**2021-2022  
Schoolwide Plan**



**Jewel M Sumner High School**

**(9th-12th)**

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

**School \_\_Jewel M Sumner High School\_\_\_\_\_\_**

**SPS \_\_\_\_\_\_79.5\_\_\_\_\_\_**

**Letter Grade \_\_B\_\_\_\_**

**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 less than 67%

**\_\_\_\_\_UIR - Academic - Urgent Intervention Required for Academics:**

Schools earned a score for one or more student groups that is equivalent to an “f” for at least two years

**\_\_\_\_\_Economically Disadvantaged**

**\_\_\_\_\_Hispanic/Latino**

**\_\_\_\_\_Black**

**\_\_\_\_\_White**

**\_\_\_\_\_Students with Disabilities**

**\_\_\_\_\_English Learners**

**\_\_\_\_\_Two or more Races**

**\_\_\_\_\_UIR - Discipline - Urgent Intervention Required for Discipline:**

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

**Frequently Ordered Title I Supplies**

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

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| **Item/s Needed**  **All items purchased must be for student use 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, labels, ink, toner, masters, staples | x | x | x | $600.00 |
| Copy machine, Duplicator, Printer | x | x | x | $1800 |
| Service Contracts | X | X | x | $1300 |
| Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs | x | x | x | $1000 |
| Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors | x | x | x | $600 |
| Laminator, Laminating Film | X | X | X | $1000 |
| Poster Maker, Poster Paper, ink | x | x | x | $1000 |
| Communication Folders, Planners |  |  |  |  |
| Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors, | X | X | X | $600 |
| General Supplies: pens, colored pens, pencils, colored pencils, markers, colored markers, highlighters, crayons, paperclips, stapler, staples, tape dispenser, tape, scissors, white-out, post-it-notes, chart paper, sentence strips, bulletin board paper, Bulletin Board Boarder, glue, glue sticks | x | x | x | $1000 |
| Dry Erase Supplies: boards, erasers, cleaner, markers |  |  |  |  |
| Science Refill Kits, other Science supplies, | x | x | x | $1000 |

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| COMPREHENSIVE NEEDS ASSESSMENT  * + ***Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings***   ***should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.***   * + ***The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes 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.*** | |
| **STRENGTHS** | **WEAKNESSES** |
| LEAP 2025-1% Increase in Eng II Mastery 2021 | 31% of our students scored Mastery or Advanced on LEAP 2025 English I |
| Some Students Demonstrated Top Growth in Mastery | <1% of students scored Mastery or Advanced on LEAP 2025 in Geometry |
| School Performance Score has remained consistent from 2017-18 to 2018-19 with a score of 79 | 5% of students scored Mastery or Advanced on LEAP 2025 in science |
| Student Progress is consistent within the last three years as 68. | Assessment Index is 49.7 overall for school |
| 82% of our students feel supported through their relationships with friends, family, and adults at school. When ranked nationally compared to other districts, we fall in the 79th percentile at 82%. | 19% of our students say they are attentive and invested in the classroom. When ranked nationally compared to other districts, we fall in the 10th percentile at 19%. |
| 55% of our students are graduating with credentials and exceeds the state average. |  |
| LEAP 2025-1% Increase in Eng II Mastery 2021 | Science and social studies were a Level 0-1 on the LADOE Curriculum Implementation Scale |
| Some Students Demonstrated Top Growth in Mastery | 31% of our students scored Mastery or Advanced on LEAP 2025 English I |
| School Performance Score has remained consistent from 2017-18 to 2018-19 with a score of 79 | <1% of students scored Mastery or Advanced on LEAP 2025 in Geometry |
| **DATA SOURCES- List all Data sources analysed (see instructions in Title I Crate Section 2):**  **Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, 2020 Data retrieved from ACT SPS results on School Report Card 2018-19, 2020-21 LEAP 360 Interim Assessment Form 1,**  **Data retrieved from WorkKeys Assessment report 2020-21** | |
| **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)*** | |
| 1. By May 2022, Jewel M Sumner High School will increase SPS from 79.5 to 84.0 as evidenced by the LEAP 2025 Assessment scores, Graduation Rate, Strength of Diploma, and ACT/WorkKeys scores through the implementation of Tier 1 curriculum and TPSS approved curriculum in all subject areas at all grade levels (9-12) to support student mastery as well as college and career readiness. | |
| 1. By May 2022, increase the school’s overall Math Assessment from 26% on the Spring 2019 LEAP 2025 to a 30% on the Spring 2022 LEAP Assessment. | |
| 1. By May 2022, increase the school’s overall ELA Assessment from 46% on the Spring 2019 LEAP 2025 to a 50% on the Spring 2022 LEAP Assessment. | |
| 1. By May 2022, increase the school’s overall Biology Assessment from 3% on the Spring 2020 LEAP 2025 to a 47% on the Spring 2022 LEAP Assessment. | |
| 1. By May 2022, increase the school’s overall US History Assessment from 23% on the Spring 2019 LEAP 2025 to a 33% on the Spring 2022 LEAP Assessment. | |
| 1. By May 2022, students with disabilities subgroup will increase proficiency from 12% to 20% in ELA and Math based on the Spring 2022 LEAP 2025 Assessment. | |
| 1. By May 2022, increase the school’s ACT/WorkKeys average from 16.5 to 18 by Spring 2022. | |

