2026-2027
Schoolwide Plan

TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

Independence Magnet High School
Grades 7-12

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

School Independence Magnet High School

SPS 65.1

Letter Grade D

Check all that apply (verify with principal):

____**CIR - Comprehensive Intervention Required**

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

✓ **UIN - Academic - Urgent Intervention Required:**

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 year

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	4000
Copy Machine, Duplicator, Printer (never housed in an office / instructional use only)	X	X	X	3000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)	X	X	X	2500
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs	X	X	X	2000
Replacement Student Mice, Headphone, Keyboard, Earbuds,	X	X	X	2000
Laminator, Laminating Film	X	X	X	2000
Poster Maker, Paper for Poster Maker, ink, Die-Cut Machine, Dies	X	X	X	1500
Accelerated Reader (AR) Licenses, PBIS Digital Rewards	X	X	X	0
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	2000
Must be used by STUDENTS Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Primary Writing Paper (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, Staples, Tape, Scissors (student- blunt tip only), Post-it-Notes, Chart Paper, Sentence Strips, Glue, Glue Sticks, Poster Boards, Index Cards Tri-Fold Presentation Boards (must include how students will use), Binder clips (science only and must site lesson)	X	X	X	2000
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	1200
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	500
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:** 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			2500

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

Stakeholder Meeting -Prior to the 2026-2027 academic year, the IHMS SWP team invited parents, students, and community members to the CNA and SWP committee meeting. The Title 1 committee reviewed the CNA data with the stakeholders and explained the purpose of the information and its relevance in creating the SWP. The stakeholders were shown the relationship between the CNA, the SWP, and student progress. The stakeholders were encouraged to add their input to the CNA and SWP.

- **Conferences**--Parents will be able to conference with teachers regarding student academic growth, which is aligned to the yearly goals.
- **Annual Review Meeting** (Open House/Title 1 Meeting) - Parents meet with faculty and also participate in the Title 1 meeting to review the SWP.

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

Suggestions from Stakeholders:

Parents suggested some type of training on how to access the Parent Command Center so they could keep track of student grades/progress, etc.

Hold more Academic and LEAP events either virtual, in-person or a combination of both..

Robo calls to announce the end of the 9-week grading period and as reminders of valuable information for parents, students, staff.

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

- Parents and Community stakeholders are included in the annual stakeholder meetings and discuss the SWP goals and action steps.
- Panorama surveys give families an opportunity to share their opinions and that data is used to drive decisions in a variety of forms.
- The school website and social media is used to educate parents about events, testing, scholarship opportunities and more.
- Parents are able to conference with teachers regarding student academic growth which is aligned to the yearly goals.
- IEP meetings, 504 meetings, and SAT meetings, which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.

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

- **Title 1 Compact**
- **7th & 9th Grade Orientation -**Parents and students of these incoming grades are invited to come meet their teachers, learn about the curriculum and different state assessments for middle school (7th graders) and high school (9th graders) before the first day of school.
- **School Website** -Parents can check the school website for more information about their students' teachers, upcoming events, school initiatives including Title 1.
- **Open House: A Fall meeting with parents to discuss standards, curriculum, grade-level expectations, classroom** routines and procedures, and upcoming events.
- **IEP, 504, and SAT meetings**, which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.
- **Parent Command Center—**Parents can log in and check their students' grades, missed assignments, and absences.
- **Parent conferences** with teachers as needed.
- **Report Cards** are sent home every nine weeks.
- **School Messenger-** allows for mass emails or phone calls to alert parents about important information and school-wide events.
- **Faculty, staff, and school sponsored organizations**
- **School signage outside campus as well as TV monitors throughout the inside**
- **TPSS mobile app and Social Media**

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

Translator APP will be utilized.

Notes home will be in the primary Language of the family.

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
Parent/Family Engagement Activity: **7th and 9th Grade Orientation:** This event is used for incoming 7th and 9th grade students to teach them about their courses, curriculum, assessments, and expectations of middle and high school.	SWP Goal (s): All Goals	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Refreshments** **Folders for handouts**	***Agenda** ***Sign In Sheet**

Evidence-based Practice: http://files.eric.ed.gov/fulltext/EJ1117592.pdf		**Estimated Cost:** **$100**	**Evaluation/Effectiveness Results:**

PARENT/FAMILY ENGAGEMENT ACTIVITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USES TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
Parent/Family Engagement Activity: **FAFSA** FAFSA ID Representative (Career Compass) will work with parents and students to complete FAFSA applications. FAFSA Seminar—Parents and students are invited to attend and receive information about FAFSA, scholarships, financial aid, curriculum, college admissions, career exploration, and TOPS.	**SWP Goal (s):** **All Goals**	☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Refreshments**	***Agenda** ***Sign In Sheet**

Evidence-based Practice: https://www.mdrc.org/work/publications/evidence-based-practices-improve-outcomes-posttraditional-learners				
			Estimated Cost: **$100.00**	**Evaluation/Effectiveness Results:**

