TANGIPAHOA PARISH SCHOOL SYSTEM
EST. 1896

AMITE WESTSIDE MIDDLE MAGNET SCHOOL
Grades 5-8

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

School Amite Westside Middle Magnet School

SPS 55.9 (+3.8 growth)

Letter Grade D

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

_____UIR - Discipline - Urgent Intervention Required for Discipline:

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

Frequently Ordered Title I Supplies 2026-2027

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

Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities	Parent and Family Engagement	Core Instruction Interventions Support and Extended Learning/Other Strategies	Professional Development	Estimated Cost
Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner (not for office use / Instructional use only), Masters, Staples	X	X	X	$8.000
Copy Machine, Black and White Printer (never housed in an office / instructional use only)	X	X	X	$6,000
Service Contracts, Repair Cost, Rebuild Kits (Title I copiers only)		X		$500
Student Computer, Student Chromebooks, Smartboard/Boxlight, Ipads/Cases, Document Camera, Bulbs		X		$9,000
Replacement Student Mice, Headphone, Keyboard, Earbuds,		X		$1,500
Laminator, Laminating Film	X	X	X	$3,000
	X	X	X	$900
Accelerated Reader (AR) Licenses, PBIS Digital Rewards				
LEAP 2025 Test Prep Materials, ACT Prep Materials, Customer service Exams for High Schools	X	X	X	$15,000
Must be used by STUDENTS Manila Folders, Loose Leaf Paper, Primary Writing Paper Pocket Folders (used only for content that does not have a workbook. For example, ELA Tier 1 has open source items)	X	X		$400
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	$1,200
Must be used by STUDENTS Dry Erase Supplies: Individual Lap Boards, Erasers, Markers	X	x	X	$300
Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials		X		$500
Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives,	X	X	X	$500

Measuring Items, Other Tier I Math Materials				
ELA Materials: Sentence Strips, Easel Pads, Post-it-Notes, Other Tier I ELA Materials	X	X	X	$500
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 to instruct families on strategies to support their children's education:** Communication Folders, Planners, Folders, Card Stock (limited quantity), Poster Boards, Colored Paper (limited quantity), Copy Paper (limited quantity), Post-It-Notes, Lamination, Refreshments (15% of total allotment per year),consumable make and take supplies such as glue, scissors, permanent markers, markers, stick pens, Take Home Workbooks (tied to Core Curriculum)	X	X		$900

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:

Invited a diverse group of stakeholders including (parents of EL students' w/disabilities, regular education students, community members, teachers, administration, leadership team, etc.). The committee met in June 2024 and helped to:

- Curriculum Scale Implementation Scale Sheet feedback provided by members of the leadership team
- Schoolwide Planning Meeting - SWP Committee
- Comprehensive Needs Assessments Results (parent, student, staff)
- Meeting to review data and discuss goals
- Committee, community leader- Rev. Herman Kelly (Grant Chapel AME Church), Parent - Ericka Perkins
- Meeting to discuss Effectiveness Rating of the year's activities, continued to look at goals for 26/27 and long-range planning
- Developed Parent & Family Engagement activities for the year.

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

None at this time

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

- IEP Meetings
- SAT (SBLC) Meetings
- 504 Meetings
- Parent-Teacher Conferences
- Meet & Greet
- Open House
- Panorama Survey
- School Improvement Plan Meetings
- Website (questionnaire)
- Parent/Family Engagement Committee
- Remind App

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

- Student Progress Center (available daily to view student progress)
- School website (updated throughout the year)

- Robo Calls (various times throughout the year)
- Parental Engagements Nights
- Progress Reports (sent home the fourth week of each 9-week grading period)
- Hyper sign (updated weekly)
- Digital Marquee Sign (updated weekly)
- Social Media - Facebook
- Parent/Teacher Conferences
- Verbal/Written Communication (texts, phone calls, letter, weekly agenda, emails, etc)
- Honor Roll Assemblies

Translation Services:

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

(Title VI of the Civil Rights Act of 1964)

