

# **2022-2023 Schoolwide Plan**



**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 C19-46.8**

**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

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

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

## Frequently Ordered Title I Supplies

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

Item/s Needed <b>All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities</b>	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	\$8,000
Copy Machine, Duplicator, Printer	X	X	X	\$6,000
Service Contracts, Repair Cost, Rebuild Kits		X		\$500
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$9,000
Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors		X		\$1,500
Laminator, Laminating Film	X	X	X	\$3,000
Poster Maker, Paper for Poster Maker, ink	X	X	X	\$900
Communication Folders, Planners	X	X		\$2000
Accelerated Reader (AR) Licenses				
LEAP 2025 Test Prep Materials, ACT Prep Materials				
<b>Must be used by STUDENTS</b> Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper	X	X		\$400
<b>Must be used by STUDENTS</b> General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out,	X	X	X	\$1,200

Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards				
<b>Must be used by STUDENTS</b> Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels	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, Measuring Items, Other Tier I Math Materials	X	X	X	\$500
ELA Materials:	X	X	X	\$500
Social Studies Materials: Globes, Maps	X	X	X	\$500

## 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:

- May - Curriculum Scale Implementation Scale Sheet feedback provided by members of the leadership team
- May - Schoolwide Planning Meeting - SWP Committee
- May - Comprehensive Needs Assessments Results (parent, student, staff)
- May - Meeting to review data and discuss goals
- Committee, community leader- LaShawn Smith (First Bank & Trust), Parent - Vanessa Carpenter
- May – Meeting to discuss Effectiveness Rating of the year's activities, continued to look at goals for 22-23 and long range planning

Provide examples of changes made to the schoolwide plan based on input from families/paren--+

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
- Class Dojo

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

- Oncourse Connect (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)
- Hypersign (updated weekly)
- Marquee Sign (updated weekly)
- Social Media - Facebook
- Parent/Teacher Conferences
- Verbal/Written Communication (texts, phone calls, letter, weekly agenda, emails, etc)
- Parent Luncheon

#### **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.

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
<b>Parent/Family Engagement Activity:</b>  <b>1st Semester</b>  October 13 <sup>th</sup> Family Learning and Literacy Night – SWP updates, Guidebook overview, and homework tips	<b>SWP Goal (s):</b>  <b>1-5</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  colored paper, card stock bulletin board paper Refreshments, pencils, computers, Smartboard, Guidebook lessons  <b>Estimated Cost:</b> <b>\$300</b>	<b>Effectiveness Measure:</b>  Robo call Agenda Sign in sheet Pictures
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Reframing family involvement in education</a> <a href="#">Strength-based Family Engagement</a> <a href="#">Parental Involvement is Key to Student Success</a> <a href="#">Toolkit of resources for engaging families and the community as partners in education</a>				<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Parent/Family Engagement Activity:</b>  <b>1<sup>st</sup> Semester</b>  December 8 <sup>th</sup> Family Learning and Math Fun Night – SWP updates, Eureka overview, and homework tips	<b>SWP Goal (s):</b>  <b>1-5</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  colored paper, cardstock, math lessons, bulletin board paper Refreshments, computer, Smartboard, pencils, paper, math manipulatives, refreshments  <b>Estimated Cost:</b> <b>\$300</b>	<b>Effectiveness Measure:</b>  Robo call log Agenda Sign in sheet Pictures
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Reframing family involvement in education</a> <a href="#">Strength-based Family Engagement</a> <a href="#">Parental Involvement is Key to Student Success</a> <a href="#">Toolkit of resources for engaging families and the community as partners in education</a>				<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