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision/Coordination:	Items Needed:	Effectiveness Measure:
Open House/Annual Title 1 Review Meeting: This is an opportunity for parents and students to receive an overview of the school's focus and expectations. Teachers will share information about the curriculum and assessments specific to their content with parents and students. Parents will be given a review of the SWP and share input during the meeting.	**All Goals**	☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Refreshments**	*Meeting Agenda *Sign In Sheets *Pictures
Evidence-based Practice: https://www2.rivier.edu/journal/roaj-fall-2007/j123-keane.pdf https://books.google.com/books?hl=en&lr=&id=Lg-eAAAAMAAJ&oi=fnd&pg=PA1&dq=open+house+in+schools&ots=_aw0wg1lZo&sig=NgYfZfG2ZFDRTPAHuX3N_OX4LYA#v=onepage&q=open%20house%20in%20schools&f=false			**Estimated Cost:** **$250.00**	**Evaluation / Effectiveness Results:**

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision/Coordination	Items Needed:	Effectiveness Measure:
LEAP Instructional Resources and Testing Information Event (7th and 8th grade students and parents) This is an opportunity for parents and students to learn tips necessary to ensure student success before and after standardized testing. Activities will also include how to access websites and other available resources needed to help students succeed.	**All Goals**	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Refreshments**	*Meeting Agenda *Sign In Sheets *Pictures
Evidence-based Practice: Parent involvement and student academic performance: A multiple mediational analysis - PMC (nih.gov)			**Estimated Cost:** $300.00	**Evaluation / Effectiveness Results:**
Parent/Family Engagement Activity: **STEAM (Science Technology Engineering, Arts, and Mathematics) Night:** Students and their parents will rotate through hands-on Science, Technology, Math, Arts and Engineering activities to complete together. The event includes a range of activities covering different STEAM topics and connections to exciting STEAM careers.	**SWP Goal (s):** **All Goals**	**Budget Decision /Coordination:** ☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Items Needed:** **Refreshments**	**Effectiveness Measure:** * Agenda *Sign In Sheets *Pictures
Evidence-based Practice: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7036285/			**Estimated Cost:** **$500.00**	**Evaluation /Effectiveness Results:**

<table>
<tr>
<td>Parent Family Engagement Activity:

ASVAB & ACT Night/TOPS

Students and parents will be introduced to the ASVAB and its relevance; learn about ACT (English, Math, Reading, and Science) content strategies. registration policy, and how to secure vouchers) as well as gain valuable information about how these assessments can help students postsecondary. TOPS will also be addressed.</td>
<td rowspan="2">SWP Goal (s):

All Goals</td>
<td rowspan="2">Budget Decision /Coordination:

☑ Title I
☐ Title II
☐ Title III
☐ Title IV
☐ LA4
☐ IDEA
☐ Homeless
☐ General Fund
☐ Perkins
☐ Other</td>
<td>Items Needed:

Refreshments</td>
<td>Effectiveness Measure:

* Agenda
* Sign In Sheets
* Pictures</td>
</tr>
<tr>
<td>Evidence-based Practice:

https://pmc.ncbi.nlm.nih.gov/articles/PMC10744611/

https://www.act.org/content/dam/act/unsecured/documents/involve_parents.pdf</td>
<td>Estimated Cost:
$100.00</td>
<td>Evaluation / Effectiveness Results:</td>
</tr>
</table>

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
College and Career Fair. College and Career fairs are beneficial and provide students, and parents, resources and guidance they need to make informed decisions about their future. Representatives from various colleges, military branches and industries can help students explore different career options and gain a better understanding of the skills and education required to succeed in those fields. . **Evidence-based Practice:** https://edresearchforaction.org/research-briefs/evidence-based-approaches-to-designing-effective-career-and-technical-education-programs/	**All Goals**	☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Refreshments** **Estimated Cost:** **$100**	* Agenda *Sign In Sheets *Pictures **Evaluation / Effectiveness Results:** .

Parent Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Parents Conferences Every nine weeks students will receive report cards and parents will be invited and encouraged to attend meetings/conferences to address curriculum concerns, grade concerns, or students' strengths and weaknesses. This event will be held throughout the year.	All Goals	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Refreshments	* Agenda *Sign In Sheets *Pictures
Evidence-based Practice: https://files.eric.ed.gov/fulltext/EJ794819.pdf			**Estimated Cost:** $100	**Evaluation / Effectiveness Results:**

