2022-2023
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 70.4

Letter Grade C

Check all that apply (verify with principal):

✓
____ **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 of 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

      X____**Economically Disadvantaged**
      ____**Hispanic/Latino**
      ____**Black**
      ____**White**
      X____**Students with Disabilities**
      ____**English Learners**
      ____**Two or more Races**

✓ **UIR - Discipline - Urgent Intervention Required for Discipline:**

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

Frequently Ordered Title I Supplies

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, Masters, Staples	X	X	X	3500
Copy Machine, Duplicator, Printer	X	X	X	2800
Service Contracts, Repair Cost, Rebuild Kits	X	X	X	2500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Box light, Ipads/Cases, Projector, Document Camera, Bulbs	X	X	X	2000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors	X	X	X	1500
Laminator, Laminating Film	X	X	X	2000
Poster Maker, Paper for Poster Maker, ink	X	X	X	1000
Communication Folders, Planners	X	X		2200
Accelerated Reader (AR) Licenses	X	X	X	0
LEAP 2025 Test Prep Materials, ACT Prep Materials	X	X	X	1000
Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X	X	1000

Must be used by STUDENTS General Supplies: Pens (under $1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out, Post-It-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards	X	X	X	2000
Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels	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:	X	X	X	1000
Social Studies Materials: Globes, Maps	X	X	X	300

1.1 Family and Stakeholder Engagement

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

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

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

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

Stakeholder Meeting -Prior to the 2022-2023 academic year, the IHMS SWP team invited parents, students, and community members to the CNA and SWP committee meetings. 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 our yearly goals.
- **Annual Review Meeting** (Open House)-Meet with faculty and parents to review SWP in September.
- **Semester Meetings**--Parents can meet as a small group with the principal to discuss areas of concern or accomplishments.

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

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

During the Stakeholder Meeting some of the stakeholders mentioned having a STEM (Science Technology Engineering Mathematics) Family Day. This will be given during the school day.

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

- **Parents** are included in the decision-making process through informational meetings as well as parent surveys.
- **Community stakeholders** are invited to IHMS to present information on entrepreneurship ideas and topics
- **Community stakeholders** are invited to IHMS to discuss SWP goals and action steps.
- **Family Events-** Parents are included in stakeholder meetings where they assist in the implementation of the action steps.
- **Freshmen Academy-** Parents and students are included in stakeholder meetings where accountability standards are shared
- **Professional Development** are held to educate parents on individual student goal setting to help their child obtain their 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.
- **Conferences--**Parents will be able to conference with teachers regarding student academic growth which is aligned to our yearly goals.

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

- **Title 1 Compact-** sent home in August
- **Meet and Greet -**Parents and students are invited to meet their teachers before the first day of school
- **School Website -**Parents can check the School Website for information, the teacher's web page, upcoming events, school initiatives, and school board website
- **Open House -**Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events.
- **Leadership Team Meetings -**meetings are held weekly. During these meetings, team members plan for PLC with teachers and analyzing data and samples of student work.
- **SBLC/IEP/504–** These meetings are held to discuss student progress as needed.
- IEP meetings, 504 meetings, and SAT meetings, which include parents, teachers, administrators, and support personnel are held as needed/required to make educational decisions.
- **Student Progress Center-** Parents can log into Oncourse Connect to check student's grades, missed assignments, and absences.
- Teachers send home a **Report Card every nine weeks**
- **School Messenger-** Will be used to assist with communicating important school wide events.
- **Common Assessments-** Six teachers will be selected to create six common assessments for all LEAP 2025 assessments. These assessments will allow ILT members to better track student growth to mastery of state standards. Parents will be notified of these assessments via Oncourse or email.

