

2022-2023 Schoolwide Plan



TANGIPAHOA
PARISH **SCHOOL**
SYSTEM
EST. 1896

Jewel M. Sumner Middle School
6th-8th Grades

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

School: Jewel Sumner Middle School

SPS: 2019—60.6; 2021 Simulated: 59.7

Letter Grade: 2019—C; 2021 Simulated: D

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.

| Item/s Needed All items purchased must be for student use to support Tier I core curriculum or Parent and Family Engagement Activities | Parent and Family Engagement | Core Instruction Interventions Support and Extended Learning/Other Strategies | Professional Development | Estimated Cost |
|---|------------------------------|---|--------------------------|----------------|
| Printing Supplies: Paper, Colored Paper, Card Stock, Ink, Toner, Masters, Staples | X | X | X | \$526.00 |
| Copy Machine, Duplicator, Printer | X | X | X | \$1800.00 |
| Service Contracts, Repair Cost, Rebuild Kits | X | X | X | \$1452.00 |
| Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs, Web Cams for Zoom Meetings | X | X | X | \$1900.00 |
| Mice, Headphone, Keyboard, Earbuds, USB Cord, Cat Cable, Adaptors | X | X | X | \$800 |
| Laminator, Laminating Film | X | X | X | \$550.00 |
| Poster Maker, Paper for Poster Maker, ink | X | X | X | \$500.00 |
| Communication Folders, Planners | | | | |
| Accelerated Reader (AR) Licenses | | X | | \$4500 |
| LEAP 2025 Test Prep Materials, ACT Prep Materials | | X | | \$2800 |
| Must be used by STUDENTS Binders, Manila Folders, Folders, Pocket Folders, Loose Leaf Paper, Tab Dividers, Page Protectors, Primary Writing Paper | | X | X | \$1500 |
| Must be used by STUDENTS | | X | X | \$3500 |

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| General Supplies: Pens (under \$1 per pen), Colored Pens, Pencils, Colored Pencils, Markers, Colored Markers, Highlighters, Crayons, Paperclips, Stapler, Staples, Tape, Scissors, White-Out, Post-it-Notes, Chart Paper, Sentence Strips, Bulletin Board Paper, Bulletin Board Boarder, Glue, Glue Sticks, Poster Boards, Tri-Fold Presentation Boards, Index Cards | | | | |
| Must be used by STUDENTS Dry Erase Supplies: Boards, Erasers, Cleaner, Markers, Easels | | X | X | \$2500 |
| Science Materials: PHD Refill Kits, Books from PHD Supplemental List, Open SciEd Materials, Other Tier I Science Materials | | X | X | \$1500 |
| Math Materials: Ruler, Protractor, Set Squares, Compass, Graph Paper, Calculators, Math Center Materials, Math Manipulatives, Measuring Items, Other Tier I Math Materials | | X | X | \$1200 |
| ELA Materials: | | X | X | \$800 |
| Social Studies Materials: Globes, Maps | | X | X | \$800 |

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 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.

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:

Jewel Sumner Middle School sent out an invitation, via Facebook and School Messenger, that we would hold a Stakeholder Meeting to decide effectiveness ratings from the 21-22 school year, to write the Comprehensive Needs Assessment for the 22-23 school year, and to assist in writing the Schoolwide Plan for 22-23. Additionally, we used input from the Parent Survey that was completed in April to help us make schoolwide plan decisions for 22-23. No parents or community members showed up for the stakeholder meeting.

- June 28, 2022 Roundtable discussion—(via Zoom)
- September 15, 2022 SIP Review at 2:02 pm
- November 17, 2022 SIP Review/data gathering at 6:00 pm
- January 19, 2023 SIP Review/data gathering at 2:02 pm
- March 23, 2023 SIP Review/data gathering at 6:00 pm
- May 11, 2023 SI pre-planning/rough draft of plan for 2023-2024 school year at 2:02 pm

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

Based on parent surveys and comments shared with administration and teachers, we are going to schedule a few family involvement events where we will help parents login to OnCourse/JCampus to review their child's grades. We will also hold an event where we share curriculum resources with the parents and let them know what they should see their child working on at home. Additionally, we will work to ensure that all items sent home are also sent home in parents' native language.