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| 1. **PARENT AND FAMILY ENGAGEMENT**    * ***The SWP 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 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 are 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.*** | | | | |
| **PARENT/FAMILY ENGAGEMENT ACTIVITY** | **GOAL(S) ADDRESSED** | **BUDGET(S) USED TO SUPPORT ACTIVITY** | **ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY** | **EFFECTIVENESS** |
| **Describe how all parents will be involved in the design and** **evaluation of the SWP (include the month that activity will take** **place):**  **Design**   * **Annual /Review Meeting (**August-September 2021 Open House) Meet with Faculty and Parents to review SWP including PFE activities and goals. * **March- May/June** 2022 start gathering Needs Assessment Surveys, Academic data, Discipline data and Curriculum Implementation Scale to analyzing with stakeholders. * **May/June 2022 SWP** committee and PFE will meet to “Close-Out” the SWP by evaluating for Effectiveness. * **Meeting Surveys** will be utilized at meetings and events to identify strengths and weakness of the event * Parents will be invited to participate in the annual Needs Assessment Survey. * Throughout the year **Parent/Teacher conferences-** teachers and parents discuss effectiveness of homework/assessments in student performance.   **Implementation:**   * Parents assist in the implementation of the plan through attendance of family event planning meetings. * Throughout the year workshops are given to educate parents on how to help their students reach school-wide goals. * The school website is also used to educate parents about school wide meetings, events, and activities.   **Evaluation:**   * In August/September 2021-22 (Open House)   The review of the SWP will be presented to stakeholders   * Meeting Surveys will provide feedback from stakeholders * Parents complete the Title 1 Needs Assessment * In August/September, parents will be presented with the school data information * May/June 2022 SWP committee and PFE will meet to “Close-Out” the SWP and write/revise the SWP for next school year.   **Design, Implementation, and Evaluation processes are ongoing through the school year** | **Goal(s):**  **1-7** | **Budgets** used to  support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Refreshments**  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Parent Survey * Meeting Surveys * Agenda * Sign in sheets * Reports |
| **Effectiveness Results:** |
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| **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 virtual informational meetings as well as parent surveys. * Parent/community comments and input is welcomed on the JSHS website as well as the social media outlets. * Community stakeholders and business owners are invited to JSHS to present information on entrepreneurship ideas and topics * Community stakeholders are invited to JSHS to discuss SWP goals and action steps. | **Goal(s):**  1-7 | **Budgets** used to  support this activity:   * Title I * Title II * LA4 | **Items Needed:** | **Effectiveness Measure:**   * **Parent Survey results** * **Community comments and satisfaction survey results** |