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<b>Parent/Family Engagement Activity:</b>  <b>2nd Semester</b>  February 7 <sup>th</sup> Family Learning with Science & Social Studies Fun Night – SWP updates, PhD & OpenSci Ed Science overview, and homework tips	<b>SWP Goal (s):</b>  <b>1-5</b>	<b>Budget Decision /Coordination:</b>  <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> colored paper, cardstock, math lessons, bulletin board paper Refreshments, computer, Smartboard, pencils, paper, science kits, manipulatives, refreshments  <b>Estimated Cost:</b> <b>\$300</b>	<b>Effectiveness Measure:</b>  Robo call log Agenda Sign in sheet Pictures  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Reframing family involvement in education</a> <a href="#">Strength-based Family Engagement</a> <a href="#">Parental Involvement is Key to Student Success</a> <a href="#">Toolkit of resources for engaging families and the community as partners in education</a>				
<b>Parent/Family Engagement Activity:</b>  <b>2nd Semester</b>  April 4 <sup>th</sup> Family LEAP Night – SWP updates and test structures	<b>SWP Goal (s)</b>  <b>1-5</b>	<b>Budget Decision /Coordination :</b>  <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> colored paper, card stock, computer, paper bulletin board paper Refreshments  <b>Estimated Cost:</b> <b>\$200</b>	<b>Effectiveness Measure:</b>  Robo call log Agenda Sign in sheet Pictures  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Reframing family involvement in education</a> <a href="#">Strength-based Family Engagement</a> <a href="#">Parental Involvement is Key to Student Success</a> <a href="#">Toolkit of resources for engaging families and the community as partners in education</a>				



## 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 <b>STRENGTHS</b> Listed IN CNA	OVERALL <b>WEAKNESSES</b> LISTED in CNA
5th grade social studies yielded a 6.33% increase in mastery (1.61% to 7.94%)	Comprehensive Intervention Required
Science Benchmark - Students scoring approaching basic increased by 16.97% (8.96% to 25.93%)	Urgent Intervention Required for Academics
6th grade social studies - Students scoring mastery increased by 21.41% (17.65% to 39.06%)	Implementation Scale - 5th grade ELA scored at a level 1
6th grade social studies - Student scoring approaching basic increased by 14.34% (4.41% to 18.75%)	Implementation Scale - 7th grade science scored at a level 1
7th grade math- Students scoring below proficient on the Module 2 mid module assessment to the Module 5 mid module assessment decreased by 4.29% (59.65% to 55.36%)	Implementation Scale - 7th grade social studies scored at a level 1
7th grade social studies - Students scoring mastery increased by 1.14% (7.02% to 8.16%)	82.09% of students scored below proficient in 5th grade math.
7th grade social studies - Students scoring basic increased by 14.86% (3.51% to 18.37%)	54.84% of students scored below proficient in 6th grade math.
8th grade math - Students scoring proficient on the Module 1 end of module assessment to Module 7 mid module assessment increased by 51.46% (22.86% to 74.32%)	54.67% of students scored below proficient in 8th grade social studies.
8th grade social studies - Students scoring advanced increased by 2.67% (2.67% to 0.0%) - Students scoring mastery increased by 0.26% (9.33% to 9.59%) - Students scoring basic increased by 4.26% (5.33% to 9.59%)	56.14% of students scored below proficient in 7th grade ELA.
58% of faculty responded favorably to the perceptions of their own professional well-being.	25% of faculty responded favorably to their perceptions of the overall social and learning climate of the school.

8th grade social studies - Students scoring advanced increased by 2.67% (2.67% to 0.0%) - Students scoring mastery increased by 0.26% (9.33% to 9.59%) - Students scoring basic increased by 4.26% (5.33% to 9.59%)	45% of families responded favorably to the overall social and learning climate of the school.
58% of faculty responded favorably to the perceptions of their own professional well-being.	44% of students responded favorably that they feel that they are valued members of the school community  44% of students responded favorably to how attentive and invested students are in class.
72% of families responded favorably to the amount of academic and social support that they provide their child with outside of school.	#10, #16, #2 highest related discipline incidents have occurred in the classroom #10 = 29 out of 37 referral #16 = 25 out of 66 referrals #2 = 15 out of 24 referrals
79% of students responded favorably that they feel supported through their relationships with friends, family, and adults at school.	46% of families responded favorably to the student's physical and psychological safety at school.
77% of students did not receive an OOS	Decrease in students scoring advanced, mastery, basic, and approaching basic on the LEAP 2025 and increase in the number scoring unsatisfactory.
Discipline Data - #10 distributes the school or habitually violates a rule decreased from 97 referrals to 37 referrals	Math LEAP 2025 had a 100% increase in students scoring unsatisfactory. (SPED)
Discipline Data - #16 fighting decreased from 73 referrals to 66 referrals	14% increase for students scoring unsatisfactory in social studies on LEAP 2025.
There was a -1% decrease in ELA SPED for unsatisfactory and a 1% increase in ELA SPED for advanced on the LEAP 2025.	48% increase for students scoring unsatisfactory in ELA on LEAP 2025.
There was a decrease of 1% for unsat and a 1% increase for advanced on the LEAP 2025 for SPED students in Social Studies.	46% increase for students scoring unsatisfactory in science on LEAP 2025.
	4% decrease in students scoring advanced in ELA on LEAP 2025.