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

Parents and community stakeholders are invited to participate in stakeholder meetings, four times throughout the school year. They are invited to attend either in person or via Zoom. In 22-23, three of the meetings will be held during the day, and two of the meetings will be held in the evening hours. Additionally, all stakeholders are able to participate in school surveys.

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

JSMS posts the SWP on the JSMS Website. Additionally, all activities are posted on Facebook and posted on our website. Teachers share information with parents through their students' homepages in OnCourse. They also send letters home and make phone calls.

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 (\$ USED TO SUPPORT ACTIVITY (must be reflected in the budget in the Consolidation Application): | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY | EFFECTIVENESS |
|--|-----------------------|---|---|------------------------|
| Parent/Family Engagement Activity: Fall 22 | SWP Goal (s): | | Items Needed: | Effectiveness Measure: |

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| <p>Annual Meet and Greet—August 9, 2022 5:30-7:00 and Open House----September 26, 2022 5:30-7:00</p> <p>Parents & students will meet the faculty and staff and tour the school and learn about Title I funding, initiatives, and our SWP goals and focus areas.</p> | <p>Increase the achievement of students through active parental involvement</p> | <p>Budget</p> <p>Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | <p>Materials & Supplies such as paper, ink, paint pens, decorations, tape, refreshments, etc; faculty shirts; Door prizes</p> | <p>Agenda, Sign in Sheets, Exit Surveys for parental feedback</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>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/</p> | | | <p>Estimated Cost:</p> <p>\$338</p> | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
| <p>Parent/Family Engagement Activity: Fall 22</p> <p>OnCourse/JCampus Meeting: Date: October 6, 2022 5:30-6:30 pm</p> <p>Faculty and Staff will be on hand to share passwords with parents who have not yet set up their accounts to view their child's grades online. Faculty and Staff will share a presentation on accessing the information and reviewing child's grades. How to contact teachers via the system will also be reviewed.</p> | <p>SWP Goal (s):</p> <p>Increase the achievement of students through active parental involvement</p> | <p>Budget</p> <p>Decisions/Coordination:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | <p>Items Needed:</p> <p>Materials & Supplies such as paper, ink, tape, refreshments, etc;</p> <p>Estimated Cost:</p> <p>\$338</p> | <p>Effectiveness Measure:</p> <p>Agenda, Sign in Sheets, Exit Surveys for parental feedback</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>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2782391/</p> | | | | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |

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| <p>Parent/Family Engagement Activity: Spring 23</p> <p>Math and Science Night: Date: November 10. 2022 5:30-6:30</p> <p>Parents will visit both a Science class and a Math class to learn about resources that the teachers are using in their classrooms, the way students are being assessed, the Interventions that are in place schoolwide, and ways to help their child at home in these subject areas.</p> | <p>SWP Goal (s):</p> <p>Increase the achievement of students through active parental involvement</p> | <p>Budget Decision /Coordination:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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</p> | <p>Items Needed:</p> <p>Materials & Supplies such as paper, ink, tape, refreshments, etc;</p> <p>Estimated Cost: \$388</p> | <p>Effectiveness Measure:</p> <p>Agenda, Sign in Sheets, Exit Surveys for parental feedback</p> |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://onlinelibrary.wiley.com/doi/abs/10.1111/ssm.12225</p> | | | | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
| <p>Parent/Family Engagement Activity: Spring 23</p> <p>ELA and Social Studies Night: Date: January 26, 2023 5:30-6:30</p> <p>Parents will visit both an ELA class and a Social Studies class to learn about resources that the teachers are using in their classrooms, the way students are being assessed, the Interventions that are in place schoolwide, and ways to help their child at home in these subject areas.</p> | <p>SWP Goal (s)</p> <p>Increase the achievement of students through active parental involvement</p> | <p>Budget Decision /Coordination :</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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</p> | <p>Items Needed:</p> <p>Materials & Supplies such as paper, ink, tape, refreshments, etc;</p> | <p>Effectiveness Measure:</p> <p>Agenda, Sign in Sheets, Exit Surveys for parental feedback</p> |