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.**
- **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
More than 50% of students in 7th and 8th grades scored on average Mastery or Above on District Unit Assessments in Social Studies.	Urgent Intervention Required for students with disabilities
100% of staff responded favorably to how supportive school leaders are towards them when they face challenges at work.	• 12% of the students in Algebra I scored Mastery or Above. • 1% of the Geometry students scored Mastery or Above. • 0% of the Biology students scored Mastery or Above.
Truancy decreased from 57% to 29%	• 14% of English I students scored Mastery or Above on LEAP EOC • 20% of English II students scored Mastery or Above on LEAP EOC • 1% of US History students scored Mastery or Above on LEAP EOC • 8% of Civics students scored Mastery or Above on LEAP EOC
The strength of the Diploma is an A (99.3)	246 discipline referrals were written by the end of the 2025-2026 • 40% leave classroom without permission - 75% African Americans
Graduation Rate is a 80.5	LEAP Assessment Score is a F
Advanced Credentials 59/82 (72%)	ACT composite score is 14.8
Workkeys 37/72 (51%)	School Performance Score is 65.1 (which will be equivalent to 29.7 on the new scale)

Students missing 15 or more days decreased from 53% to 26%	**Sub group data for black, economically disadvantaged, and students with disabilities scored significantly below the other students on our campus on the LEAP 2025 assessment.**
	Attendance: 26% of students missed 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.

Narrative Summary from Comprehensive Needs Assessment:

Independence High Magnet School is a community school with 488 students in grades 7-12. IHMS has a SPS of 65.1 with a UIN for the subgroup of Students with Disabilities. Students are scoring below the district average on the LEAP 2025 assessment. Only 14% of the English I students and 12% of Algebra I students scored Mastery and Advanced on LEAP 2025 using the Tier 1 curriculum. Geometry and U.S. History students scored the lowest on the LEAP with each scoring less than 1% for Mastery. Students who score below Mastery in ELA, Science, Math, and Social Studies, indicate a need for improvement in these areas. In addition, the ELA, Math, Science, and Social Studies LADOE (Louisiana Department of Education) Curriculum Implementation Scale scores were between 1 and 3. There is a significant correlation between LEAP scores and implementation scores. Bridging the gaps between Basic and Mastery in core subject areas in the ELA, Math, Science, and Social Studies curriculum is a critical step toward academic improvement. Increasing student assessments in the classroom at IHM School is a priority. Daily, structured, and targeted academic interventions are strategically implemented to improve student achievement and close achievement gaps across all student subgroups, with particular emphasis on Black students and students with disabilities. The school had 246 discipline referrals with the top 3 being leaving the classroom without permission (with African Americans making up 75% of that number), willful disobedience, and disturbing the school habitually. Students missing 15 or more school days was 26% which decreased since last year but the goal is to continue to improve our attendance rate. Truancy decreased from 57% to 29%. The strength of the Diploma is 99.3 (A), and our Graduate Rate is 80.5 (B). Advanced credentials were earned by 72% of graduating seniors. More than 50% of students in 7th and 8th grades scored on average Mastery or Above on District Unit Assessments in Social Studies. Also, 100% of 11th grade students scored progressing or proficient on the ELPT. Other strengths include 100% of staff responding favorably to school leaders being supportive towards them when they face challenges at work.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- **Increase the percentage of students scoring mastery and above in Algebra I, Biology, English II, Geometry, US History and Civics.**
- **Increase the School Performance Score from 65.1 (equivalent to 29.7 to 33).**
- **Increase ACT composite from 14.8 to 15.8.**
- **Decrease the number of discipline referrals in African Americans.**
- **Decrease the percentage of students with disabilities scoring unsatisfactory on all areas of the LEAP assessment.**
- **Increase the percentage of black and economically disadvantaged students scoring proficient on all areas of the LEAP assessment.**
- **Improve student attendance.**

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Academic Data: Student Information System (SIS), OnCourse Multiple Measures, WorkKeysLDOE School Report Card; LEAP 2025; District Data (ELA, US History, Biology, Civics); Affirm Assessments for Algebra 1 and Geometry, and ACT Data. **Survey Data:** Tangipahoa Parish School Systems Panorama Needs Assessment Surveys (1) Administrators/Faculty and Staff, (2) Families, (3) Students, JCampus Discipline Data Reports, LADOE Curriculum Implementation Scale and Attendance Data, JCampus Points System.

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)***
- **By the Spring of 2027, IHMS will Increase the *Aligned to District Goals***

- By the Spring of 2027, IHMS will increase the percentage of 7th-grade students scoring Mastery and above on the Leap 2025 assessment in ELA from **32% to 36%.**
- By the Spring of 2027, IHMS will increase the percentage of 7th-grade students scoring Mastery and above on the Leap 2025 assessment in Math from **14% to 18%.**
- By the Spring of 2027, IHMS will increase the percentage of 7th-grade students scoring Mastery and above on the Leap 2025 assessment in Science from **13% to 17%.**
- By the Spring of 2027, IHMS will increase the percentage of 7th-grade students scoring Mastery and above on the Leap 2025 assessment in Social Students from **14% to 18%.**
- By the Spring of 2027, IHMS will increase the percentage of 8th-grade students scoring Mastery and above on the Leap 2025 assessment in ELA from **14% to 18%.**