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

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

Translator APP will be utilized

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 in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: **1st Semester** October 13th ELA Family Learning and Literacy Night – SWP updates, Guidebook overview, and homework tips	**SWP Goal (s):** **1-8**	**Budget Decisions/Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins	**Items Needed:** colored paper, chart paper, pencils, highlighters **Estimated Cost:** **$100**	**Effectiveness Measure:** Robo call Agenda Sign in sheet Pictures Remind App
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Reframing family involvement in education Strength-based Family Engagement **Parental Involvement is Key to Student Success** **Toolkit of resources for engaging families and the community as partners in education**		❑ Other		
Parent/Family Engagement Activity: **1st Semester** November 16th Family Learning and Math Fun Night – SWP updates, Eureka overview, and homework tips	**SWP Goal (s):** **1-8**	**Budget Decisions/Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** colored paper, pencils, paper, calculators, graph paper **Estimated Cost:** **$200**	**Effectiveness Measure:** Robo call log Agenda Sign in sheet Pictures Remind App
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Reframing family involvement in education** Strength-based Family Engagement **Parental Involvement is Key to Student Success** **Toolkit of resources for engaging families and the community as partners in education**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: **2nd Semester** February 22nd Family Learning with Science & Social Studies Fun Night – SWP updates, PhD & OpenSci Ed Science overview, and homework tips	**SWP Goal (s):** **1-3**	**Budget Decision /Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** colored paper, cardstock, refreshments, pencils, paper, science kits, computer **Estimated Cost:** **$200**	**Effectiveness Measure:** Robo call log Agenda Sign in sheet Pictures Remind App
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Reframing family involvement in education** Strength-based Family Engagement **Parental Involvement is Key to Student Success** **Toolkit of resources for engaging families and the community as partners in education**				**Evaluation / Effectiveness Results (guide revision to the SWP):**

Parent/Family Engagement Activity: 2nd Semester March 22nd Family LEAP Night – SWP updates and test structures	SWP Goal (s) 1-8	Budget Decision /Coordination : ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Items Needed: colored paper, card stock, paper, computer, refreshments Estimated Cost: $200	Effectiveness Measure: Robo call log Agenda Sign in sheet Pictures Remind App
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): **Reframing family involvement in education** Strength-based Family Engagement **Parental Involvement is Key to Student Success** **Toolkit of resources for engaging families and the community as partners in education**				Evaluation / Effectiveness Results (guide revision to the SWP):

1.2 COMPREHENSIVE NEEDS ASSESSMENT

To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**

and

- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

OVERALL STRENGTHS Listed IN CNA	OVERALL WEAKNESSES LISTED in CNA
Based on the average Culminating Task scores for Guidebooks units 1-4, 32 out of 75 students (43%) in 7th grade ELA scored proficient on the unit progress monitoring assessments.	Based on the average Culminating Task scores for Guidebooks units 1-4, no students in 5th grade ELA scored proficient on the unit progress monitoring assessments.
Based on the average Eureka End of Module assessments for units 1-6, 25 out of 59 students (42%) in 5th grade was proficient.	Based on the average Eureka End of Module assessments for units 1-6, 5 out of 64 students (8%) in 8th grade was proficient.
Based on the average social studies unit assessments for units 1-6, 45 out of 75 students (60%) in 7th grade students were proficient.	Based on the LEAP spring 2025 social studies assessment, 4 out of 54 (7%) 8th grade students were proficient.
Based on the average science district assessments for units 1-4, 31 out of 66 students (47%) in 6th grade were proficient.	Based on the LEAP spring 2025 science assessment, 5 out of 68 (7%) 7th grade students were proficient.