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|  |  | * IDEA * Title III * Title IV * Perkins * JAG * Other | **Estimated Cost:** |  |
| **Effectiveness Results:** |
| **Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:**   * **Student Progress Center-** Parents can log into Oncourse Connect to check student’s grades, missed assignments, and absences. Also, parents can see any alerts sent regarding the student’s progress and behavior. * **Teachers send home a 9wks Report Card** * **School Website** – Parents can check the School Website for information, the teacher’s web page, upcoming events, school initiatives, and school board website * **Meet and Greet** – Parents and students are invited to meet their teachers before the first day of school, deliver their supplies, and acclimate themselves to the school and classroom. * **Open House –** Fall meeting with parents to discuss standards, curriculum, grade level expectations, classrooms routines and procedures, and upcoming events. * **Leadership Team Meetings** –are held weekly to analyze Data, curriculum standards, Grade level expectations, and students’ progress. Community Leaders and parents are invited to the meetings to make recommendations. * **SBLC/IEP/Parent Conferences** – These meetings are held to discuss student progress as needed. * **School Messenger** - will be used to inform and remind parents of important school-wide information. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Intervention Resources**  **Refreshments**  **Estimated Cost:**  **1000.00** | **Effectiveness Measure:**   * **Report Cards** * **Student’s assessments** * **Parent/teacher Communication logs** * **Surveys** * **Agendas** * **Sign-in sheet** * **Interim Reports**   **Checkpoint Assessment Results** |
| **Effectiveness Results:** |
| **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 will be arranged with a translator. | **Goal(s):** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Reports, copies of translated notes  **Estimated Cost:**  **200.00** | **Effectiveness Measure:**   * Sign-in sheet   Surveys |
| **Effectiveness Results:** |

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| ***Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging 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. Include the month that the activity will take place if applicable.*** | | | | |
| **Parent Family Engagement Activity:**  **Meet and Greet**  This is an opportunity for parents and students to meet their child’s teacher for the 2021-22 school year. Parents will be taught how to access instructional resources, teachers’ expectations for student's performance within the grade-level curriculum, positive discipline, and homework procedures.  **Freshman Orientation**   * This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Parent surveys * Pictures |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**  **Open House**  This is an opportunity for parents and students to receive an overview of State Standards, District, and School Assessments. Parents can schedule parent-teacher conferences based on individual student needs at this time and throughout the year.  Parents are given a summary of the evaluation results of the previous year’s SWP | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Pictures |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**  **Title 1 Annual Parent Meeting**  The *law* requires that each Title I School hold an Annual Meeting with Title I parents for the purpose of:   * Informing Parents of the school’s participation in Title 1 * Explaining the requirements of Title I * Explaining the Parents’ rights to be involved in decision-making and activities * Parents and students received information on:   -how and whySchoolwide Title I Programs work   * **-**Schoolwide Title I Programs Facts for Parents | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Parent surveys * Pictures |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity:**  **FASFA Seminar**  Parent Information meetings - parents are invited to attend and receive pertinent information about FAFSA, scholarships, and financial aid, curriculum, college admissions, career exploration, and TOPS. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Pictures |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**  **LEAP 2025 NIGHT**  Parents will be informed of students’ expectations for upcoming standardized tests. At this meeting standards will be discussed, and printed copies of the standards will be given to parents.   * Parents will learn parenting tips necessary to ensure student success before and after standardized testing; examples include getting a good night’s sleep and eating a good breakfast- which all encompass a focus on academic achievement. Training will also include how to use websites and other information needed to help students succeed. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * DEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **200.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Parent surveys/feedback * Pictures |
| **Effectiveness Results:** |