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

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

PARENT/FAMILY ENGAGEMENT ACTIVITITY	SWP GOAL(S) ADDRESSED	BUDGET (S) USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application):	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Parent/Family Engagement Activity: **Meet and Greet:** Students and families will have the opportunity to meet the faculty and staff of Independence Magnet High and Middle School. This event allows teachers and administration to start to lay the foundations of a working relationship between the school and home environments. This is an opportunity for parents and students to meet their child's teacher for the 2022-23 school year. Parents will be shown how to access instructional resources, teachers' expectations for Student's performance, grade-level curriculum, positive discipline, and homework procedures.	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: Refreshments Estimated Cost: 400.00	Effectiveness Measure: * Agenda *Sign In Sheets
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://doi.org/10.1080/00940771.1987.11494725				Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decisions/Coordination:	Items Needed:	Effectiveness Measure:
7th-9th Grade Orientation: This is event is used to inform incoming students and their families about the academic and social expectations of high school. 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/EJ1117592.pdf**	**All Goals**	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Refreshments Estimated Cost: 500.00	*Agenda *Sign In Sheets Evaluation / Effectiveness Results (guide revision to the SWP):

Parent/Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Open House: This is an opportunity for parents and students to receive an overview of the school's focus and expectations. Teachers will educate parents of curriculum and assessments that are pertain to their course. Parents can schedule parent-teacher conferences based on individual student needs at that time and throughout the year. Parents are given a summary of the evaluation results of the previous year's SWP	**All Goals**	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Refreshments	*Meeting Agenda *Sign In Sheets *Pictures

				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): https://www2.rivier.edu/journal/roaj-fall-2007/j123-keane.pdf			Estimated Cost: 900.00		
Parent/Family Engagement Activity: **Title 1 Annual Parent Meeting** the IHMS SWP team invited parents, students, and community members to the CNA and SWP committee meetings. 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 then shown the relationship between the CNA, the SWP, and student progress. The stakeholders were encouraged to add their input to the CNA and SWP.	**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 Estimated Cost: 250.00	**Effectiveness Measure:** * Agenda *Sign In Sheets	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): 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					Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: **LEAP NIGHT Instructional Resources and Testing Information**	**SWP Goal (s):** **All Goals**	**Budget Decision /Coordination:** *Title I ❑ Title II ❑ Title III	**Items Needed:** Refreshments	**Effectiveness Measure:** * Agenda *Sign In Sheets *Pictures	

This is an opportunity for parents to learn tips necessary to ensure student success before and after standardized testing. Training will also include how to use websites and other resource information needed to help students succeed.		❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 300.00	*Surveys 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): Parent involvement and student academic performance: A multiple mediational analysis - PMC (nih.gov)				

Parent/Family Engagement Activity:	**SWP Goal (s):**	**Budget Decision /Coordination:**	**Items Needed:**	**Effectiveness Measure:**
STEM (Science Technology Engineering Mathematics) Family Day: Students and their families rotate through hands-on science, math, and engineering activities to complete together. The event includes a range of activities covering different STEM topics and connections to exciting STEM careers. Activities are aligned with Louisiana State Science Standards	**All Goals**	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Refreshments**	*Surveys * Agenda *Sign In Sheets *Pictures
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7036285/			Estimated Cost: 850.00	Evaluation / Effectiveness Results (guide revision to the SWP):

Parent Family Engagement Activity: FAFSA	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
FAFSA ID Representative (Career Compass) will work with parents and students to complete FAFSA applications. FASFA Seminar- Parents and students are invited to attend and receive information about FFSA, scholarships, financial aid, scholarships, curriculum, college admissions, career exploration and TOPS. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.academia.edu/download/81192844/career-assessment-practices-for-high-school-students-with-disabilities-and-perceived-value-reported-by-transition-personnel.pdf	All Goals	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Refreshments Estimated Cost: 400.00	* Agenda * Sign In Sheets * Pictures *Surveys Evaluation / Effectiveness Results (guide revision to the SWP):
Parent/Family Engagement Activity: **ACT Boot Camps-**All 11ᵗʰ grade parents will be invited to place their student in a one-day ACT boot camp here at IHS. Students will learn English, Math, Reading, and Science content strategies. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.act.org/content/dam/act/unsecured/documents/involve_parents.pdf	All Goals	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Refreshments Estimated Cost: 400.00	*Surveys * Agenda *Sign In Sheets *Pictures Evaluation / Effectiveness Results (guide revision to the SWP):