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| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/21683603.2013.854186 | | | Estimated Cost: \$388 | Evaluation / Effectiveness Results (guide revision to the SWP): |
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1.2 COMPREHENSIVE NEEDS ASSESSMENT

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

- **Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Finding should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; a summary of priorities that will be addressed in the schoolwide plan.**
and
- **Use the Comprehensive Needs Assessment to develop a comprehensive plan for the entire school. Take into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.**

| OVERALL STRENGTHS Listed IN CNA | OVERALL WEAKNESSES LISTED in CNA |
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| DCAI Information: ---97% of 8 th grade students earned 6 or more credits in 9 th grade, compared to 90% statewide. (Spring 2018) | 7 th grade ELA Interim Assessment data indicates that JSMS is below the district's percentage results in all Reading and Writing categories. |
| 6 th grade ELA Interim Assessment data indicates that JSMS is above or equal to the district's percentage results in the areas Reading Literary Text, Reading Informational Text, and Reading Vocabulary. | Report Card Promotion Data 21-22: 23% of 6 th graders, 30% of 8 th graders did not meet the promotion requirements to move to the next grade and had to be promoted based on Summer School Attendance, Promotion with Intervention, and Administrative Placement. 1 student was retained. |
| 8 th grade ELA Interim Assessment data indicates that JSMS is above the district's percentage results in the areas Reading Literary Text, Reading Informational Text, and Reading Vocabulary. | 6 th , 7 th and 8 th grade Interim Assessment data indicates overall low performance in both ELA and Math. |
| 19/20 of JSMS 8 th graders who took Algebra I in 21-22 scored Basic or Above on the LEAP 2025 and earned high school credit. | LEAP 2025 Data from Spring 2021: 16% of 6 th graders, 16% of 7 th graders, and 17% of 8 th graders demonstrated proficiency at Mastery or Advanced on the Math portion of the test. |
| 6 th grade Math Interim Assessment data indicates that JSMS is above or equal to the district's percentage results in the area of Major Content. | LEAP 2025 Data from Spring 2021: 22% of 6 th graders, 23% of 7 th graders, and 34% of 8 th graders demonstrated proficiency at Mastery or Advanced on the ELA portion of the test. |
| Panorama Parent Survey: 87% of parents responded favorably that they have conversations with their child about what his/her class is learning at school. (Family Support) | Parent Panorama Parent Survey: Only 25% of parents responded favorably that the classroom lessons are motivating to their children. (School Climate) |