The truancy rate for 2025-2026 dropped by 7.18 points to 49.82% compared to 57% in 2024-2025.	Only 7 out of 265 students (2.7%) had zero days absent for the school year.
The number of referrals for Conduct or habits injurious to his/herself or others decreased by 41 from 91 referrals for 24/25 to 50 referrals for 25/26.	Students coded as economically disadvantaged received 99% of the referrals that were written for the 25/26 school year.
Of the 6 EL students at AWMM, none of them received behavior referrals for the 25/26 school year.	Of the 6 EL students at AWMM, none scored proficient on the average progress monitoring assessments in all subject areas: ELA, math, science, and social studies.
Based on the average social studies unit assessments for units 1-6, 5 out of 6 students with disabilities in 7th grade was proficient.	Based on the average Culminating Task scores for Guidebooks units 1-4 in grades 5-8, 2 out of 41 students with disabilities scored proficient on the ELA unit assessments.
Based on the average Culminating Task scores for ELA Guidebooks units 1-4, 31 students (41%) coded as economically disadvantaged in 7th grade scored proficient on the unit progress monitoring assessments.	Students coded as economically disadvantaged made up 95% of the total absences totaling 2,926 days of instruction missed.
Based on the average Eureka End of Module assessments for units 1-6, 4 out of 9 homeless students (44%) in 5-8th grade were proficient.	Based on the average Culminating Task scores for Guidebooks units 1-4, 0 out of 9 homeless students (0%) in 5-8th grade ELA scored proficient on the unit progress monitoring assessments.
Based on the average social studies unit assessments for units 1-6, 39 (52%) black students in 7th grade were proficient.	Black students had 85.33% of the total absences, totaling 5,972 days of instruction missed.
Based on the LEAP math spring 2025 assessment, 2 out of 31 (6%) white students were in the LDOE's Bottom 25% in math.	White students made up 12.44% of the total absences totaling 871 days of instruction missed.
Based on JCampus Referral data, 1 multiple ethnicity student received a major referral.	Multiple ethnicity students made up 14.21% of the total absences totaling 438.5 days of instruction missed.
82% of staff responded favorably in their perception of faculty and staff relationships with school leaders. This is a 6% increase from last year.	13% of students who responded said they could do the hardest schoolwork that is given to them. This is down 3% from last year.
84% of students who responded said they feel supported through their relationships with friends, family, and adults at school. This is a 1% increase from last year.	33% of staff responded favorably to the statement "On most days, how enthusiastic are the students about being at school?"
92% of families responded that drugs were not a problem at their child's school. This is a 9% increase from last year.	17% of families responded favorably to the statement, "The degree to which families become involved with and interact with their child's 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:

Amite Westside Middle Magnet School is a community school with 93% (246) of Economically Disadvantaged students. AWMMS has an SPS score of 55.9/D which has increased by 3.8 points and has been labeled as CIR and UIN for black students (11% mastery), white students (7% mastery) and economically

disadvantaged students (12.8% mastery). AWMMS experienced a 4-point growth (20.15% to 24%) in proficiency on the Leap ELA spring 2025 assessment. AWMM students in 6th grade science show growth with 47% of students scoring proficient on the average of the district unit assessments for units 1-4. 60% of 7th grade students demonstrated proficiency on the average of the Social Studies unit assessments for units 1-6. 42% of 5th grade students demonstrated proficiency on the average of the Math end of module assessments for units 1-6. 43% of 7th grade students demonstrated proficiency on the average of the ELA Guidebooks unit assessment for units 1-4. 28% of 8th grade students identified as economically disadvantaged scored proficient in science on the spring 2026 Leap assessment. 52% of African American students scored proficient on the 7th grade spring 2026 Leap Social Studies assessment. All content areas had a curriculum implementation score of Level of 1 to 3. The focus of data analysis for driving decisions will be a necessary step in student achievement. According to our discipline data, 98 students (37.12%) received a total of 272 referrals, indicating a need to implement strategies that yield a more effective learning environment. Our student attendance rate needs to improve based on our 2025-2026 JCampus attendance date, indicating 27.7% of our students missed 16 or more days. Strengths identified in the Panorama surveys include 84% of 6-8th grade students responding favorably that they feel supported through their relationships with friends, family, and adults at school. However, promoting a safe and orderly environment is a priority at Amite Westside Middle Magnet School as only 44% of 5th graders, 34% of 6th-8th graders, 53% of parents, 56% of teachers, and 59% for staff responded favorably to the overall social and learning climate of the school. AWMMS earned the distinction as a Magnet School of Distinction in the 25/26 year and receives funds for the magnet program as part of the Pioneer Project Grant.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Increase the overall assessment index by 3 points.
- Increase effective implementation of core curriculum in all content areas to Level 3.
- Increase the percentage of students scoring mastery or above in Core subjects of ELA, Math, Science, and Social Studies by 10%.
- Increase the percentage of SPED and 504 students scoring Mastery or above in ELA and math by 10%.
- Subgroup students in the Bottom 25% will increase one performance level on the ELA and Math LEAP 2025 assessment.
- Increase the percentage of UIN Subgroup-black or African American students scoring Mastery or above in ELA and math by 10%.
- Increase the percentage of UIN Subgroup-Economically Disadvantaged students scoring Mastery or above in ELA and math by 10%.
- Increase the percentage of UIN Subgroup-white students scoring Mastery or above in ELA and math by 10%.
- Decrease the number of one-on-one fights on campus by 50%.
- Increase opportunities for student leadership positions on campus.
- 90% of students will attend school each week.
- Reduce out-of-school suspensions by 50%.