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| **Parent Family Engagement Activity:**  **FAFSA ID Representative Trainers will** work with parents and students on completing FAFSA application, scholarships, curriculum, and financial aid.  **ACT NIGHT**  Parents will gain important 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 SHS 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, and Science content strategies, pacing and time management, and test-taking strategies. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Parent surveys/feedback * Pictures |
| **Effectiveness Results:** |
| **Parent Family Engagement Activity:**  **PBIS Events:**  At the end of each 9 weeks, the PBIS team will host events for students. During two of these events, parents will be invited and encouraged to participate. During the event, stations will be utilized. These events are held throughout the year.  **PBIS Store:**  Twice per school year, the PBIS store is available for students to visit and ‘’purchase’’ items using their points. Donations are often requested in order to stock the store. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * PBIS Point sheets * Parent surveys * Exit Tickets * Pictures |
|  |  |  |  | **Effectiveness Results:** |
| **Parent Family Engagement Activity:**  **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. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG   Other | **Items Needed:**  Resource materials  Refreshments  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign-in sheets, * Agendas * Parent comments/feedback * Pictures |

Additional activities may be added

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| SCHOOLWIDE PLAN STRATEGIES **The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:**   * + ***Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards***   + ***Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and***   ***quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;***   * + ***Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic***   ***standards; and***   * + ***Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the***   ***strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*** | | | | |
| ***Core Instruction*** | | | | |
| **SCHOOLWIDE PLAN STRATEGY** | **GOAL(S) ADDRESSED** | **BUDGET(S) USED TO SUPPORT ACTIVITY** | **ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:** | **EFFECTIVENESS** |
| **Title I School Planning:**   * SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Stipends**  **Substitutes**  **Estimated Cost:**  **3000.00** | **Effectiveness Measure:**   * Agenda * Sign-in sheet * Teacher surveys * Completed SWP |
| **Effectiveness Results:** |
| **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. During instructional time document cameras, Chromebooks, Smartboards, Tech Tubs, Dry Erase Easels, Red Laser Pointers and other resources are used to enhance individual class assignments, promote student interaction, and create discussion.**  Teachers are following the state curriculum.   * English I and II teachers are using Guidebook 2.0 * Use of State Standards in Math: Algebra 1 and Geometry * Eagle is a state website designed for students to practice assessment simulations. * Inquiry Based Labs in Science * Document Based Questions in Social Studies * Read 180 is used for students with disabilities to improve their Lexile (reading) levels. * School Wide Writing Strategy (ERASE) is used to improve students’ writing. * WorkKeyscurricululum.act.org * 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 also continue working on the IBC and WorkKeys credentials. JMSHS also provides enrichment instruction during intervention. * Students participate in the Unique Learning System program that is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. * Inclusion for 9-12 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. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Materials and equipment to support implementation of Tier 1 curriculum  **Estimated Cost:**  **1000.00** | **Effectiveness Measure:**   * LEAP 360 Data * LEAP 2025 Results * Student Grades * Student Work * Computer based program reports * Teacher Evaluations * SLTs |
| **Effectiveness Results:** |
| **Use of Academic Assessments to Improve Instruction:**   * **LEAP 2025**-Statewide standardized testing in all core subjects is taken by students. Test results are obtained in the summer and used to determine remediation and instructional strategies for the following academic school year. * **SLT** (Student Learning Target): Student Learning Targets are measured goals for students in grade 9- 12, which guide instruction throughout the academic school year. * **Pre and Post Unit** **test**: Grades 9-12 are given a pre-test in various subjects prior to unit instruction in order to determine foundational knowledge. A post-test is given after completion of a study unit in order to determine student’s academic growth. * **State Guidebook Assessments** * **Eagle assessments** provide feedback on student progress and are used to guide instruction. * **Weekly Assessments:** Grades 9-12use various means of formal and informal assessments to measure student performance meeting criteria for content curriculum within a given timeframe. * **LEAP 360**: Students in grades 9 take a diagnostic assessment, practice assessment, and interim assessment for ELA and Math, which focuses on preparation for state standardizing testing. * **Jumpstart Test Prep Program** * **WorkKeyscurricululum.act.org** | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Materials and equipment to support implementation of Tier 1 curriculum  and Test Prep resources for ACT and Workkeys  **Estimated Cost:**  **1000.00** | **Effectiveness Measure:**   * LEAP 360 Data * LEAP 2025 Results * Student Grades * Student Work * Computer based program reports * Teacher Evaluations * SLTs |
| **Effectiveness Results:** |