• By the Spring of 2027, IHMS will increase the percentage of 8th-grade students scoring Mastery and above on the Leap 2025 assessment in Math from **10% to 14%.**
• By the Spring of 2027, IHMS will increase the percentage of 8th-grade students scoring Mastery and above on the Leap 2025 assessment in Science from **9% to 13%.**
• By the Spring of 2027, IHMS will increase the percentage of 8th-grade students scoring Mastery and above on the Leap 2025 assessment in Social Studies from 1**7% to 21%.**
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and above from **14% to 16%** on the ENG I LEAP 2025 Assessment.
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and above from **20% to 24%** on the ENG II LEAP 2025 Assessment.
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and above from **12% to 14%** on the ALG I LEAP 2025 Assessment.
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and above on the Geometry LEAP 2025 Assessment from **1% to 4%.**
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and Above on the Biology LEAP 2025 Assessment from **0% to 4%.**
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and Above on the US History LEAP 2025 Assessment from **1% to 4%.**
• By the Spring of 2027, IHMS will increase the percentage of students scoring Mastery and Above on the Civics LEAP 2025 Assessment from **8% to 11%.**
• By the Spring of 2027, IHMS will decrease the percentage of students with disabilities scoring unsatisfactory on all areas of the LEAP assessment.
• By Spring 2027, IHMS will increase the ACT composite from **14.8 to 15.8.**
• By the Spring of 2027, IHMS will increase the School Performance Score from **65.1 (equivalent to 29.7) to 33.**
• By the Spring of 2027, IHMS will decrease the number of African American students missing the most days of school from **59.8% to 50%.**
• By the Spring of 2027, IHMS will decrease the number of major discipline referrals by **10%.**
• By the Spring of 2027, IHMS will increase the number of students earning Advanced Credentials from **72% to 75%.**

1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

Core Instruction					
SCHOOLWIDE PLAN STRATEGY	**TARGETED EDUCATIONAL PRIORITY ADDRESSED**	**SWP GOAL(S) ADDRESSED**	**BUDGET(S) USED TO SUPPORT ACTIVITY**	**ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:**	**EFFECTIVENESS**
Rigorous, Standards-Based Curriculum: **TIER 1 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. Core teachers are following the Tier 1 curriculum. • Curriculum Coach • Guidebooks • Eureka² • Open Sci Ed • Bayou Bridges • Experience Foundations of Freedom (Civics) • Online Textbook Curriculum (U.S. History) • Exit Tickets- teachers check for understanding on daily lessons • IXL • ZEARN • LEXIA PowerUp	**ED** **Priority(s):** **1, 2, 3**	**SWP Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** 50% of salary Content specific workbooks Leap 2025 workbooks Science Lab materials Social Studies materials **Estimated Cost: $3000.00**	**Effectiveness Measure:** *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data * Progress Reports

• Common Assessments created by school and district • Workkeys • Jumpstart Pathways • Students receive a daily differentiated intervention time of 25 minutes during the advisory block. Students also receive small group instruction and LEAP 2025 remediation in the core subject areas during advisory. • Students work on the IBC and WorkKeys credentials. • Self-contained classes use the Unique Learning System program • Study Skills blocks support students with specific needs. • Special Education Teachers support students in the classroom and collaborate with general education teachers on specific student needs. • Students participate in the LEAP Connect Curriculum; 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/Docs/PracticeGuide/higher_ed_pg_091509.pdf (TIER 1) https://www.atlantis-press.com/article/125952276.pdf (Phenomenon based learning) https://www.gemsaa-abudhabi.com/en/-/media/Project/GEMS/GAA_GEMS_American_Academy_Abu_Dhabi/_Files-and-Docu					**Evaluation / Effectiveness Results:**

ments/dufour.pdf (Common Assessments) https://www.nsta.org/science-teacher/science-teacher-aprilmay-2019/exit-tickets https://files.eric.ed.gov/fulltext/EJ815413.pdf (AP) https://journals.sagepub.com/doi/abs/10.1177/2156759X0701000309 (Self Contained) https://files.eric.ed.gov/fulltext/ED560788.pdf (Learning Management System)				

Use of Academic Assessments to Improve Instruction: • PLC - teachers are grouped by department to analyze student work samples, test scores, and overall course progression. • LEAP • Pre and Post Unit test • State Guidebook Assessments • Weekly Assessments • ACT, PreACT, ACT WorkKeys • Previous years' LEAP scores • ELPT Testing	**ED** **Priority(s):** **1, 2, 3, 4**	**SWP Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** Guidebooks PreACT Exams **Estimated Cost:** **$5000.00**	**Effectiveness Measure:** *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common Assessment Data * Progress Reports *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://files.eric.ed.gov/fulltext/EJ1194725.pdf (PLCs) https://www.gemsaa-abudhabi.com/en/-/media/Project/GEMS/GAA_GEMS_American_Academy_Abu_Dhabi/_Files-and-Documents/dufour.pdf (Common					