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

Data was collected and analyzed from multiple sources including: 5th-8th grade Science District Benchmark, 5th-8th grade Social Studies District Benchmark, 5th-8th grade Eureka Module Assessment, 5th-8th grade ELA Guidebooks Assessments, LEAP 2024-2025 (data for trends). Tangipahoa Parish School Systems Panorama Needs Assessment Surveys (1) Administrators/Faculty and staff, (2) family, (3) student. Positive Behavior Intervention Support (PBIS) Program, Class Dojo Points, JCampus Attendance and Discipline Data Reports, LDOE Attendance and Suspension Reports, Student Information System, etc. LDOE Curriculum Implementation Scale to evaluate the implementation of core curriculum. The scale analyzes each subject area at each grade level.

SCHOOLWIDE PLAN GOALS

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

Academic Goals

1. By the end of the 2026-2027 school year, the overall assessment index will increase by 3 points. *(Increase from 55.9 to 58.9)*
2. By the end of the 2026-2027 school year, the effective implementation of core curriculum in all content areas will increase to Level 3, *from a level 2 to a level 3.*
3. By the end of the 2026-2027 school year, the percentage of students scoring mastery or above in Core subjects of ELA, Math, Science, and Social Studies will increase by 10%. *(ELA 67 students to 74; MATH 27 students to 30; SCI 33 students to 36; SS 31 students to 34)*
4. By the end of the 2026-2027 school year, the percentage of SPED and 504 students scoring Mastery or above in ELA and math will increase by 10%. *(ELA: 1 to 3 students / Math: 1 to 3 students)*
5. By the end of the 2026-2027 school year, Subgroup students in the Bottom 25% will increase one performance level on the ELA and Math LEAP 2025 assessment. *(ELA: 22 AppBasic increase to Basic and 45 Unsat increase to AppBasic / Math: 4 AppBasic increase to Basic and 53 Unsat increase to AppBasic)*
6. By the end of the 2026-2027 school year, the percentage of UIN Subgroup (African American) scoring Mastery or above in ELA and math will increase by 10%. *(ELA 49 students to 54 students / Math: 26 students to 29)*
7. By the end of the 2026-2027 school year, the percentage of UIN Subgroup (White) scoring Mastery or above in ELA and math will increase by 10%. *(ELA 9 students to 10 students / Math: 8 students to 9)*
8. By the end of the 2026-2027 school year, the percentage of UIR Subgroup (Economically Disadvantaged) students scoring Mastery or above in ELA and math will increase by 10%. *(ELA: 54 to 59 students / Math: 31 to 34 students)*

Climate and Culture Goals

9. By the end of the 2026-2027 school year, the number of one-one and group fights on campus will decrease by 50%, *from 37 to 19 fights.*
10. By the end of the 2026-2027 school year, opportunities for student leadership positions on campus will increase. *(Increase student leadership positions from 16 to 22)*