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| **Strategies, Curriculum, and Assessments Specific to Students with Disabilities:**   |  | | --- | | * Inclusion for 9-12 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. * Strategies may include differentiated instruction and Guidebook Novels * Students participate in the Unique Learning System program that is designed specifically to give students with complex learning needs meaningful access to the general education curriculum. Educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. * Special Education paraprofessionals are strategically placed to provide needed support in each special education classroom based on individual student needs. * Curriculum-based assessments are used to determine needs and assess on-going progress. * Teachers analyze data in articulation teams at Cluster meetings and grade level meetings. Weekly tests, exit tickets, rubrics, SLTs, and other assessments are analyzed to determine growth mastery. |  * Utilize the IEP to develop plans and set goals within the regular classroom for students with disabilities. * SAT teammeetings are held bi-weekly to focus on behavior issues as well as grades. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Core Curriculum, Leap Connect, and  Collaboration meetings materials    **Estimated Cost:**  **1200.00** | **Effectiveness Measure:**   * IEP data * LEAP 2025 Results * LEAP 360 Data * Unique Data * Student Grades * Student Data * SAT Data |
| **Effectiveness Results:** |
| **Strategies, Curriculum, and Assessments Specific to English Learners:**   * The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. * The ELPT is used to measure the performance of student’s education readiness. Results are used to determine a student’s level of English Proficiency and to decide which language services and supports the student will need to fully participate in core content classes.   **Describe the EL program at your school, including how and what services are provided to the EL students:**   * Certified teachers work with EL student(s) in small groups and repeats the instruction to ensure that the student(s) have a complete understanding. * Certified teachers meet as needed with regular education teachers and students to discuss student progress within the curriculum. * The District Translator, Imagine Learning, and Translation App are used to assist LEP students. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **EL guides and resources**  **Estimated Cost:**  **400.00** | **Effectiveness Measure:**   * LEAP2025 * Report Card * ELPT results * LA Connectors * Image Learning Report * Sign-in sheet |
| **Effectiveness Results:** |

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| ***Interventions for At-Risk Students*** | | | | |
| **Process for Determining Student Participation in School and Classroom Interventions:**   * The leadership team and teachers analyze assessments data and recommend appropriate interventions based on needs. * Unique data * LEAP 2025 Results (students below basic in ELA & Math) * District Benchmark assessment data * Collaboration meetings are held weekly to review student work and track data * Academic plans are developed to address student weaknesses. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Intervention materials tied to Tier 1 curriculum  SAT protocol  Intervention list  **Estimated Cost: 2000.00** | **Effectiveness Measure:**  Student assessment and intervention data   * LEAP 2025 Results * LEAP 360 Data * District Benchmark * Student Grades * Student Work   Computer based program reports |
| **Effectiveness Results:** |
| **Opportunities and Interventions for Students in Need:**  **ABC Book Company**  LEAP 2025 Practice workbooks that help student learning and reviewing LEAP 2025 standards that contains a diagnostics, evaluation charts, skill chapters, and a post test.  **IB4E** 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 retaking the LEAP 2025 test are pulled twice a week for remediation. Students also continue working on the IBC and WorkKeys credentials. JSHS also provides enrichment instruction during intervention. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Intervention materials tied to Tier 1 curriculum  **Estimated Cost:**  **1500.00** | **Effectiveness Measure:**   * LEAP 2025 Results * LEAP 360 Data * District Benchmark * Student Grades * Student Work   ACT WorkKey Results |
| **Effectiveness Results:** |
| **Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:**  **SAT**: **(Student Assistance Team)**  Students who continue to struggle after implementing and monitoring interventions are referred to the SAT Team by a teacher or the Administrative Team. The team is made up of teachers, counselor, administrator, speech therapist, representative from Pupil Appraisal, and a parent. As a result of the SAT Process, students may be referred to 504 or for a SPED evaluation. The team determines if more accommodation is needed.  **LEAP 360 Progress**  **Implementation/Review of IEP and CAP Form** | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Intervention resources,  SAT forms, IEP’s and other Special Education forms and materials    **Estimated Coast:**  **1000.00** | **Effectiveness Measure:**   * LEAP 2025 Results * LEAP 360 Data * District Benchmark * Student Grades * Student Work   ACT WorkKey Results |
| **Effectiveness Results:** |