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| Panorama Parent Survey: 87% of parents responded favorably that they put time into helping their child learn to do things for himself/herself. (Family Support) | Parent Panorama Parent Survey: Only 33% of parents responded favorably that their child feels comfortable asking for help from school adults. (School Fit) |
| Panorama Student Survey: 87% of students responded favorably that they have a friend from school that they can count on (Supportive Relationships) | Panorama Student Survey: Only 16% of students responded favorably that they are excited about going to their classes. (Engagement) |
| Panorama Student Survey: 74% of students responded favorably that they have a teacher or other adult from school they can count on.(Supportive Relationships) | Panorama Student Survey: Only 23% of students responded favorably that they feel connected to the adults at JSMS. (Engagement) |
| Panorama Teacher Survey: 86% of teachers responded favorably that colleagues show them respect (Belonging) | Panorama Teacher Survey: Only 5% of the teachers responded favorably that students show enthusiasm about being at school. (School Climate) |
| Panorama Teacher Survey: 77% of teachers responded favorably that their school leaders are friendly towards them and that they have the school's best interests in mind. (Staff-Leadership Relationships) | Panorama Teacher Survey: Only 14% of teacher responded favorably that students are supportive in their interactions with one another. (School Climate) |
| JSMS 6 th grade test scores from the LEAP 2025 Spring 2022 tests in ELA, Math, Science, and Social Studies were the 2 nd highest in TPSS across all middle schools. | LEAP 2025 Data from Spring 2022 in Science indicated some growth across cohorts of students. (see charts below) |
| The ELA Assessment Index, based on Spring 2022 LEAP 2025 tests, grew 13 points. The Math Assessment Index, based on Spring 2022 LEAP 2025 tests, grew 13 points. Math increased 8.8 points. Science increased 0.4 points. | LEAP 2025 Data from Spring 2022 in Social Studies indicated some increases and some decreases across cohorts of students (see charts below) |

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:

Jewel Sumner Middle School is a community school with 72% Economically Disadvantaged students. Sumner Middle has a SPS of a 59.7, D, and is a UIR-A School in the area of African-American Students and Students with Disabilities. ELA and Math Scores are lower than Social Studies and Science scores. Teachers struggle implementing the ELA Guidebooks Curriculum, the Science Curriculum which is very fragmented, and struggle with the pacing of the Eureka Curriculum. Student Attendance is a big concern as 76% of the students during the 21-22 school year had chronic attendance concerns. Some of this was a result of COVID-19 protocols from the beginning of the school year. Strengths include the success rate of JSMS completing Algebra I requirements and the offering of ELA 9 in the 22-23 school year. Family Support and a Supportive Environment are areas of strength whereas School Climate and Engagement are areas for improvement.

PRIORITIES IDENTIFIED IN THE COMPREHENSIVE NEEDS ASSESSMENT RESULTS

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| 1. Decrease behavior incidents within the classroom. |
| 2. Increase effective implementation of core curriculum. |
| 3. Increase the percentage of students scoring Mastery and Advanced in All Subjects |
| 4. Increase the percentage of students who meet their Growth to Mastery Targets who are identified in the following in subgroups: African American, Students with Disabilities, Hispanic, and Two or More Races. |
| 5. Focus on Communicating with Parents on their Child's progress in school. |
| 6. Focus on Social-Emotional Learning and Sense of Belonging for all stakeholder groups. |
| 7. Writing in the ELA Curriculum |
| <p>DATA SOURCES- List all Data sources analyzed in the Comprehensive Needs Assessment (see instructions in Title I Crate Section 2):</p> <p>Data was collected and analyzed from multiple sources including: LEAP 2025, LADOE School Report Card, LEAP 360 Interim Tests from 20-21 Year and from 21-22 Year, In-House Formative Assessments; Report Cards for 21-22. Panorama Data reflects surveys from students, faculty, and staff and parents. Positive Behavior Intervention Support (PBIS) Program, PBIS Digital Rewards Data, OnCourse Discipline Data Reports, LADOE Attendance and Suspension Reports, Student Information System, and OnCourse Attendance Reports</p> |
| <p style="text-align: center;">SCHOOLWIDE PLAN GOALS</p> <ul style="list-style-type: none"> ● <i>Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound</i> ● <i>Academic Goals Aligned to the Most Current School Data Analysis</i> ● <i>Must Include Subgroup (s) Goal (s)</i> ● <i>Aligned to District Goals</i> |
| 1. Increase the school's overall Math assessment index score from a 47.4 on the Spring 2022 LEAP Test to a 49.4 on the Spring 2023 LEAP Test. |
| 2. Increase the school's overall ELA assessment index score from a 65.9 on the Spring 2022 LEAP Test to a 67.9 on the Spring 2023 LEAP Test. |
| 3. Increase the school's overall Science assessment index score from a 46.9 on the Spring 2022 LEAP Test to a 48.9 on the Spring 2023 LEAP Test. |
| 4. Increase the school's overall Social Studies assessment index score from a 49.6 on the Spring 2022 LEAP Test to a 51.6 on the Spring 2023 LEAP Test. |
| 5. The Students with Disabilities subgroup will increase from 0% proficient in ELA and Math to 1% proficient in ELA and Math based on the Spring 2023 |