### 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 78.75% (226) of Economically Disadvantaged students. AWMMS has an SPS score of 46.8 which has dropped by 9.5 points and has been labeled as CIR and UIR school. Students in 8th grade yielded a 51.46% increase on the Eureka end of module assessment compared to 6th grade that had a 13.89% decrease. Additionally, 5th grade ELA, 7th grade science and social studies both had an implementation

score of Level 1. A focus of data analysis for driving decisions will be a necessary step in student achievement. PBIS Data and Panorama survey results indicate a need to implement strategies that yield a more effective learning environment. Strengths include 79% of students 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 46% of our families responded favorably to the student's physical and psychological safety at school.

### **PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS**

- Decrease behavior incidents within the classroom - #16.
- Increase effective implementation of core curriculum - ELA .
- Increase the percentage of SPED students scoring Mastery in ELA and math.
- Promote a safe, orderly climate on the campus.
- Increase the percentage of students scoring mastery or above in ELA, Math, Social Studies and Science.

#### **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, In-House Formative Assessments, Cumulative Writing Task, Equip data, Eureka Module Assessment, LEAP 2020-2021 (data for trends), Discipline Date, Curriculum Implementation Scale, and Panorama Survey 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)*
- *Aligned to District Goals*

1. Reduce the number of discipline referred incidents related to #16 (instigates or participates in fights while under supervision) by 50%. (66 referrals to 56 referrals)
2. Increase the favorable perceptions rate of the school culture/climate by 10% as it relates to the perceptions of adults, students, faculty and staff as indicated on the Panorama survey. (faculty and staff 25% to 35%, family 45% to 55%, students 45% to 55%)
3. Decrease the percentage of students scoring below proficiency in ELA by 10%. (5th grade 4.48% to 0.4%, 6th grade 22.95% to 20%, 7th grade 57.14 to 52%, 8th grade 16.22% to 14.62%)
4. Decrease the percentage of students scoring below proficiency in math by 10% (5th grade 82.09% to 73.88%, 6th grade 54.84% to 49.36%, 7th grade 35.71% to 32.14%, 8th grade 37.55% to 33.80%)
5. Increase the number of Sped students scoring Basic in ELA and math by 10% on the LEAP 2022-23 assessment.

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|---|
| 6. Increase the percentage of students scoring mastery or above in Social Studies by 10%. (9.5% Mastery or higher on 2022 LEAP to 10.45% Master or higher on 2023 LEAP) |
| 7. Increase the percentage of students scoring mastery or above in Science by 10%. (7.3% Mastery or higher on 2022 LEAP to 8.03% Master or higher on 2023 LEAP)         |
| 8. Decrease the percentage of students who are chronically absent (15 or more days a year) 10%. (94.02% to 84.6%)   |

### 1.3 STRATEGIES FOR IMPROVEMENT

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

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

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

#### BELIEVE TO ACHIEVE: EDUCATIONAL PRIORITIES

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

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

#### Core Instruction

SCHOOLWIDE PLAN STRATEGY	TARGETED EDUCATIONAL PRIORITY ADDRESSED	SWP GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
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<b>Rigorous, Standards-Based Curriculum:</b> <ul style="list-style-type: none"> <li>● Guidebooks</li> <li>● Eureka</li> <li>● LDOE State Standards – Science</li> <li>● LDOE State Standards – Social Studies</li> </ul> (LA History Binder, Mini Q's in American History, Document Based Ques in World History)	<b>ED Priority(s):</b> <b>1, 2, 3</b>	<b>SWP Goal(s):</b> <b>1-7</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <p>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, dry erasers, pencil sharpeners, composition notebooks folders with prongs, bulletin boards bulletin board paper rolls</p>	<b>Effectiveness Measure:</b> <p>LEAP 360 interim LEAP 2025 District Benchmark</p>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">The Impact of a Standards-based Mathematics Curriculum on Students' Mathematics Achievement: The case of Investigations in Number, Data, and Space</a> <a href="#">Organizing Instruction and Study to Improve Student Learning</a>				<b>Estimated Cost: \$300</b>	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