ACT NIGHT		Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Parents will gain valuable information as it pertains to ACT as well as the overall rules and regulations for testing. Parents will be informed on the scoring and administration of the ACT as it relates to IHMS students. All 11th Grade parents will be informed that their child will be placed in a one- day workshop on ACT college readiness standards. Students will learn English, Math, Reading, Science content strategies, pacing, time management, and test-taking strategies. Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.act.org/content/dam/act/unsecured/documents/involve_parents.pdf	**SWP Goal (s):** **All Goals**	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	**Refreshments** Estimated Cost: 400.00	*Surveys * Agenda *Sign In Sheets *Pictures Evaluation / Effectiveness Results (guide revision to the SWP):

Parent Family Engagement Activity:	SWP Goal (s):	Budget Decision /Coordination:	Items Needed:	Effectiveness Measure:
Parents Conferences Every 9 weeks' students receive either progress reports or report cards. Parents are invited and encouraged to attend meetings to address curriculum concerns, grade concerns, or students' strengths and weaknesses. This event is held 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): https://files.eric.ed.gov/fulltext/EJ794819.pdf	**All Goals**	*Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Refreshments** Estimated Cost: **300.00**	*Parent Surveys *Sign In Sheets 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.
- 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
80% of our students feel supportive through their Relationships with friends, family, and adults at school. When ranked nationally compared to other districts, we fall in the 79th percentile and exceed the state average.	28% of our students say they are attentive and invested in the classroom. When ranked nationally compared to other districts, we fall in the percentile at 19%
6% Increase on the LEAP 2025 ELA	Comprehensive Intervention Required
District End of the Year Civics assessment students scored an 83% average	Urgent Intervention Required for Academics
90% of students submitted a Free Application for Federal Student Aid (FASFA).	12% of our students scored Mastery or Advanced on LEAP 2025 in Social Studies
ELA are at Level 3 and 4 on the LADOE Curriculum Implementation Scale	8% of students scored Mastery or Advanced on LEAP 2025 in math
75% of our students are graduating with credential and exceeding the state average	Science and social studies were a Level 2 on the LADOE Curriculum Implementation Scale
ELL students scored 23 on the ELPT	75% of students scored unsatisfactory on Biology Check point assessments
69% of families responded favorably of the amount of academic and social support that the school provides their child outside of school.	Decrease the % of students who are chronically absent (15 or more days a year from 77% to 80%
48,423 PBIS Dollars were awarded to students	<1% of students scored Mastery or Advance on the LEAP 2025 in Geometry

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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:

IHM School is a community school with 92% Economically Disadvantaged students. IHM school has an SPS score of 67.2. Comprehensive Intervention is required and Urgent Intervention Required for Academics. The subgroup of African Americans Scored 61% below Mastery or Advanced on LEAP 2025. In ELA 45% of students scored Mastery or Advanced on LEAP 2025, using the Tier 1 curriculum. Students on the LEAP 2025 assessments are scoring below Mastery in science, math, and social studies. However, improvement in these areas is essential. Additionally, the science and social studies LADOE Curriculum Implementation Scale scores were 1-2. The correlation between LEAP scores and the Implementation scores are significant. A focus on bridging the gaps between Basic and Mastery in core subject areas in math, science and social studies curriculum is a critical next step toward academic improvement. PBIS Data and survey results indicate a positive learning environment. Strengths include 93% of students with zero out of school suspension and 80% of students responded that they feel supportive through their relationships with friends, family, and adults at school. Increasing student Engagement in the classroom at IHM School is a priority, only 28% of students responded they are attentive and invested in the classroom.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

- Percent of eighth grade students scoring knowledge or advanced on the LEAP 2025 Assessments in ELA and Math
- Percent of students scoring mastery or advanced on the LEAP 2025 Assessments (English I, English II, Algebra I, Geometry, US History, Biology)
- Increase the Cohort Graduation Rate
- Percent of seniors eligible for Tops award
- Percent of students who are chronically absent (15 or more days a year)
- percent of students who are suspended from out of school
- percent of students with disabilities scoring mastery or advanced on the end of year assessment
- percent of students of color Scoring Mastery or Advanced on the end of year state assessment
- Increase the school performance score

DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):
Academic Data: LDOE School Report Card; LEAP 2025; District Data (ELA, US History, Biology); 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. 2021 LADOE School Report Card, Positive Behavior Interventions Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports LADOE Curriculum Implementation Scale and Attendance Data.

