, Shanda Addison, Janet Hammons, Iscinova Gray, Zephaniah Powell
- Parent/Family: Tomyka Rivera-ayala, Denesia Harrell
- Community Member: Bimbo Rolan

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

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members

Include:

- Principal: Dr. Travis Ford
- Student: Collia Tobias, Earl Tillman
- Teacher: Tabitha Wilson, Shanda Addison, Janet Hammons, Iscinova Gray, Zephaniah Powell
- Parent/Family: Tomyka Rivera-ayala, Denesia Harrell

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

SCHOOL ASSURANCES

- ✓ I certify that this schoolwide plan was designed to improve student achievement with input from all stakeholders.
- ✓ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ✓ I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria
- ✓ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Chairperson, Schoolwide Improvement Team Signature

Date