<b>Use of Academic Assessments to Improve Instruction:</b> <ul style="list-style-type: none"> <li>● Guidebook tasks</li> <li>● LEAP 2025</li> <li>● LEAP 360</li> <li>● SRI Lexile Levels</li> <li>● Formative Assessments</li> <li>● Oncourse</li> </ul>	<b>ED Priority(s):</b> 1, 2, 3	<b>SWP Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> copy paper printer colored ink document camera computer mice, headsets. pencils, pencil sharpeners, headsets  <b>Estimated Cost: \$300</b>	<b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students</a> <a href="#">Improving Adolescent Literacy: Effective Classroom and Intervention Practices</a>					

<b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b> <ul style="list-style-type: none"> <li>● Resource Classes</li> <li>● Inclusion Classes</li> <li>● LEAP Connectors</li> <li>● System 44</li> <li>● READ 180</li> <li>● Unique</li> <li>● IReady</li> </ul>	<b>ED Priority(s):</b> 1, 2, 3	<b>SWP Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> 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,	<b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025
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<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="#">READ 180 Intervention</a></p> <p><a href="#">Effective Reading Programs for Secondary Students</a></p> <p><a href="#">Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</a></p>				<p>data binders, headsets, dividers,</p> <p><b>Estimated Cost:</b> \$300</p>	<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li><b>Imagine Learning</b></li> <li>A district appointed EL Representative works with the EL students several times throughout the year.</li> </ul>	<p><b>ED Priority(s):</b> 1, 2, 3, 5</p>	<p><b>SWP Goal(s):</b> 1-7</p>	<p><b>Budget Decisions/Coordination:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> document camera, calculators, highlighters, markers student planners loose leaf paper folders with prongs manilla folders</p> <p><b>Estimated Cost:</b> \$300</p>	<p><b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025</p>
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="#">Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>



Interventions for At-Risk Students				
<b>Describe the Process for Determining Student Participation in School and Classroom Interventions:</b> Students will participate in school and classroom interventions dependent upon ... <ul style="list-style-type: none"> <li>Students scoring at least two grade levels below on the SRI.</li> <li>Students receiving three discipline referrals will be assigned interventions.</li> <li>Students earning an F in ELA or Math</li> <li>Students scoring low on the beginning of the year Diagnostic test will receive interventions.</li> </ul>	<b>Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> paper, pencils, copy paper, printer ink cartridges/toners binders, folders with prongs, manilla folders  <b>Estimated Cost:</b> <b>\$300</b>	<b>Effectiveness Measure:</b> Diagnostic screening LEAP 360 interim LEAP 2025 Check in folder Read 180 reports
				<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>List the Opportunities and Interventions for Students in Need:</b> <ul style="list-style-type: none"> <li>Check In-Check Out</li> <li>Chromebook in classroom</li> <li>Math Sprints</li> <li>Fluency Practice (5<sup>th</sup> grade- Eureka)</li> <li>Tutoring/Homework Help – Extra-Curricular Activity</li> <li>Homeroom Advisory</li> <li>Read 180</li> <li>Diverse Learner’s Guide</li> <li>Mind Play</li> <li>iREADY</li> </ul>	<b>Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> loose leaf paper, folders, pencils, pencil sharpeners, SmartBoard, data binders, dividers, data charts, keyboards, headsets, copy paper, stop watches, folders with prongs, binders, composition notebooks manilla folders, dividers  <b>Estimated Cost:</b> <b>\$300</b>	<b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025
				<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b> <ul style="list-style-type: none"> <li>SAT process</li> <li>- If progress is made, keep in SAT, with interventions, and continue to progress monitored</li> </ul>	<b>Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<b>Items Needed:</b> paper, pencils, SBLC (SAT) folders, data binders, data charts Chromebook bulletin boards	<b>Effectiveness Measure:</b> Progress monitoring reports from interventions assigned SBLC meeting sign in sheets