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 2023, IHMS will Increase the** *Aligned to District Goals*

1.	By the spring of 2023, IHMS will Increase the percent of eighth grade students who achieve mastery on their eight-grade Leap 2025 assessment in ELA from **68% to 70%.**
2.	By the spring of 2023, IHMS will Increase the percent of eighth grade students who achieve mastery on their eight-grade Leap 2025 assessment in Math from **56% to 60%.**
3.	By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **31% to 35%** on the ENG I LEAP 2025 Assessment.
4.	By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **25% to 29%** on the ENG II LEAP 2025 Assessment.
5.	By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **17% to 21%** on the ALG I LEAP 2025 Assessment.
6.	By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **5% to 8%** on the Geometry LEAP 2025 Assessment.
7.	. By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **5% to 8%** on the A. History LEAP 2025 Assessment.
8.	By the Spring of 2023, IHMS will increase the percent of students scoring Mastery and above from **5% to 8%** on the Biology LEAP 2025 Assessment.
9.	By the Spring of 2023, IHMS will Increase the Cohort Graduation Rate from **57.7(D) to 70.2(C)**
10.	By the Spring of 2023, IHMS will Increase the number of seniors eligible for Tops award from **43 to 63%**
11.	By the Spring of 2023, IHMS will Decrease the % of students who are chronically absent (15 or more days a year from **70% to 80%**
12.	By the Spring of 2023, IHMS will Decrease the % of students who are suspended from out of school from **93% to 95%**
13.	By the Spring of 2023, IHMS will Increase the % of students with disabilities scoring mastery or advanced on the end of year assessment from **21% to 25%**
14.	By the Spring of 2023, IHMS will Increase the percentage of students of color Scoring Mastery or Advanced on the end of year state assessment From **23% to 26%**
15.	By the Spring of 2023, IHMS will increase the percent of students meeting their growth targets from **41% to 45%** on the LEAP 2025 Assessment
16.	By the Spring of 2023, IHMS will Increase the school performance score will increase from **67 to 70.4** (D to C school)

1.3 STRATEGIES FOR IMPROVEMENT

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

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

Be sure to address all four strategies and identify the <u>Believe to Achieve: Educational Priorities</u> 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 Tier 1 curriculum. • English teachers are using Guidebooks • Math teachers are using Eureka • IHub for Science • Social Studies follows a district made curriculum • Advanced Placement Course • Exit Tickets- teachers check for understanding on daily lessons • Read 180 is used for students with disabilities to improve their Lexile (reading) levels. • School Wide Writing Strategy (RACE) is used to improve students' writing. • Common Assessments created by school and district • WorkKeyscurricululum.act.org	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: Content specific workbooks Leap 2025 workbooks Science Lab materials Social Studies materials Kagan materials Estimated Cost: 1400.00	Effectiveness Measure: *LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data * Progress Reports

- IB4E Intervention students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction and LEAP 2025 remediation in the core subject areas. Students work on the IBC and WorkKeys credentials - Self-contained classes use the Unique Learning System program - Inclusion for 7-12 grade for Math and ELA: - Special Education Teachers support students in the classroom and collaborate with general education teacher 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-Documents/dufour.pdf (Common Assessments)					Evaluation / Effectiveness Results (guide revision to the SWP):

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:	ED Priority(s): 1, 2, 3, 4	SWP Goal(s): All Goals	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- PLC - LEAP 2025 - Pre and Post Unit test - State Guidebook Assessments - Weekly Assessments - LEAP 360 - AP test - ACT, PreACT, ACT WorkKeys - Common assessments for LEAP 2025 courses, - Previous years LEAP 2025 scores - Kagan Cooperative Learning Structures			*Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	Kagan materials Guidebooks Estimated Cost: 5000.00	*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 (guide revision to the SWP):