Attendance Goals

11. By the end of the 2026-2027 school year, 90% of students (239 students out of 265 students) will attend school each week.
12. By the end of the 2026-2027 school year, out-of-school suspensions will reduce by 50%, *from 211 to 105 days absent due to OSS.*

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: • ELA Guidebooks • Math Eureka • Social Studies Bayou Bridges • Unique Learning System - SPED Self Contained • PHD Science (5th grade) • OpenSciEd (6th-8th grade) • LDOE State Standards – Science • LDOE State Standards – Social Studies	**ED Priority(s):** **1, 2, 3**	**SWP Goal(s):** **1-8**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** computer, pencils, Guidebook student materials, calculators, atlas, highlighters, markers, laminating machine, colored paper, chart paper, cardstock, poster marker, poster paper, ink pens, copy paper, sticky notes keyboard, computer mice, Index cards colored ink cartridges/ toners, Post it Pad Math manipulatives, science kits/science materials listed in OpenSciEd and PhD Science, student planners, printer,	**Effectiveness Measure:** Innovative Assessment LEAP 2025 District Benchmark

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): The Impact of a Standards-based Mathematics Curriculum on Students' Mathematics Achievement: The case of Investigations in Number, Data, and Space Organizing Instruction and Study to Improve Student Learning				dry erasers, pencil sharpeners, dry erase markers, composition notebooks, binders folders with prongs, bulletin boards bulletin board paper rolls, Cutout Maker **Estimated Cost: $2500**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Use of Academic Assessments to Improve Instruction: • Guidebook tasks • LEAP 2025 • Science Benchmarks • Social Studies Benchmarks • Eureka Benchmarks • Formative Assessments • Oncourse • PLC's data analysis to drive instruction	**ED Priority(s): 1, 2, 3**	**SWP Goal(s): 1-8**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** copy paper printer colored ink document camera computer mice, headsets, pencils, pencil sharpeners, headsets **Estimated Cost: $1500**	**Effectiveness Measure:** LEAP 2025 Comparative Assessment results
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students Improving Adolescent Literacy: Effective Classroom and Intervention Practices					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Strategies, Curriculum, and Assessments Specific to Students with Disabilities:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• Extra Time To Learn (Sped) • Inclusion Classes • LEAP Connectors • Unique Learning • Amira and add Lexia Core 5 (5th grade) • LEXIA Power UP (6th-8th grade) • Zearn	1, 2, 3	1-8	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	document camera, pencils, Guidebook student materials, binder with prongs, calculators, highlighters, markers, colored paper, copy paper, sticky notes keyboard, computer mice, student planners, data charts, data binders, headsets, dividers, manila folders Estimated Cost: $1200	Report cards Sped Progress Reports LEAP 2025
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): READ 180 Intervention Effective Reading Programs for Secondary Students Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools					Evaluation / Effectiveness Results (guide revision to the SWP):
Strategies, Curriculum, and Assessments Specific to English Learners: • The LA Connectors for English Learners will be used to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. **Describe the EL program at your school, including how and what services are provided to the EL students:**	**ED Priority(s):** **1, 2, 3, 5**	**SWP Goal(s):** **1-8**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** document camera, calculators, highlighters, markers folders with prongs manila folders Estimated Cost: $300	**Effectiveness Measure:** LEAP 2025 Report Cards Progress Reports