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| LEAP Tests. |
| 6. The African American subgroup will increase from 5% proficient in ELA and Math to 10% proficient in ELA and Math based on the Spring 2023 LEAP Tests. |
| 7. Increase the percentage of students in the following subgroups who meet their Growth to Mastery Targets: African American, Students with Disabilities, Hispanic, and Two or More Races |
| 8. Decrease the percentage of students who are chronically absent (15 or more days a year) from 52% to 40% |
| 9. Decrease the percentage of students in 6-8 who are suspended out of school from 7% to 5%. |

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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|---|---|--|---|---|---|
| <p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Continue to implement Eureka Math and Guidebooks for ELA instruction. ● Continue to utilize an intervention block for math and ELA instruction in order to concentrate on strengthening weaker skills and enhancing instruction. ● Integrate technology resources such as Oncourse/JCampus, Videoconferencing, Moby Max, Khan Academy, Fast Math, Zoom, Zearn, Equip, & Prodigy into lessons to engage student learning and improve skills. ● Continue to implement the district Science and Social Studies Curriculum. ● Provide extra opportunities for students who score Advanced and Mastery to participate in STEM and Critical Thinking activities instead of attending Intervention classes. ● Continue to implement the Unique Curriculum | <p>ED Priority(s): #2, 3, and 4</p> | <p>SWP Goal(s): #1-7</p> | <p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | <p>Items Needed:</p> <p>Paper, Pens, Folders, LEAP workbooks. STEM Materials and LEGO Materials</p> <p>Estimated Cost: \$1000</p> | <p>Effectiveness Measure:</p> <p>Lesson Plans, Observations, Usage STEM kits, activities</p> |
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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>https://www.taylorfrancis.com/books/mono/10.4324/9780203932599/implementing-response-intervention-elementary-secondary-schools-matthew-burns-kimberly-gibbons</p> | | | | | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
| <p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Math teachers create and implement common formative assessments ELA and math teachers use the Diagnostic Assessments and LEAP 360 Interim Assessments to determine student mastery of some current-year standards. All core teachers use Spring 2022 LEAP 2025 results from to determine areas of strengths and weaknesses. <p>All core teachers turn in assessments to the Leadership Team for review before giving the assessments.</p> <ul style="list-style-type: none"> Use OnCourse Classroom and Google Classroom linked to OnCourse Classroom | <p>ED Priority(s): # 2, 3 and 4</p> | <p>SWP Goal(s): # 1-7</p> | <p>Budget Decisions/Coordination:</p> <ul style="list-style-type: none"> X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | <p>Items Needed:</p> <p>Paper, Pens, Folders, LEAP workbooks</p> <p>Estimated Cost:</p> <p>\$297</p> | <p>Effectiveness Measure:</p> <p>Lesson Plans, Observations, Usage Reports</p> |

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| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.taylorfrancis.com/books/mono/10.4324/9780203932599/implementing-response-intervention-elementary-secondary-schools-matthew-burns-kimberly-gibbons | | | | | Evaluation / Effectiveness Results (guide revision to the SWP): |

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|--|---------------------------------------|------------------------------------|--|---|--|
| Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: LEAP Connectors Teacher Created Assessments Teacher Modified Assessments Utilize Inclusion Teacher Accelerate Unique Curriculum i-Ready | ED Priority(s): #2-4 | SWP Goal(s): #1-7 | Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless | Items Needed: computers, mice, paper, pens, pencils, etc. | Effectiveness Measure: Assessments, Lesson Plans, Observations |
|--|---------------------------------------|------------------------------------|--|---|--|