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	ED Priority(s):	SWP Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
ACT 833 eligible students are provided with remediation for LEAP 2025 though Study Skills and elective class. **Inclusion for 7-12 grade** for Math and ELA: Special Education Teachers support students in the classroom and collaborate with general education teacher on specific student 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** -Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. - Kagan Cooperative learning Structures **Literacy- iReady** **Literacy-Read 180 & System 44** Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities. SAT team meetings are held weekly to focus on behavior issues as well as grades.	1, 2, 3	All Goals	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 2500.00	*LEAP Scores *ACT/Pre-ACT Scores *WorkKeys Scores *LEAP 360 Data *Common *Assessment Data * Progress Reports
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20 (Paraprofessional support) https://guides.exceptionallives.org/hc/en-us/articles/360022352734-What-Is-the-April-Dunn-Act-Act-833- (ACT 833)					Evaluation / Effectiveness Results (guide revision to the SWP):

https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1428&context=theses_dissertations (iReady) https://journals.sagepub.com/doi/abs/10.1177/2156759X0701000309 (Self Contained) https://files.eric.ed.gov/fulltext/ED599697.pdf (IEP Goals) https://files.eric.ed.gov/fulltext/EJ1275324.pdf (Kagan Cooperative Learning Structures)					
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 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 given at the beginning and end of the year. • ESL teacher on campus and liaison at district level. • Certified teachers meet as needed with regular education teachers and students to discuss student progress within the curriculum. • The District Translator, Imagine Learning, and Google Translation App are used to assist LEP students.	**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:** *EL Resource Books *EL Games Estimated Cost: 2000.00	**Effectiveness Measure:** *ELP Test *EL Teacher Schedule

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edLabs/regions/pacific/blogs/blog43_using-data-driven-decisionmaking-to-support-ELL.asp https://cdn-websites.imaginelearning.com/marketing/Research/Issue_brief-ELL+and+IR.2+(1).pdf https://files.eric.ed.gov/fulltext/EJ948676.pdf- - Accommodations, Translations, ESL Teacher, Assessments http://iteslj.org/Articles/Ybarra-Technology.html-Technology for EL http://www.tesl-ej.org/wordpress/issues/volume22/ej87/ej87int/-Translator Apps				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:	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
- Identify students with unsatisfactory on prior LEAP 2025 - State Assessments and/or students with under an 18 composite ACT score. - Professional Learning Communities - Student Assistant Team - EPs and IAP documents - Prior year grades in core classes - LEAP 360 - Standardized Test Scores (LEAP 2025, Pre ACT, ACT, ACT WorkKeys)	All Goals	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 3000.00	*Progress Reports *LEAP 2025 scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data Evaluation / Effectiveness Results (guide revision to the SWP):

• School and District made common assessments • Teacher recommendations • Parental concerns • Attendance Record • Discipline Record • Student Grades				
Opportunities and Interventions for Students in Need: • **IB4E** Students are given a daily differentiated intervention time of 25 minutes. During intervention, students receive small group instruction on LEAP 2025 remediation in the core subject areas. • **ACT Prep Remediation Courses** for seniors with less than an 18 composite ACT score. • **ACT Boot camp** • **Literacy Program (iReady)** • **AP Acceleration Courses** • **Student Assistance Team** • **RKM** Counseling Services • **ACT 833** eligible students are provided with remediation for LEAP 2025 either through Study Skills or during another elective class. • **Physical Education Stations**: wellness stations to help promote healthy habits that can encourage student learning	**Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** *Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA ❏ Homeless ❏ General Fund ❏ Perkins ❏ Other	**Items Needed:** Ring Toss Set Jump Rope Mats Hoops Activity Ring Set/6 Floor Tape Weights Estimated Cost: 2500.00	**Effectiveness Measure:** *Progress Reports *LEAP 2025 scores *ACT/Pre-ACT Scores *WorkKeys Scores *Common Assessment Data 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: • Student Assistance Team (SAT) • SAT process may result in 504 or IDEA evaluation • CAP Team • Professional Learning Communities • Counseling Referrals	**Goal(s):** **All Goals**	**Budget Decisions/ Coordination:** *Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4 ❏ IDEA	**Items Needed:**	**Effectiveness Measure:** *SAT log sheets *504/IEP Logs *T-9 List Evaluation / Effectiveness Results