<ul style="list-style-type: none"> <li>- If no significant progress is over time, the identified students will take one of follow pathways</li> <li>- A. Keep in SAT with intensive interventions</li> <li>- B. Go through Pupil Appraisal for an evaluation (Sped)</li> <li>- C. Dyslexia - 504</li> <li>- D. Resolve if it is determined that the student just is not putting forth the effort</li> </ul>		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other	bulletin boards paper rolls  <b>Estimated Cost: \$300</b>	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
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<b>Interventions Specific to <u>Students with Disabilities</u>:</b> <ul style="list-style-type: none"> <li>• Resource Classes</li> <li>• Inclusion Classes</li> <li>• Paraprofessionals</li> <li>• READ 180</li> <li>• System 44</li> <li>• Mind Play</li> <li>• iREADY</li> </ul>	<b>ED Priority(s):</b> 1, 2, 3	<b>SWP Goal(s):</b> 1-7	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> SmartBoard, paper, pens, document camera, novels, pencils, Guidebook student materials, folders with prongs, calculators, highlighters, markers dry erasers, dry erase cleaner, colored paper, chart paper ink pens, copy paper sticky notes, keyboard. computer mice power point, Smartboard Index card, colored ink cartridges/toners, Post It Pad, pencil sharpeners, math manipulatives,	<b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):  <a href="#">READ 180 Intervention</a> <a href="#">Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools</a> <a href="#">Effective Reading Programs for Secondary Students</a>					

				manila folders, science kits and materials for OpenSciEd and PhD Science, composition notebooks folders with prongs  <b>Estimated Cost:</b> <b>\$300</b>	
<b>Interventions Specific to <u>English Learners</u>:</b> <ul style="list-style-type: none"> <li>• District Appointed EL Representative</li> <li>• Translation App</li> <li>• Imagine Learning</li> </ul>	<b>ED Priority(s):</b> <b>1, 2, 3, 5</b>	<b>SWP Goal(s):</b> <b>1-7</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> translation app, pencils, pencil sharpener, paper binders  <b>Estimated Cost:</b> <b>\$200</b>	<b>Effectiveness Measure:</b> LEAP 360 interim LEAP 2025
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Interventions for English Language Learners</a> <a href="#">Translation Apps: Increasing Communication with Dual Language Learners</a>					<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

#### 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.

<b>Activities to Address Social and Emotional Well Being:</b>  Students will engage in the Character Strong SEL Curriculum	<b>ED Priority(s):</b> 2,3	<b>SWP Goal(s):</b> 1-8	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Character Strong Curriculum, paper, pencils, copy paper, printer ink cartridges/toners binders, folders with prongs, manilla folders  <b>Estimated Cost:</b> \$300	<b>Effectiveness Measure:</b> Discipline Data Panorama SEL data  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Character Strong Curriculum</a> <a href="#">Navigating SEL from The Inside Out</a> <a href="#">An Increase in Emotional Support, a Reduction in Negative Social Emotional Skills, or Both?</a>					