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| **Interventions Specific to Students with Disabilities:**   * **IEP –** For students with a current Individual Education Plan who are still struggling, the IEP team will meet to determine if any changes to accommodations need to be made or if any other services are needed. The IEP team consists of an Official Designated Representative, special education teacher, regular education teacher, related service providers, parent, and student. * **Student Assistance Team (SAT)** team will meet and collaborate to address areas of concern with student academics, behavior, motor, communication, health, or social skills * Weekly all teachers much submit Behavior Intervention Plan (**BIPS)** to Sped teachers * All Sped teachers much submit weekly Inclusion Documentation Logs to the Assistant Principal * **504 Accommodations** * **Inclusion** – special education and regular education teachers work together in some classes to meet the needs of students. * **Study Skills classes** are available to provide students with skills necessary to be successful in high school and beyond. They also communicate with teachers to monitor students’ progress in other classes. * **The PAES Lab** helps students to be job-ready upon their exit from high school. The PAES lab focuses on a variety of job skills like carpentry, technology, and customer service. * **Unique** | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Multi-sensory materials and intervention materials  **Estimated Cost:**  **800.00** | **Effectiveness Measure:**   * LEAP 2025 Results * LEAP 360 Data * District Benchmark * Student Grades * Student Work   ACT WorkKey Results |
| **Effectiveness Results:** |
| **Interventions Specific to English Learners:**   * **EL teacher advocates** meet with regular education teachers to discuss student progress within the curriculum. * **Imagine Learning and Translator App** for English Learners will be utilized to help students meet the rigorous demands in each grade. This will allow the ELL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. * **EL teachers advocates** monitors grades of EL students and gathers data from teacher when student’s grades fall in the D or F category | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  EL Intervention materials that support literacy standards  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * LEAP 2025 Results * LEAP 360 Data * District Benchmark * Student Grades * Student Work * Unique computer reports |
| **Effectiveness Results:** |