• Data follow up • After School Tutoring • Targeted instruction • Parent contact • Credit recovery • Online classes		❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Coast: 4000.00	(guide revision to the SWP):

Interventions Specific to Students with Disabilities:	ED Priority(s): 2, 3	SWP Goal(s): All Goals	Budget Decisions/ Coordination: *Title I	Items Needed:	Effectiveness Measure: *Intervention data *IEP meetings and collaboration team meetings.
• IEP Goals and Objectives • IEP reconvention • iReady Literacy Program • Student Assistance Team (SAT) • Tracking Reports • Testing Accommodations • Inclusion • Scaffolding • Para support • Study Skills classes • The PAES Lab			❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other		
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://files.eric.ed.gov/fulltext/ED599697.pdf-(IEP Goals) https://www.tandfonline.com/doi/abs/10.1080/10474410903535356?journalCode=hepc20-(Paraprofessional support) https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1428&context=theses_dissertations-(iReady) https://www.teachertoolkit.co.uk/wp-				Estimated Cost: 2000.00	Evaluation / Effectiveness Results (guide revision to the SWP):

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/TECProgressMonitoringLegalIssues.pdf IEP Reconvene)					

Interventions Specific to <u>English Learners</u>:
 	
  • Imagine Learning
  • Student Mentors
  • Accommodations
  • Google Translator App
  • Dictionaries
  • Translators
	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:
					*ELL teacher schedule
					*ELP Test

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

(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): #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:	Effectiveness Measure: *PBIS Reports *Discipline Data *Surveys
• **Character Strong Curriculum**					
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf				Estimated Cost: 3000.00	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.): • Southeastern Upward Bound Program • AP classes • Clubs and organizations • Field Trips	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
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): 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. **Southeastern Upward Bound Program** https://doi.org/10.1002/yd.416 http://www.southeastern.edu/acad_research/programs/up_bound/index.html **Advanced Placement Courses:** https://www.researchgate.net/profile/George-Moore-5/publication/236708846_Who%27s_Taking_the_Advanced_Placement_Courses_and_How_Are_They_Doing_A_Statewide_Two-					Evaluation / Effectiveness Results (guide revision to the SWP):

Year_Study/links/56a442a308ae1b6511309c75/Whos-Taking-the-Advanced-Placement-Courses-and-How-Are-They-Doing-A-Statewide-Two-Year-Study.pdf

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

Clubs and organizations
https://asset-pdf.scinapse.io/prod/2171009698/2171009698.pdf

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
- Resource classes
- Study Skills
- Honors
- Advanced Placement
- 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, Pharmacy)

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:	ED Priority(s): # 2, 3	SWP Goal(s): All Goals	Budget Decisions/ Coordination: *Title I	Items Needed:	Effectiveness Measure:
- RKM Counseling Service - School Counselors - PBIS - Positive Action Classroom (PAC) - Student Assistance Team 504 services - SEL Team - IEP			☐ Title II ☐ Title III ☐ Title IV ☐ LA4 ☐ IDEA ☐ Homeless ☐ General Fund ☐ Perkins ☐ Other		*Discipline data *Restorative Circles Log *SAT, 504, IEP Log *PBIS reports *SEL Achievement
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): **PBIS** https://files.eric.ed.gov/fulltext/EJ1141556.pdf- **RKM Counseling Service** https://acuresearchbank.acu.edu.au/download/18159ad16800e90e4b4f94ea53c1c10acd6cac3dbddd63f565a5d177eb31e823/791909/AM_Yeung_2016_Positive_Behavior_interventions_the_issue_of.pdf https://cea.org/wp-content/uploads/2022/02/Kate-Field-CEA-HB-5001-Public-Health-Cmte.pdf **School Counselors** https://files.eric.ed.gov/fulltext/ED301833.pdf				Estimated Cost 800.00	Evaluation / Effectiveness Results (guide revision to the SWP):