## 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.

<b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21<sup>st</sup> Century, before or after school tutoring, etc.):</b> <ul style="list-style-type: none"> <li>● Virtual Field Trips</li> <li>● Student Council</li> <li>● Jr. Beta Club</li> <li>● FCA</li> <li>● 4-H</li> </ul> Extra-curricular Activities: Tutoring/Homework Help/Study Skills <ul style="list-style-type: none"> <li>● Band</li> </ul>	<b>ED Priority(s):</b> 2,3	<b>SWP Goal(s):</b> 1-8	<b>Budget Decisions/ Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> markers, crayons, colored pencils, paint, paint brushes, construction paper, Smartboard, game boards, cloth, print designs, sewing machines, jewelry kits, computer, coding software, glue, scissors, t-shirts, Cricut, vinyl,	<b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 interim
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<ul style="list-style-type: none"> <li>● Broadcast Media</li> <li>● Schoolwide Helper/ Beautification/Office Help</li> <li>● Male Mentoring</li> <li>● Art</li> <li>● Chess/Checkers/Gameboards</li> <li>● Fashion Design</li> <li>● Zumba/Step Class</li> <li>● Yearbook Committee</li> <li>● Stem</li> <li>● Curls &amp; Coils</li> <li>● Table Etiquette</li> </ul>				video camcorder, cameras, green screen, green screen software, headset, gardening gloves, soil, plants, seeds, binders, card stock, colored paper printer hair weave rubber bands combs hair brushes gel paper plates bulletin boards bulletin boards paper rolls	
<p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</p> <p><a href="#">The Benefits of Participating in Extracurricular Activities</a></p> <p><a href="#">Benefits of Extracurricular Participation in Early Adolescence:</a></p> <p><a href="#">Associations with Peer Belonging and Mental Health</a></p> <p><a href="#">Influences On Occupational Identity In Adolescence</a></p>				<b>Estimated Cost:</b> \$7000	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<p><b>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):</b></p> <ul style="list-style-type: none"> <li>● Speech</li> <li>● Talented Art/Theater</li> <li>● Gifted</li> <li>● Carnegie Unit- Keyboarding, Quest for Success, Computer Literacy</li> <li>● PE</li> <li>● Band</li> </ul>					
<p><b>1.6 MULTI-TIERED SYSTEMS of SUPPORT (MTSS) for BEHAVIOR</b></p> <p>Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in <u>Believe to Achieve: Educational Priorities</u>, including <u>coordinated early intervening services</u> (CEIS) under the Individuals with Disabilities Act (IDEA), if applicable.</p>					

<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>● PBIS, PAC, Conflict Resolution, Reassign Seating, Scheduling changes, Parent/Teacher Conferences, MIR forms, FBA, BIPs, RKM (counseling), School Level Counselor, Truancy, Check In / Check Out, Meetings with individual students, Anti-Bullying, Safety Plans, FINS (Families in Need of Services), Time-Out, Community Circles, Restoration Circles, Character First Curriculum, Character Strong videos</li> </ul>	<b>ED Priority(s):</b> <b>2,3</b>	<b>SWP Goal(s):</b> <b>1-8</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> warrior store incentives, pencils, notebooks, pens, data binders, data charts, printers, dividers  <b>Estimated Cost:</b> <b>\$500</b>	<b>Effectiveness Measure:</b> Discipline Data Reports
<b>Evidence-based Practice:</b> (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): <a href="#">Social and emotional learning and equity in school discipline</a> <a href="#">Character Education Interventions Evidence Review Protocol</a> <a href="#">Evidence-Based Classroom Behavior Management Strategies</a>					<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

## 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.

<b>Title I School Planning:</b> <ul style="list-style-type: none"> <li>● SWP Meetings</li> <li>● Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc.</li> <li>● School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities.</li> </ul>	<b>ED Priority(s):</b> 1,2,3,5	<b>Goal</b> 1-8	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  <b>Substitutes</b> <b>Stipends</b> <b>See individual Prior Approval for specific items needed</b> binders pens dividers  <b>Estimated Cost:</b> \$300	<b>Effectiveness Measure:</b> Cart Purpose orders Package slip Substitute sign in sheet
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="#">Reviewing the evidence on how teacher professional development affects student achievement</a> <a href="#">Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance</a>					<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>

<b>Professional Learning Communities (PLCs):</b> PLC will take place each week from August to May - Purpose - Review data, assessments, student progression and regression, and trends, content, and assessment rigor <ul style="list-style-type: none"> <li>• Content Level Meeting each week</li> <li>• Grade Level Meetings</li> <li>• SPED meetings</li> </ul>	<b>ED Priority(s):</b> 1,2,3	<b>Goal:</b> 1-8	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> 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)	<b>Effectiveness Measure:</b> sign-in sheets agenda
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="#">Professional Learning Communities</a> <a href="#">Effects of Teacher Professional Learning Activities on Student Achievement Growth</a>				<b>Estimated Cost:</b> \$1500	<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Professional Development: Other Professional Training –</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Safe School On-Line Training</li> <li>• Ethics Training</li> <li>• Teacher Leaders for ELA, Math, Science, Social Studies</li> </ul>	<b>ED Priority(s):</b> 1,2,3,5	<b>Goal(s):</b> 1-8	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> -Substitutes -Stipends -See individual Prior Approvals for specific items needed	<b>Effectiveness Measure:</b> sign-in sheets completion of safe school online training log agenda