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| ***Support and Extended Learning*** | | | | |
| **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):**  **Technology (9-12):** All students have daily access to technology, which is used to enhance learning.  **Clubs:** clubs will be implemented for the school year. Select clubs will be supervised by sponsors on campus. School clubs include Beta, National Honor Society, SADD, STEM, FFA, FBLA, Student Council, Spanish, Students Helping Students, 4H, FCA, and FCCLA.  **Career and Technical Based Classes:** assist students in obtaining jobs post high school. IHMS offers a variety of IBCs or Industry Based Certifications such as Welding, Microsoft Office Specialist, Java Script, Customer Service, ServSafe, Agriscience, EMT, CNA, Micro Enterprise, Medical Assistant, AutoCAD Inventor, Drafting, Carpentry, and NCCER Core. Our school also allows students to take the ACT WorkKeys assessments in order to fulfill their ACT requirement. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**    **Estimated Cost:**  **0** | **Effectiveness Measure:**   * Student Grades * Student Work * LEAP 2025 Results * LEAP 360 Data * District Benchmark * ACT WorkKey Results * Computer based program reports |
| **Effectiveness Results:** |
| **Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):**   * **Character education and life skills** are emphasized as teachers, administrators, and support staff guide students to improve positive decision-making and self-accountability skills. Character education and life skills are implemented during the IB4E intervention program. * **National Honor Society and Beta Club members** assist with varies projects throughout the school and the community. * **STEM (**Science, Technology, Engineering, and Math Club) * Planned Field trips provide students with real world experiences to enrich instruction**.** * **LEAP2025/EOC** remediation during study skills classes and during Daily Intervention. * **ESYP** – The extended school year program is available for eligible special education students in order to maintain skills the students have developed throughout the school year. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  Resource materials, Bus transportation  **Estimated Cost:**  **700.00** | **Effectiveness Measure:**   * **LEAP 2025 Data** * **Discipline Report** * **Student Grades** * **Student Work** |
| **Effectiveness Results:** |
| ***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas*** | | | | |
| ***Implementation of a schoolwide tiered model to prevent and address problem behavior:*** | | | | |
| **Strategies Used to Prevent and Address Problem Behavior:**  **Bi-Weekly PBIS Meetings-** Behavior data is shared to determine a monthly behavior goal.   |  | | --- | | * **PBIS** -The Positive Behavior Support Team develops strategies to encourage positive behaviors. Points are issued by teachers to students exhibiting appropriate behaviors. Points can be redeemed for incentives. Monthly incentives and end of the year incentives are also provided to encourage positive behaviors. A PBIS Binder is kept in order to monitor and document PBIS initiatives. * **Discipline Data** will be analyzed to determine strengths and weakness of the school program. * **Mental Health Provider**: Due to the often unstable environments that many of our student’s experience, a Mental Health Provider (MHP) will work with students during the week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and life stresses. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. |  * **Grade level Assemblies** are provided to teach students how to report and deal with problem behaviors. * **The Leadership Team** provides Enrichment teachers with social skills lessons that teach students how to avoid problem behaviors. * **Principal, Assistant Principal**, and Guidance counselor meet with students having behavior difficulties. | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Bond Money * Other | **Items Needed:**  Intervention materials    **Estimated Cost:**  **1000.00** | **Effectiveness Measure:**   * Discipline Data * Surveys * PBIS reward system data * Counselor Data * Sign-in sheet * Agendas |
| **Effectiveness Results:** |
| ***Strategies for Assisting Students in the Transition from One School to the Next:*** | | | | |
| **Transition Activities for Incoming and Outgoing Students:**   * **8th Grade Transition Visit**- 8th grade students from feeder schools will visit during the school day in the spring. They tour the campus and are given information on clubs, extracurricular activities, and graduation requirements. * **Guidance counselors** visit each of the feeder schools for scheduling. * **Freshman Orientation:** This event is used to inform incoming Grade 9 students and their families about the academic and social expectations of high school. * I**nternship** offers senior the opportunity to gain experience in the community workforce in this area. * **Recruiters** from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year. * **LOSFA Presentation** * **College Tour** * **College Field Trip** * **FAFSA Workshop** * **CAP Recruitment** | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Estimated Cost:**  **300.00** | **Effectiveness Measure:**   * Sign in sheets * Agendas * Parent Surveys |
| **Effectiveness Results:** |

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| ***Professional Development*** | | | | |
| ***High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction*** | | | | |
| **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.  **Common Planning Team Meeting** 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.  **Faculty Meetings** meetmonthly and led by the Instructional leader to celebrate teachers’ success in the classroom, collaborate on students’ behavior, academics, social events and concerns. Data, goals, objectives and strategies are reviewed.  **PBIS Planning Team** meets monthly to analyze discipline data, review incentives and rewards data. Develop an action plan for struggling teachers who have a high incident of referrals.  **NIET Teacher Support –** Teacher Leaders provide follow-up classroom assistance to teachers’ weekly.   * **PBIS Team:** Attend professional development throughout the year to reduce discipline interruptions and distractions in the classroom | **Goal(s):**  **1-7** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **Substitutes**  **Stipends**  **Estimated Cost:**  **1,000.00** | **Effectiveness Measure:**   * Lesson Planning * Assessments * Informal/Formal Evaluations * Sign in sheets * Agendas * Surveys * LEAP 2025 data * Discipline Data * District Benchmark Data * NIET Teacher Support Documentation |
| **Effectiveness Results:** |
| **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 prior- authorization approvals for specifics. | **Goal(s):** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  **-Substitutes**  **-Stipends**  **-See individual**  **Prior Approvals**  **for specific items**  **needed**  **Estimated Cost:** | **Effectiveness Measure:**  **Sign-in –sheet**  **Agendas from Conferences/trainings,**  **Lesson plans** |
| **Effectiveness Results:** |