• Amira Learning • A district appointed EL Representative works with the EL students several times throughout the year.					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Teaching Academic Content and Literacy to English Learners in Elementary and Middle School					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions for At-Risk Students				
Describe the Process for Determining Student Participation in School and Classroom Interventions: Students will participate in school and classroom interventions dependent upon ... • Students scoring below proficient on Math and ELA LEAP tests. • Students receiving three discipline referrals will be assigned interventions. • Students earning an F in ELA or Math • Students scoring below proficient on Benchmark assessments for math, science, social studies and ELA • Student who were Passed with Intervention (PI) and Administrative Placement (AP) due to failing one or more core subjects and having excessive absences	**Goal(s):** **1-9**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** paper, pencils, copy paper, printer ink cartridges/toners binders, folders with prongs, manila folders **Estimated Cost:** **$300**	**Effectiveness Measure:** Diagnostic screening Innovative Assessment LEAP 2025 **Evaluation / Effectiveness Results (guide revision to the SWP):**
List the Opportunities and Interventions for Students in Need: • Check In-Check Out • Chromebook in classroom • Math Sprints • Fluency Practice (5th grade- Eureka) • ELA and Math Interventions • Diverse Learner's Guide • Amira • LEXIA Core 5	**Goal(s):** **1-9**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless	**Items Needed:** loose leaf paper, folders, pencils, pencil sharpeners, data binders, dividers, data charts, keyboards, headsets, copy paper, folders with prongs,	**Effectiveness Measure:** Innovative Assessment Benchmark Assessment LEAP 2025

• LEXIA Power UP • Zearn		❑ General Fund ❑ Perkins ❑ Other	binders, composition notebooks manila folders, dividers, pencil sharpeners, **Estimated Cost: $500**	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • SAT process - If progress is made, keep in SAT, with interventions, and continue to progress monitored - If no significant progress is over time, the identified students will take one of follow pathways - A. Keep in SAT with intensive interventions - B. Go through Pupil Appraisal for an evaluation (Sped) - C. Dyslexia - 504 - D. Resolve if it is determined that the student just is not putting forth the effort	**Goal(s): 1-9**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** copy paper, pencils, SBLC (SAT) folders, data binders, data charts **Estimated Cost: $500**	**Effectiveness Measure:** Progress monitoring reports from interventions assigned SBLC meeting sign in sheets **Evaluation / Effectiveness Results (guide revision to the SWP):**

Interventions Specific to <u>Students with Disabilities</u>: • Extra Time to Learn • Interventions • Inclusion Classes • Paraprofessionals • Follow Individual goals and objectives on IEP	**ED Priority(s): 1, 2, 3**	**SWP Goal(s): 1-8**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** paper, pens, document camera, pencils, folders with prongs, calculators, highlighters, markers dry erasers, dry erase cleaner, colored paper, chart paper, copy paper sticky notes, Index card, colored ink cartridges/ toners, Post It Pad, pencil sharpeners, math manipulatives,	**Effectiveness Measure:** Innovative Assessment Benchmark Assessments LEAP 2025 **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <u>READ 180 Intervention</u> <u>Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</u>					

Effective Reading Programs for Secondary Students				manila folders, science kits and materials for OpenSciEd and PhD Science, composition notebooks folders with prongs Estimated Cost: $500	
Interventions Specific to English Learners: • District Appointed EL Representative • Translation App • Amira Learning	**ED Priority(s):** **1, 2, 3, 5**	**SWP Goal(s):** **1-8**	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** translation app, pencils, pencil sharpener, paper binders Estimated Cost: $500	**Effectiveness Measure:** Innovative Assessment Benchmark Assessment LEAP 2025 **Evaluation / Effectiveness Results (guide revision to the SWP):**
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Interventions for English Language Learners Translation Apps: Increasing Communication with Dual Language Learners					

1.4 STUDENT SUPPORT SERVICES

Provide a description of schoolwide improvement strategies the school is implementing to address student's 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:**
Students will engage in the Character Strong SEL Curriculum	2,3,5	**1-12**	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4	Character Strong Curriculum, paper, pencils, Cutout Maker, paper for Cutout Maker, copy paper, printer	Discipline Data Panorama SEL data

			❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	ink cartridges/toners binders, folders with prongs **Estimated Cost: $1500**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Character Strong Curriculum Navigating SEL from The Inside Out An Increase in Emotional Support, a Reduction in Negative Social Emotional Skills, or Both?					**Evaluation / Effectiveness Results (guide revision to the SWP):**
1.5 STUDENT OPPORTUNITIES **Provide schoolwide improvement strategies implemented for students in preparation for and awareness of opportunities for postsecondary education and the workforce. Strategies may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.**					
Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21st Century, before or after school tutoring, etc.): • Warrior Ambassadors • Civil Cadet Program • Jr. Beta Club • 4-H • Warrior Ambassadors Extra-curricular Activities: Tutoring/Homework Help/Study Skills • Band • Schoolwide Helper/ Beautification/Office Help • Graphic Art Club • Chess/Checkers Club • Fashion Design • Dance Class • Yearbook Committee • Book Club • Performing Arts	**ED Priority(s):** 2,3,5	**SWP Goal(s):** 1-12	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** markers, crayons, colored pencils, paint, paint brushes, construction paper, game boards, cloth, print designs, sewing machines, jewelry kits, glue, scissors, t-shirts, Cricut machine, vinyl, green screen, green screen software, headset, gardening gloves, soil, plants, seeds, binders, card stock, colored paper printer, paper plates bulletin board border,	**Effectiveness Measure:** LEAP 2025 Benchmark Assessment

• ESports • PLTW • Smart Lab Studio				bulletin boards paper rolls, camera for yearbook, t-shirts, cups, ink, speakers, radio, props and costumes for theater classes, Esports gaming consoles, Esports games, books, PLTW materials, large post it charts, wireless microphones **Estimated Cost: $7000**	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): The Benefits of Participating in Extracurricular Activities Benefits of Extracurricular Participation in Early Adolescence: Associations with Peer Belonging and Mental Health Influences On Occupational Identity In Adolescence					**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):

- Speech
- Talented Art/Theater
- Gifted
- Carnage Unit- Keyboarding, Quest for Success, Computer Literacy
- PE
- Band
- Graphic Arts
- Civil Cadet Program
- PLTW

1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.

Strategies Used to Prevent and Address Problem Behavior:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• PBIS, PAC, Conflict Resolution, Transition Class, 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, FINS (Families in Need of Services), Time-Out, Community Circles, Restoration Circles, Character First Curriculum, Character Strong videos	2,3,5	1-12	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	incentives, pencils, notebooks, pens, data binders, data charts, printers, dividers Estimated Cost: $500	Discipline Data Reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Social and emotional learning and equity in school discipline Character Education Interventions Evidence Review Protocol Evidence-Based Classroom Behavior Management Strategies					Evaluation / Effectiveness Results (guide revision to the SWP):

1.7 PROFESSIONAL DEVELOPMENT

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

Title I School Planning:	ED Priority(s):	Goal	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• SWP Meetings • Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. • School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. • Math Data Dives at the end of every 9-week quarter for long range planning	1,2,3,5	1-12	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Substitutes** **Stipends** **See individual Prior Approval for specific items needed** binders pens dividers	Crate Purpose orders Package slip Substitute sign in sheet

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Reviewing the evidence on how teacher professional development affects student achievement Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance				**Estimated Cost:** $1500	**Evaluation / Effectiveness Results (guide revision to the SWP):**
Professional Learning Communities (PLCs): PLC will take place each week from August to May - Purpose - Review data, assessments, student progression and regression, and trends, content, and assessment rigor • Content Level Meeting each week • Grade Level Meetings • SPED meetings • Professional Develop for data review (designated days in July for ILT members) • Professional Develop days for data review (designated days throughout the year for content area teachers) • Book Study	**ED Priority(s):** 1,2,3,4,5	Goal: 1-12	**Budget Decisions/ Coordination:** ■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Items Needed:** data binders, data charts, document camera, paper, chart paper, pens, printer, highlighters, card stock, labels markers, Post It Pads, toner, bulletin boards, bulletin board paper, substitutes and stipends, (see approved proposals), Book **Estimated Cost:** **$2000**	**Effectiveness Measure:** sign-in sheets agenda
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Professional Learning Communities Effects of Teacher Professional Learning Activities on Student Achievement Growth					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Professional Development: Other Professional Training –	ED Priority(s): 1,2,3,4,5	Goal(s): 1-12	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• 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. • Safe School On-Line Training • Ethics Training • Teacher Leaders for ELA, Math, Science, Social Studies • Summer Institute • LDOE Trainings • Teachers will attend PD in their subject area and redeliver to other teachers during collaboration • PBIS Team 3 days of PBIS data review and culture planning • ILT 3-day PD for LEAP data review and long-range planning			■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	-Substitutes -Stipends -See individual Prior Approvals for specific items needed Estimated Cost: $6500	sign-in sheets completion of safe school online training log agenda
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Reviewing the evidence on how teacher professional development affects student achievement Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance					**Evaluation / Effectiveness Results (guide revision to the SWP):**