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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>https://journals.sagepub.com/doi/abs/10.3102/00346543071002279</p> | | | <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other | <p>Estimated Cost:</p> <p>\$297</p> | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
| <p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> 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. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Imagine Learning | <p>ED Priority(s):</p> <p>#2, 3 and 4</p> | <p>SWP Goal(s):</p> <p>#1-7</p> | <p>Budget Decisions/ Coordination:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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</p> | <p>Items Needed:</p> <p>Paper, Pens, Folders, LEAP workbooks Translator App</p> <p>Estimated Cost:</p> <p>\$388</p> | <p>Effectiveness Measure:</p> <p>Assessments, Lesson Plans, Observations</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>https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf</p> | | | | | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |

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| | Interventions for At-Risk Students |
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| Describe the Process for Determining Student Participation in School and Classroom Interventions: Process for Determining Student Participation in School and Classroom Interventions: <ul style="list-style-type: none"> Teacher Referrals Progress Reports Report Cards Parent Requests Administrative Referrals Discipline reports JSMS will identify students eligible for interventions by reviewing LEAP Scores, reviewing SAM results, reviewing IAPs, IEPs, PNP documents that indicate that the student has a deficit in reading and/or displays characteristics of Dyslexia. Also review LEAP 360 Diagnostic Tests and Interim Tests. In addition, students who are referred to the SAT Committee will receive Interventions. | ED Priority(s): #2, 3, and 4 | Goal(s): #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: computers, mice, paper, pens, pencils, etc. | Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation |
| | | | | Estimated Cost: \$297 | Evaluation / Effectiveness Results (guide revision to the SWP): |
| List the Opportunities and Interventions for Students in Need: <ul style="list-style-type: none"> Small group tutoring Peer tutoring Extra Computer Time Accelerated Reader during Library Time | ED Priority(s): #2, 3, and 4 | Goal(s): #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: computers, mice, paper, pens, pencils, etc. Accelerated Reader licenses | Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation |
| | | | | Estimated Cost: \$4297 | Evaluation / Effectiveness Results (guide revision to the SWP): |

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| Describe the Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: <ul style="list-style-type: none"> 504 Referral/SAT Committee Referral <p>JSMS students who have participated in MindPlay Interventions or Small Group Intervention in Math class and who are still struggling will be placed on the SAT Committee Agenda to discuss possible referral to 504 or the Pupil Appraisal Team to consider tests for eligibility for SPED services.</p> | ED Priority(s): #2, 3, and 4 | Goal(s): #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: computers, mice, paper, pens, pencils, etc. Estimated Coast: \$297 | Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation |
| | | | | | Evaluation / Effectiveness Results (guide revision to the SWP): |

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| Interventions Specific to <u>Students with Disabilities</u>: <ul style="list-style-type: none"> Current interventions used for students without disabilities are also used for students at-risk LEAP Connect students will follow the Unique Learning Curriculum I-Ready Program Follow IEP goals and objectives | ED Priority(s): #2, 3, and 4 | SWP Goal(s): #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: computers, mice, paper, pens, pencils, etc. Estimated Cost: \$297 | Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation |
| | | | | | Evaluation / Effectiveness Results (guide revision to the SWP): |

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):
<https://journals.sagepub.com/doi/abs/10.1177/0014402914563704>

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| Interventions Specific to English Learners: EL students received the same interventions as at-risk students. In addition, EL students are provided with additional resources through our Federal Programs Office. JSMS will use Imagine Learning and the Translation App. | ED Priority(s): # 2, 3, and 4 | SWP Goal(s): #1-7 | Budget Decisions/Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: computers, mice, paper, pens, pencils, etc. | Effectiveness Measure: Reports, Referrals, Parent notes, SAT Documentation |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://agneschavez.com/bilingualkids/wp-content/uploads/2008/05/working_with_ell_strategies.pdf | | | | Estimated Cost: \$297 | Evaluation / Effectiveness Results (guide revision to the SWP): |

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.