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| **Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**   * School Administrator will attend and interview teachers at the District Transfer Fair and Job Fair events to fill openings at their school. * The district website advertises teacher openings. * District leaders attend recruitment fairs at local college and universities in the fall and spring. * Participate in the Teacher Residency Pilot Program through SELU where select education majors participate in 1-year internships. * The TPSS provides an alternate certification program. * Praxis workshops are available for TPSS faculty. * Current TPSS faculty are eligible to earn stipends for referring certified teachers to our district. * Placement of student teachers through local universities. * A district created applicant list is available for principal review, interview and recommend for hire. | | | | |
| ***Strategies for Workforce Talent:*** | | | | |
| * Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.   **Teacher Certification:** Teachers, who are uncertified, will either begin or continue the certification process by either taking universities classes or taking tests to become alternatively certified.  Some teachers are enrolled in master's degree programs, while others are enrolled in other licensed programs.  -Alternate teacher certification programs through the district  -Professional Development opportunities for current teachers | **Goal(s):** | **Budgets** used to support this activity:   * Title I * Title II * LA4 * IDEA * Title III * Title IV * Perkins * JAG * Other | **Items Needed:**  None at the school level    Estimated Cost: | **Effectiveness Measure:**  Increase in student achievement as measured by annual academic assessments |
| **Effectiveness Results:** |

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

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| 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:**  **Schoolwide Plan (SWP) is monitored through:**   * DATA; weekly, month, semester, and yearly * SLTs provide diagnostic, pre, and post test results * Progress Monitoring - data is collected and charted * OnCourse Reports - behavior and academic grades are monitored * Teacher Assessments are created and aligned with standardized test formats. * SWP committee meets quarterly to monitor the plan. OnCourse data, Leap 360 data, mid-year assessment data, and SLTs are used to measure the effectiveness of the plan. * Diagnostic, Interims, and Summative Assessment Data. * LEAP 360 data are used to determine student readiness for instruction. * Teachers adjust lessons according to their students’ needs. * Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly. * Teachers will use SWP to align instruction and provide remediation to close the achievement gaps. * Discipline, PBIS, and attendance reports * Professional Development documentation |
| **Describe how and when the SWP Committee will meet and discuss school programs implemented, as outlined in the SWP, to determine effectiveness and to assist in planning for the upcoming school year:**   * The SWP Committee will meet in May/June 2022 to discuss the impact of the school programs and Parent Family Engagement events outlined in the SWP to determine their effectiveness. Stakeholders will meet with the LT to review and revise SWP in December 2021. |
| **Describe how and when the evaluation results of the SWP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**   * Report to Stakeholders at Open House 10/2021 and 08/2022 at Faculty Meeting. |

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| **2021-2022 Committee Members** | |
| **School Improvement Planning Committee**  **Responsible for the Design, Monitoring, Revision, and Evaluation of the SWP**  **Members Include:**   * **Principal: Shuanessy Matthews** * **Student: Dan’L Johnson** * **Teacher: Blake Wilson** * **Parent/Family: Natalie Johnson** * **Community Member: Tom Tolar**   **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: Shuanessy Matthews** * **Student: Charlotte Johnson** * **Teacher: Zachary Kellem** * **Parent/Family: Tina Wages**   **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.

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 Principal Signature Date

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 Chairperson, Schoolwide Improvement Team Signature Date