Assessments) https://par.nsf.gov/servlets/purl/10189809(Data driven instruction) https://files.eric.ed.gov/fulltext/EJ1275324.pdf (Kagan Cooperative Learning Structures) https://www.kaganonline.com/free_articles/research_and_rationale/504/The-Effects-of-RoundTable-Consensus-on-the-Social-and-Task-Engagement-of-Students-with-or-at-Risk-of-Disabilities https://files.eric.ed.gov/fulltext/EJ815413.pdf (AP)				**Evaluation / Effectiveness Results:**

Strategies, Curriculum, and Assessments Specific to Students with Disabilities: ACT 833 eligible students are provided with remediation for LEAP 2025 though Study Skills and elective class. • **Study Skills** teachers are used to support students with specific needs. • Students participate in the **LEAP Connect Curriculum**; otherwise, students receive accommodations in the regular core curriculum. • Unique Learning System Program Educators deliver differentiated, standards-aligned content enhanced assessments, data tools and evidence-based instructional support. • Para Support • IXL • Lexia Power up • IEP Goals and Objectives • SAT meetings	**ED Priority(s)** 1, 2, 3	**SWP Goal(s):** All Goals	**Budget Decisions/ Coordination:** ☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Items Needed:** **Estimated Cost:** 2500.00	**Effectiveness Measure:** *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data * Progress Reports
Evidence-based Practice: https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 (Paraprofessional support) https://guides.exceptionallives.org/hc/en-us/articles/360022352734-What-Is-the-April-Dunn-Act-Act-833- (ACT 833) https://journals.sagepub.com/doi/abs/10.1177/2156759X0701000309(Self Contained) https://files.eric.ed.gov/fulltext/ED599697.pdf (IEP Goals)					**Evaluation / Effectiveness Results:**

Strategies, Curriculum, and Assessments Specific to English Learners:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• 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 content specific practices in ELA, Math, Social Studies, and Science. **Describe the EL program at your school, including how and what services are provided to the EL students:** • EL services during the week • ELP Test • ESL liaison at district level. • EL services provided weekly by a staff member from The Bailey Group • The District Translator and Google Translation App are used to assist LEP students. • Amira Learning • Accommodations through OnCourse	1, 2, 3	All Goals	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	*EL Resource Books *EL Games **Estimated Cost:** $2000.00	*ELP Test *EL Teacher Schedule
Evidence-based Practice: https://ies.ed.gov/ncee/edLabs/regions/pacific/blogs/blog43_using-data-driven-decisionmaking-to-support-ELL.asp https://jurnal.stkipahsingaraja.ac.id/index.php/jimi/article/view/897/673 - AMIRA Learning https://files.eric.ed.gov/fulltext/EJ948676.pdf- - Accommodations, Translations, ESL Teacher, Assessments					**Evaluation / Effectiveness Results:**

http://iteslj.org/Articles/Ybarra-Technology.html-Technology for EL http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/-Translator Apps https://journals.wumardan.edu.pk/papers/Eng-38-54%20Nargis%20Noor.pdf - Accommodations, Translations, ESL Teacher Assessments				

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: • Identify students scoring unsatisfactory on prior LEAP 2025 State Assessments and/or students with an ACT composite score of 18 or below. • Professional Learning Communities • Student Assistant Team • EPs and IAP documents • Prior year grades in core classes • Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys) • School and District made common assessments • Teacher recommendations • Parental concerns • Attendance Record • Discipline Record • Student Grades	**Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** *ACT/LEAP Bootcamps *PreACT exams *MasteryPrep materials *LEAP workbooks **Estimated Cost:** **$5000.00**	**Effectiveness Measure:** *Progress Reports *LEAP scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data **Evaluation / Effectiveness Results:**

Opportunities and Interventions for Students in Need: • Students receive a daily differentiated intervention time of 25 minutes during the advisory block. Students also receive small group instruction and LEAP 2025 remediation in the core subject areas during advisory. • ACT Prep Remediation Courses for seniors with less than an 18 composite ACT score. • ACT Boot Camp • LEAP Boot Camps • IXL • Lexia Power up • Student Assistance Team • RKM Counseling Services • **ACT 833** eligible students are provided with remediation for LEAP either through Study Skills or during another elective class. • After school tutoring • Amira	**Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** *Materials and consumables for at risk students *Bootcamps **Estimated Cost:** $5000.00	**Effectiveness Measure:** *Progress Reports *LEAP 2025 scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data **Evaluation / Effectiveness Results:**
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • Student Assistance Team (SAT) • SAT process may result in 504 or IDEA evaluation • Professional Learning Communities • Counseling Referrals • Data follow up • After School Tutoring • Targeted instruction • Parent contact • Credit recovery • Online classes	**Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** *Materials and consumables for at risk students **Estimated Coast:** $5000.00	**Effectiveness Measure:** *SAT/504/IEP data *Parent contacts *Tutoring logs/data **Evaluation / Effectiveness Results:**

Interventions Specific to Students with Disabilities:	ED Priority(s): 2, 3	SWP Goal(s): All Goals	Budget Decisions/ Coordination: ☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: *Materials and consumables for at risk students Estimated Cost: $2000.00	Effectiveness Measure: *Intervention data *IEP meetings and collaboration team meetings. Evaluation / Effectiveness Results:

- IEP Goals and Objectives
- IEP reconvention
- Student Assistance Team (SAT)
- Tracking Reports
- Testing Accommodations
- Accommodations
- Inclusion
- Scaffolding
- After School Tutoring
- Para support
- Study Skills classes
- The PAES Lab

Evidence-based Practice:

https://files.eric.ed.gov/fulltext/ED599697.pdf-(IEP Goals)

https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20-(Paraprofessional support)

https://www.teachertoolkit.co.uk/wp-content/uploads/2014/04/effect-of-learning-skills.pdf-(Study Skills)

https://files.eric.ed.gov/fulltext/EJ1168865.pdf-(Scaffolding)

https://journals.ku.edu/focusXchild/article/download/6812/6165-(Testing Accommodations)

https://www.iaase.org/Documents/Ctrl_Hyperlink/Session_5b_Intervention_in_School_and_Clinic_uid9152015835492.pdf (Tracking Reports)

https://www.advocacyinstitute.org/academy/Oct07IEPessentials/T

ECProgressMonitoringLegalIssues.pdf IEP Reconvene)					
Interventions Specific to English Learners: • Amira • Student Mentors • Accommodations • Google Translator App • Dictionaries • Translators • OnCourse written translations	**ED** **Priority(s):** **2**	**SWP Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** **Estimated Cost:** $2000.00	**Effectiveness Measure:** *EL teacher schedule *ELP Test Scores **Evaluation / Effectiveness Results:**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://cdn-websites.imaginelearning.com/marketing/Research/Issue_brief-ELL+and+IR.2+(1).pdf Imagine Learning http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/ Translator Apps https://files.eric.ed.gov/fulltext/ED478291.pdf (Dictionaries, Translators, Student Mentors) https://www.academia.edu/download/68326901/Ensuring_Accommodations_Used_in_Content_20210726-5210-93y4fz.pdf (Accommodations)					

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:**
• Character Strong Curriculum • On-site RKM Counseling Services • Conflict Resolution (peers)	2	All Goals	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Estimated Cost:** $3000.00	*Discipline Data *Surveys *RKM visit logs
Evidence-based Practice: https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf					**Evaluation / Effectiveness Results:**

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.):

- Southeastern Upward Bound Program
- Clubs and organizations
- Field Trips
- After School Programs
- Summer Learning Camp
- Industry Based Certifications
- Dual Enrollment

ED Priority(s)

 # 1, 3, 5

SWP Goal(s):

All Goals

Budget Decisions/ Coordination:

- ☑ **Title I**
- ☐ **Title II**
- ☐ **Title III**
- ☐ **Title IV**
- ☐ **LA4**
- ☐ **IDEA**
- ☐ **Homeless**
- ☐ **General Fund**
- ☐ **Perkins**
- ☐ **Other**

Items Needed:

Estimated Cost:

$2500.00

Effectiveness Measure:

*Pictures
*Students Participation List
*Certifications and College Credit hours earned

Evidence-based Practice:

Charmaraman, L., & Hall, G. (2011). School dropout prevention: what arts-based community and out-of-school-time programs can contribute. New directions for youth development, 2011 Suppl 1(Suppl 1), 9–27.

https://doi.org/10.1002/yd.416
http://www.southeastern.edu/acad_research/programs/up_bound/index.html **Southeastern Upward Bound Program**

http://kora.matrix.msu.edu/files/31/173/1F-AD-10E-8-VSA-a0a2f0-a_5730.pdf **Field Trips**

https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf **Clubs and organizations**
https://wwwresearchgate.net/profile/Deborah-Vandell/publication/237570724

Evaluation / Effectiveness Results:

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):

- Talented Art
- Study Skills
- Honors
- Dual Enrollment
- Physical Education
- Band
- Communications
- Computer Science
- Family and Consumer Sciences
- Foreign Language (Spanish)
- Business
- Agriculture courses
- Industrial Arts (NCCER, Drafting, Wood, Welding, Electrical, Core)
- Medical (CNA, EMR)

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.

Strategies Used to Prevent and Address Problem Behavior:

- RKM Counseling Service
- School Counselors
- PBIS
- Positive Action Classroom (PAC)
- Student Assistance Team
- 504 Services
- SEL Team
- IEP

ED Priority(s): # 2, 3

SWP Goal(s): All Goals

Budget Decisions/ Coordination:

- ☑ Title I
- ☐ Title II
- ☐ Title III
- ☐ Title IV
- ☐ LA4
- ☐ IDEA
- ☐ Homeless
- ☐ General Fund
- ☐ Perkins
- ☐ Other

Items Needed:

Estimated Cost: $800.00

Effectiveness Measure:

*Discipline data
*SAT, 504, IEP Logs
*JCampus discipline data
*Behavior Tracking sheets
*SEL Achievement

Evaluation / Effectiveness Results:

Evidence-based Practice:

https://files.eric.ed.gov/fulltext/EJ1141556.pdf- **PBIS**

https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf **RKM Counseling Service**

https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf

https://files.eric.ed.gov/fulltext/ED301833.pdf **School Counselors**

https://edsource.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf **Positive Action Classroom:**

https://files.eric.ed.gov/fulltext/ED452445.pdf **SAT** https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&rep=rep1&type=pdf **504** https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410 **SPED IEP**				

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• SWP Meetings • Activities that support core instruction include ordering and receiving/distributing supplies, data analysis, Crate maintenance, etc. • School-level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.	4	All Goals	☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	**Substitutes** **Stipends** **See individual Prior Authorizations for specific items needed**	* Agendas * Sign-in Sheets * Daily Log

Evidence-based Practice: https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&context=hon_thesis **SWP** https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=07384602&AN=90497724&h=LrEO2QkEhR1SCgcF4esdqMAXzAHZ2Ul04DsuPPZ1bhQgRCYglzaQjF4NOwuG1eqwAG11%2B8lrqq4nRfoXiTV5iw%3D%3D&crl=c http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf **PD activities**				**Estimated Cost:** $3000.00	**Evaluation / Effectiveness Results:**
Professional Learning Communities (PLCs): **The Leadership Team** completes weekly reviews and analyzes student needs to drive instruction. Goals and objectives are discussed and shared with the faculty. Once a need is identified, the team implements Research-Based Strategies and lesson activities to address it. The Leadership Team will use backward design methods to plan units of instruction for ELA, Math, Social Studies, and Science, as well as credentialing courses. **PLC meetings will be held weekly and will** be led by teacher leaders. Teachers will work together to develop lessons aligned with current state curriculum standards. Meetings will discuss instructional strategies and lesson activities. Teachers will bring students' work to analyze. Data will be tracked to monitor students' progress.	**ED Priority(s):** **# 1-5**	**SWP Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** ☑ **Title I** ☐ **Title II** ☐ **Title III** ☐ **Title IV** ☐ **LA4** ☐ **IDEA** ☐ **Homeless** ☐ **General Fund** ☐ **Perkins** ☐ **Other**	**Items Needed:** **Estimated Cost:** $2500.00	**Effectiveness Measure:**

Evidence-based Practice: **ILT:** https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.9936&rep=rep1&type=pdf https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf **Professional Learning Communities** https://www.researchgate.net/profile/Karen-Louis-2/publication/241488895_Professional_learning_communities_Elaborating_new_approaches/links/0deec52d96e4737c48000000/Professional-learning-communities-Elaborating-new-approaches.pdf					**Evaluation / Effectiveness Results:**
Professional Development: Other Professional Training – • Conferences/Trainings—Teachers will identify conferences/trainings relevant to their subject area/grade level and attend them. They will deliver the material at collaboration/staff meetings. See individual approved prior authorization in Crate for specific activities.	**ED Priority(s):** **#1-5**	**Goal(s):** **All Goals**	**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:** *Agenda *Sign-in

Evidence-based Practice: https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf			**Estimated Cost:** $2500.00	**Evaluation / Effectiveness Results:**

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

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

Strategies for Workforce Talent:	ED Priority(s): # 1-5	Goal(s): All Goals	Budget Decisions/ Coordination: ☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Items Needed: Stipends Estimated Cost: $2800.00	Effectiveness Measure: *Sign In Sheets *Agendas
• PLC's weekly • Instructional Leadership Team Meetings Weekly • Stipends for PD • District level PD • New Teacher Orientation • In-district certification for non-certified teachers • Recruitment and Retention addressed at the District Level					

Evidence-based Practice: PLC https://www.tandfonline.com/doi/pdf/10.1080/19404476.2004.11658173 Instructional Leadership Team https://www.researchgate.net/profile/Richard-Halverson/publication/228363590_The_new_instruction_leadership_Creating_data-driven_instructional_systems_in_schools/links/0c960531126ac25e67000000/The-new-instruction-leadership-Creating-data-driven-instructional-systems-in-schools.pdf Leadership Team https://www.education.uw.edu/ctp/sites/default/files/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf Stipends for PD https://files.eric.ed.gov/fulltext/ED485651.pdf District level PD https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?article=1176&context=education_articles New Teacher Orientation http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2028%20(4)%20Dec.%202020/34%20JSSH-6470-2020.pdf Certification: https://www.researchgate.net/profile/Lawrence-Baines/publication/275514876_Deconstructing_Teacher_Certification/links/563a157708aeed0531dca3aa/Deconstructing-Teacher-Certification.p				Evaluation / Effectiveness Results:

1.8 STUDENT TRANSITION

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

Transition Activities for Incoming and Outgoing Students:	ED Priority(s): # 1-5	Goal(s): All Goals	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Open House • 7th and 9th Grade Parent Orientation (Meet and Greet) • Guidance counselors visit feeder school to schedule • Career fair • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year. • SPED coordinator meets feeder schools to aid in the transition for the SPED population • College Fair • Career Pathways Offered • Band instructors visit feeder schools			☑ Title I ☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other	Refreshments Information Brochures/Signs **Estimated Cost:** $2800.00	*Sign-in sheets *Agendas *Photos
Evidence-based Practice: **7th and 9th Grade Parent Orientation** https://core.ac.uk/download/pdf/163106788.pdf **Open House** https://d1wqtxts1xzle7.cloudfront.net/35974667/Involving_Parents_Delgado_Gaitan-with-cover-page-v2.pdf?Expires=1657920530&Signature=GQOpnMg51gk00z9WfCOXZkY3KsrfmD2cujUK9b95tP9kJmk28S2-N5yO8zXY45noRxVdi8sY3o5LuHqURmJZnbBb8nWriszu5U90~7lqNpGxO-n6KzGa6LC3tvX7Tt7M1~qsAS9DLPx9giqWow					**Evaluation / Effectiveness Results:**

HbARzTLdhI7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOJkjWEHm3PEObBEO1Ay1mtR6vV5ni9aKFCBGn-goXKknl6wPmnCUHlCoirnTjJznoMLBTHqU413z9MLk1wezfLyaMk5d6t7yrz7cVMFQsTf5HoJ1SIQe5PYnYNhf0Vbqv5w__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA Counselors and schedules https://new.every1graduates.org/wp-content/uploads/2016/08/Preventing-1000-Failures.pdf SPED Coordinator: https://journals.library.ualberta.ca/slw/index.php/iasl/article/download/8212/5057 Career Pathways: https://www.researchgate.net/profile/David-Fein/publication/338225616_Career_Pathways_as_a_Framework_for_Program_Design_and_Evaluation_A_Working_Paper_from_the_Pathways_for_Advancing_Careers_and_Education_PACE_Project/links/5e0926ea92851c8364a48284/Career-Pathways-as-a-Framework-for-Program-Design-and-Evaluation-A-Working-Paper-from-the-Pathways-for-Advancing-Careers-and-Education-PACE-Project.pdf Military and Vocational Recruitment: https://ecommons.cornell.edu/bitstream/handle/1813/77311/88_09_Occupational_training_in_high_school.pdf?sequence=1 College Fair https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1000&context=ncie_facpub Band instructors visit feeder schools https://web.archive.org/web/20090516092027id_/http:/www.p				

ublic.iastate.edu/~bestler/arts_based_articles/2008_Gouzouasis_Turning_Points.pdf				

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. Food Services: All students whose income qualifies 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 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 after-school programs during the school year and during the summer. Head Start Preschool Programs: Head Start 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, to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- At the beginning of each academic year, the SWP is reviewed by faculty and staff. The plan is discussed weekly in ILT and PLC meetings where focus areas are addressed, student work, state assessments, and discipline data are reviewed and analyzed by impacted subgroups and what needs to be done to address goals.

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:

- At the conclusion of the school year the SWP Stakeholder Committee will meet to write the SWP and make necessary adjustments. An effectiveness rating meeting will be held to determine the effectiveness of the plan, results of strategies, review student data, discipline data, family and parent engagement activities and decide on how to proceed with the plan.

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

Information from the effectiveness meeting in May/June 2027, when data is released from LADOE, will be shared on the school's website, discussed with faculty and staff at our end-of-the-school-year faculty meeting, and our parent activities. SWP posted to the school's website.

2026-2027 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Keith Sanders
- Assistant Principal: Kimberly Boast
- Assistant Principal: Qiana Smith
- Counselor: Ronina Walls
- Curriculum Support: Renette London
- Curriculum Support: Jessica Bamta
- Title 1 Contact: Cynthia Walker
- Science Teacher: Chudney Hart
- Math Teacher: Kayland Wells
- Vocational Teacher: Holly Milazzo
- Parent/Family: Dawn Autin
- Student: Adam Kern
- Parent/Family: Doris Jackson
- Student: Iriel Holmes
- Parent/Family: Brandy Baham
- Student: Bre'onna Mitchell

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

Members Include:

- Principal: Keith Sanders
- Assistant Principal: Kimberly Boast
- Assistant Principal: Qiana Smith
- Counselor: Ronina Walls
- Curriculum Support: Renette London
- Curriculum Support: Jessica Banta
- Title 1 Contact: Cynthia Walker
- Science Teacher: Chudney Hart
- Math Teacher: Kayland Wells
- Vocational Teacher: Holly Milazzo
- Parent/Family: Dawn Autin
- Student: Adam Kern
- Parent/Family: Doris Jackson
- Student: Iriel Holmes
- Parent/Family: Brandy Baham
- Student: Bre'onna Mitchell

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.

Dr. [illegible]
Principal Signature

Date 6/11/26

Cynthia Walker
Chairperson, Schoolwide Improvement Team Signature

Date 6/11/26

Diana [illegible]
Co-Chairperson, Schoolwide Improvement Team Signature

Date 6/11/26