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| Activities to Address Social and Emotional Well Being: <ul style="list-style-type: none"> • See JSMS Equity Plan for 22-23 based on Panorama Data • Full time counselor • Monday Morning schoolwide focus on Character Strong | ED Priority(s): #1-7 | SWP Goal (s): #1-7 | Budget Decisions / Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III | Items Needed: paper, markers, pencils, pens, chart paper, | Effectiveness Measure: Student Surveys |
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| | | | <input type="checkbox"/> Title IV <input type="checkbox"/> LA 4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other | lamination, PBIS incentives Estimated Cost: \$300 | Evaluation / Effectiveness Results (guide revision to the SWP): |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://www.tandfonline.com/doi/abs/10.1080/00098650209604954?journalCode=vtch20 | | | | | |
| 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 <u>Believe to Achieve: Educational Priorities</u> . | | | | | |
| Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. postsecondary credit, dual enrollment, 21 st Century, before or after school tutoring, etc.): <ul style="list-style-type: none"> Field Trips School Garden 4-H | ED Priority(s): #1-7 | SWP Goal (s): #1-7 | Budget Decisions / Coordination: X | Items Needed: paper, markers, | Effectiveness Measure: Agendas, Signs |

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| <ul style="list-style-type: none"> • BETA • Student Council • Art • STEM Class---after school club • Choir—after school club | | | Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA 4 <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other | pencils, pens, chart paper, lamination, | Report Cards, |
| <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>Kirkey, T. L. (2005). Differentiated instruction and enrichment opportunities: An action research report. <i>The Ontario Action Researcher</i>, 8(3), 1-5.</p> <p>https://d1wqtxts1xzle7.cloudfront.net/30921222/V833E-with-cover-page-v2.pdf?Expires=1662738300&Signature=SB9ACnNQsKihuoXPATv9K8M6UCPHilbWQUAUXmZVtJV4CU9AF2k89~Yu-_-KDKTNOs5kdxCQi7u4pF6dTIWa0Acxiwp1FE0Tn0jsOEBBSIUNDO8gs0A7JHoMYqQSVg6vp7jO3cukQj3Xx0sqWUSwyYEgnitsjF6uzKvomcYHa~n2l2DjFbok7vkLBVKuFoROvJ~jCAI-tZPtH3q8J~08GLw8yi0BTaDd5T-Aiy9lKvoUODuF5ZiTGLEoX-5l4cYfiT17Zyvjt11E-izlHFOFMwCYj-pMgOS2n1nADeWy1V~6vOE6hug0YKIVS6p-NDzAxS0sv5svvcd7dVm6iUvfWANwg_&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA</p> | | | | Estimated Cost: \$2500 | Evaluation / Effectiveness Results (guide revision to the SWP): |
| <p>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):</p> <ul style="list-style-type: none"> • Algebra 1 class • ELA 9 class • QFS, IBCA, and Computer Lit/Health • STEM/Enrichment Classes | | | | | |

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

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

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| Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> ● Discipline meetings/trainings to be pro-active ● Teachers trained on Levels of Discipline Infractions and use of MIR Forms ● PBIS incentives ● PAC/ISSP ● Parent/Teacher Conferences ● Functional Behavioral Assessments ● Behavior Intervention Plans ● Southeast Counseling ● Truancy ● Check In/Check Out meetings with individual students ● Anti-Bullying ● Families in Need of Services (FINS) ● SEL Community Circles ● Peer Mediation ● School Counselor | ED Priority(s): #1 | SWP Goal (s): #1-7 | Budget Decisions / Coordination: X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA 4 <input type="checkbox"/> IDE | Items Needed: paper, markers, pencils, pens, chart paper, lamination, PBIS incentives | Effective ness Measure: Discipline reports, PBIS reports, photos |
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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): https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%20Supporting%20CharacterStrong.pdf</p> <p>Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. <i>Education & Treatment of Children</i>, 31(1), 1–26. https://doi.org/10.1353/etc.0.0025</p> | | <p> <input type="checkbox"/> A <input type="checkbox"/> Home <input type="checkbox"/> les <input type="checkbox"/> s <input type="checkbox"/> Ge <input type="checkbox"/> ner <input type="checkbox"/> al <input type="checkbox"/> Fu <input type="checkbox"/> nd <input type="checkbox"/> Per <input type="checkbox"/> kin <input type="checkbox"/> s <input type="checkbox"/> Ot <input type="checkbox"/> her </p> | <p>Estimated Cost: \$297</p> | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
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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.