Positive Action Classroom: https://edsource.org/wp-content/uploads/2018/09/Noltemeyer_Ward_2015_Meta-Analysis.pdf **SAT** https://files.eric.ed.gov/fulltext/ED452445.pdf **504:** https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.968.6147&rep=rep1&type=pdf **SPED IEP** https://journals.sagepub.com/doi/pdf/10.1177/2158244014530410				

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 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.	4	All Goals	*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**	* Agendas * Sign-in Sheets * Daily Log
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): SWP https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=2429&context=hon_thesis Activities file:///C:/Users/laure/Downloads/2483-Article%20Text-4315-1-10-20131007.pdf 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				Estimated Cost: 2500.00	Evaluation / Effectiveness Results (guide revision to the SWP):

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PD activities http://www.artsintegrationpd.org/wp-content/uploads/2017/07/What-makes-effective-PD-Guskey.pdf					
Professional Learning Communities (PLCs): **Leadership Team** completes weekly reviews and analyzes student needs to drive instruction. Goals and objectives are discussed and shared with the faculty. Once the need is identified, the team will implement Research Based Strategies and lesson activities to address the needs. The Leadership Team will use backwards design methods to plan units of instruction for ELA, Math, Social Studies, and Science as well as credentialing courses. **PLC Meetings** will meet weekly and be led by teacher leaders. Teachers work together to develop lessons aligned with current state curriculum standards. Meetings will discuss strategies and lesson activities for instruction. Teachers will bring students' work to analyze. Data will be tracked in order 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:** *Sign In Sheets *Agenda *Surveys

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): 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 (guide revision to the SWP):
Professional Development: Other Professional Training – • Conferences/Trainings - Teachers will identify conferences/trainings relevant to their subject area/grade level and attend. Teachers will redeliver at collaboration/staff meetings. See individual approved prior- authorization in Crate for specific activities.	ED Priority(s): #1-5	Goal(s): All Goals	Budget Decisions/ Coordination: *Title I ❏ Title II ❏ Title III ❏ Title IV ❏ LA4	Items Needed: -Substitutes -Stipends -See individual Prior Approvals for specific items needed	Effectiveness Measure: *Agenda *Sign-in

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse): https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf https://educationnorthwest.org/sites/default/files/StaffDevelopment.pdf		❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins ❑ Other	Estimated Cost: 2500.00	Evaluation / Effectiveness Results (guide revision to the SWP):

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools to address high need students who are failing or at-risk of failing and students with diverse needs:
- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local colleges and universities in the fall and spring.
- Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships.
- The TPSS provides an alternate certification program.
- Praxis workshops are available for TPSS faculty.
- Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district.
- Placement of student teachers through local universities.
- A district created applicant list is available for principal review, interview and recommend for hire.

Strategies for Workforce Talent:	ED Priority(s): # 1-5	Goal(s):	Budget Decisions/ Coordination:	Items Needed:	Effectiveness Measure:
 • Mentorship program • PLCs once weekly • Instructional Leadership Team Meetings • Leadership Team Meetings • Team Meetings • Stipends for PD • District level PD • New Teacher Orientation		All Goals	*Title I ❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund	Stipends Estimated Cost: 2800.00	*Sign In Sheets *Agendas *Assessment of new certifications on boarded *List of Mentors/assigned teachers

• In-district certification for non-certified teachers		❏ Perkins ❏ Other

| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):

Mentorship
https://files.eric.ed.gov/fulltext/EJ1198689.pdf

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

Stipends for PD https://files.eric.ed.gov/fulltext/ED485651.pdf **District level PD** https://digitalcommons.chapman.edu/cgi/viewcontent.cgi?articl e=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%20JS SH-6470-2020.pdf **Certification:** https://www.researchgate.net/profile/Lawrence- Baines/publication/275514876_Deconstructing_Teacher_Certific ation/links/563a157708aeed0531dca3aa/Deconstructing- Teacher-Certification.pdf			