<ul style="list-style-type: none"> <li>• Summer Institute</li> <li>• NIET Trainings</li> <li>• Teachers will attend PD in their subject area and redeliver to other teachers during collaboration</li> </ul>					
<p><b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b></p> <p><a href="#">Reviewing the evidence on how teacher professional development affects student achievement</a></p> <p><a href="#">Job-Embedded Professional Development: Its Impact on Teacher Self-Efficacy and Student Performance</a></p>					<p><b>Evaluation / Effectiveness Results (guide revision to the SWP):</b></p>

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

- School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school.
- The district website advertises teacher openings.
- District leaders attend recruitment fairs at local 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.

<b>Strategies for Workforce Talent:</b> <ul style="list-style-type: none"> <li>• Peer Mentor for Classroom Management</li> <li>• PLC led by teachers trained as a Content Leader</li> <li>• District ELA and Math Content Facilitators assigned to assist with understanding the curriculum</li> </ul>	<b>ED Priority(s):</b> <b>2,3,4</b>	<b>Goal(s):</b> <b>1-8</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> copy paper, pens, binders, ink, toners, printer  <b>Estimated Cost:</b> \$500	<b>Effectiveness Measure:</b> Teacher retention Code data  <b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b> <a href="#">Variation in Mentoring Practices and Retention across New Teacher Professional Learning Communities</a>					

## 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.

<b>Transition Activities for Incoming and Outgoing students:</b> <ul style="list-style-type: none"> <li>• August - Incoming 5<sup>th</sup> graders – Meet &amp; Greet/Orientation</li> <li>• May - Outgoing 8<sup>th</sup> graders – Campus Tour of AHS</li> <li>• April/May - AWMMS Outgoing 8<sup>th</sup> graders - Scheduling Day</li> <li>• April/MAY at AWMMS – Visit from Amite High (high school counselor, and athletic department, principal, etc.)</li> </ul>	<b>ED Priority(s):</b> <b>1,2,3</b>	<b>Goal(s):</b> <b>1-8</b>	<b>Budget Decisions/Coordination:</b> <ul style="list-style-type: none"> <li>■ Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> General Fund</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> pencils, paper, bulletin boards, bulletin board paper  <b>Estimated Cost:</b> <b>\$150</b>	<b>Effectiveness Measure:</b> Sign in sheets 8 <sup>th</sup> grade schedules
<b>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):</b>					

<a href="#"><u>Academic Mindsets and Behaviors, Prior Achievement, and the Transition to Middle School</u></a>			<b>Evaluation / Effectiveness Results (guide revision to the SWP):</b>
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<b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b>	
<p><b>McKinney Vento:</b> 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.</p> <p><b>Food Services:</b> All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p><b>Special Education:</b> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</p>	<p><b>English as a Second Language (ESL):</b> 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.</p> <p><b>21<sup>st</sup> Century Programs:</b> Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</p> <p><b>Headstart Preschool Programs:</b> 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.</p>

#### 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:

- Late May/June 2023, 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 LEAP 360 diagnostic and interim results.
- Stakeholders will review and monitor the SWP in December 2022 or January 2023.

**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 2022-2023 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.

## 2022-2023 Committee

### Members

#### School Improvement Planning Committee

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

**Members Include:**

- Principal: Reagan English
- Assistant Principal: Melanie Marse
- ELA Curriculum Coach: Shelia Haywood
- Student: Kisha Davis, 8th Grade Student
- Teacher: Christiana Calmes, Yisheka Spears, Aldriana Bridges
- Parent/Family: Shamica Harris (Janae Harris)
- Community Member: LaShawn Smith, First Bank & Trust

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

#### Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SWP

**Members Include:**

- Principal: Reagan English
- Assistant Principal: Melanie Marse
- ELA Curriculum Coach: Shelia Haywood
- Student: Kisha Davis, 8th Grade Student
- Teacher: Christiana Calmes
- Parent/Family: Shamica Harris (Janae Harris)
- Community Member: LaShawn Smith, First Bank & Trust

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

## SCHOOL ASSURANCES

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

\_\_\_\_\_  
Principal Signature      /Reagan English

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, Schoolwide Improvement Team Signature      /Melanie Marse

\_\_\_\_\_  
Date