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

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

Strategies for Workforce Talent:	**ED Priority(s):**	**Goal(s):**	**Budget Decisions/ Coordination:**	**Items Needed:**	**Effectiveness Measure:**
• 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 • Recruitment and retention addressed at the district level	**2,3,4,5**	**1-12**	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	copy paper, pens, binders, ink, toners, printer **Estimated Cost:** $500	Teacher retention Code data
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): Variation in Mentoring Practices and Retention across New Teacher Professional Learning Communities					**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:	ED Priority(s):	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
• August - Incoming 5th graders – Meet & Greet/Orientation • May - Outgoing 8th graders – Campus Tour of AHS • April/May - AWMMS Outgoing 8th graders - Scheduling Day at Amite High School (Meeting with high school counselor, athletic department, principal, etc.)	1,2,3,4,5	1-12	■ Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	pencils, paper, bulletin board paper, bus **Estimated Cost:** **$150**	Sign in sheets 8th grade schedules
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):					
Academic Mindsets and Behaviors, Prior Achievement, and the Transition to Middle School					**Evaluation / Effectiveness Results (guide revision to the SWP):**

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:	
McKinney Vento: All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program. Special Education: Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.	**English as a Second Language (ESL):** Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. **21st Century Programs:** Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. **Headstart Preschool Programs:** Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision
   - *The SWP remains in effect for the duration of the school year. The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.*
   - *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the state's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SWP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/sub claims, and subgroups:

- Late May/June 2026, SWP Committee (leadership team, parents, community leaders) will meet and review data collected from Oncourse Analytics – Academics, Behavior and Attendance, School needs survey, assessment results, and content area Benchmark results.
- Stakeholders will review and monitor the SWP in October 2026, December 2026, March 2027, or June 2027.

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:

- There will be on-going SWP Committee meeting checkpoints throughout the year to discuss the effectiveness of all programs, activities, and events implemented within a nine-week timeframe. These meetings will take place at the end of each nine-week period.
- Data collected during these meetings, assessment results, and surveys will be used to determine the direction for 2026-2027 for the SWP meetings in the months of April, May, and June.

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

- The evaluation results of the SWP will be reported to stakeholders on the school website in late June.

2026-2027 Committee Members	
<u>School Improvement Planning Committee</u> **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP** **Members Include:** • **Principal: Reagan Hamlin** • **Assistant Principal: Melanie Marse** • **Student: Cor'aunnah Rogers** • **Teacher:** **Paul Smith, Math Teacher** **Yisheka Spears, Social Studies Teacher** **Aldriana Bridges, Magnet Specialist** • **Parent/Family: Ericka Perkins, Parent** • **Community Member: Rev. Herman Kelly, Pastor of Grant Chapel AME**	<u>Parent/Family Engagement Committee</u> **Responsible for the Implementation of the PFE Activities in the SWP** **Members Include:** **rs Include:** • **Principal: Reagan Hamlin** • **Assistant Principal: Melanie Marse** • **Student: Cor'aunnah Rogers** • **Teacher:** **Paul Smith, Math Teacher** **Yisheka Spears, Social Studies Teacher** **Aldriana Bridges, Magnet Specialist** • **Parent/Family: Ericka Perkins, Parent**

Church	• **Community Member: Rev. Herman Kelly, Pastor of Grant Chapel AME Church**

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.


/Reagan Hamlin
Principal Signature

10/9/2026
Date


/Melanie Marse
Chairperson, Schoolwide Improvement Team Signature

10/9/24
Date