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: *Title I	Items Needed:	Effectiveness Measure: *Sign in sheets
• Meet and Greet • Open House • 7th Grade Parent Orientation • Guidance counselors visit feeder school for scheduling. • Career fair • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year.			❑ Title II ❑ Title III ❑ Title IV ❑ LA4 ❑ IDEA ❑ Homeless ❑ General Fund ❑ Perkins	Refreshments Information Brochures/Signs Estimated Cost:	*Agendas *Photos

• SPED coordinator meets feeder schools to aid in transition for SPED population • College Fair • Advanced Placement Courses • Career Pathways Offered • Band instructors visit feeder schools		❑ Other	2800.00	
Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g., IES Practice Guide/What Works Clearinghouse):				
7th 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~qsAS9DLPx9giqWowHbARzTLdhI7Hgw9ALXmS1LhMM5GwLik-3V3h1tjlzcfodcdwG1cEJeP2tdMA9FoPOOJkjWEHm3PEObBEO1Ay1mtR6vV5ni9aKFCBGn-goXKknl6wPmnCUHlCoirnTjJznoMLBTHqU413z9MLk1wezfLyaMk5d6t7yrz7cVMFQsTf5HoJ1SlQe5PYnYNhf0Vbqv5w__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA				Evaluation / Effectiveness Results (guide revision to the SWP):

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 **AP** https://files.eric.ed.gov/fulltext/EJ746053.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.public.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 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 after-school programs during the school year and during the summer. Headstart Preschool Programs: Headstart preschool children graduate into their feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SWP Revision

- The SWP remains in effect for the duration of the school year. The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards.

- The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the state's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the state's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

- At the beginning of each school year and mid-year, the SWP is reviewed by stakeholders. It is discussed at the Leadership Team Meeting in addition to PLC meetings where focus areas are addressed, student work, state assessment, and disciple data are reviewed and analyzed. Next steps are discussed and implemented to make sure that the goals are being addressed

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:

- In the fall the SWP Committee will meet to review the SWP and make any necessary revisions to the plan. A meeting will be held in the winter to determine whether or not revision need to be made and ensure that focus areas are being addressed as we move into the spring semester. In May/June of 2023, an effectiveness meeting will be held to review the 2022-2023 SWP and determine its effectiveness, results of strategies, student data, discipline data, and family and parent engagement activities.

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 2022, 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.

2022-2023 Committee
Members

School Improvement Planning Committee	Parent/Family Engagement Committee
Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP	**Responsible for the Implementation of the PFE Activities in the SWP**

School Improvement Planning Committee

Members Include:
- Principal: Donnis C. McIntyre
- Assistant Principal: Thasia Domiano
- Assistant Principal: Ryan Joseph
- Assistant Principal: Qiana Smith
- Counselor: Ronina Walls
- Literacy Specialist: Pauline Williams
- Science Teacher: Chudney Hart
- English Teacher: Jessica Becerril
- Math Teacher: Jennifer Morales-Bussone
- Sped Teacher:
- Vocational Teacher: Holly Milazzo
- Community Member: Cheryl Brumfield
- Parent/Family: Marguerite Smith
- Parent/Family: Britany Brown
- Parent/Family: Doris Jackson
- Parent/Family: Jessica Saragusa
- Student: Alec Smith
- Student: Marvie'onna Brown
- Student: Iriel Holmes
- Student: Adam & Elisha Saragusa

Parent/Family Engagement Committee
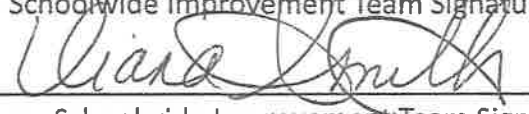
Members Include:
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- Student: Marvie'onna Brown
- Student: Iriel Holmes
- Student: Adam & Elisha Saragusa

SCHOOL ASSURANCES

✓ I certify thật 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.

Donnis C. McIntyre
Principal Signature   Date 8/8/22

Pauline Williams   Date 8/8/22
Chairperson, Schoolwide Improvement Team Signature

Qiana Smith   Date 8/8/22
Co-Chairperson, Schoolwide Improvement Team Signature