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| Title I School Planning: <ul style="list-style-type: none"> SWP Meetings Activities that support core instruction such as ordering and taking in/distributing supplies, data analyzes, Crate maintenance, etc. School level prior approval PD activities – see individual approved prior – authorizations in Crate for specific activities. | ED Priority(s): #1-7 | Goals #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: Substitutes Stipends See individual Prior Approval for specific items needed | Effectiveness Measure: Sign in sheets, Agendas |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003 | | | | Estimated Cost: \$3000 | Evaluation / Effectiveness Results (guide revision to the SWP): |
| Professional Learning Communities (PLCs): <ul style="list-style-type: none"> Professional Learning Communities/Collaboration Meetings are held once per week and are facilitated by the Principal and Teacher Leaders as well as Career Teachers. Professional Learning Communities/Collaboration Meetings are structured by content area. The focuses in PLC are creating common formative assessment, examining student work in relation to standards, and developing plans of action to address student weaknesses and to provide enrichment for students | ED Priority(s): #1-7 | Goals #1-7 | Budget Decisions/Coordination: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper Estimated Cost: \$3000 | Effectiveness Measure: Sign in sheets, Agendas |

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| <p>who have met course standards.</p> <p>Mondays: Leadership Team—7th Period</p> <p>Tuesdays: Math Collaboration—7th Period Science Collaboration—4th Period ELA Collaboration---2nd Period Social Studies Collaboration—3rd Period</p> <p>Fridays: Administrative Team Meeting---2nd Period</p> | | | | | |
| <p>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003</p> | | | | | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
| <p>Professional Development: Other Professional Training –</p> <ul style="list-style-type: none"> 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. | <p>ED Priority(s): #1-7</p> | <p>Goal(s): #1-7</p> | <p>Budget Decisions/ Coordination:</p> <p>X Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA</p> | <p>Items Needed:</p> <p>-Substitutes -Stipends -See individual Prior Approvals for specific items needed</p> | <p>Effectiveness Measure: Agendas, sign ins, conference brochures</p> |

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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>https://journals.sagepub.com/doi/abs/10.3102/0013189x033008003</p> | | <input type="checkbox"/> Homeless <input type="checkbox"/> General Fund <input type="checkbox"/> Perkins <input type="checkbox"/> Other | <p>Estimated Cost:</p> <p>\$3000</p> | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |
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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 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.

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| Strategies for Workforce Talent: Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc. speak to students. | ED Priority(s): #1-7 | Goal(s): #1-7 | Budget Decisions/ Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: None Estimated Cost: \$0 | Effectiveness Measure: Personnel Action Forms Teacher Evaluations Evaluation / Effectiveness Results (guide revision to the SWP): |
| Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse): https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/partnerships/Teacher-recruit-retain-Key-indicators.pdf | | | | | |

1.8 STUDENT TRANSITION

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

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| Transition Activities for Incoming and Outgoing students: <ul style="list-style-type: none"> May 10, 2023---5th graders at SCES and CES will visit JSMS to meet the 6th grade teachers and learn about the school May 11, 2023---JSMS 8th Graders will visit SHS, tour the school, etc. February 2023---counselor from SHS comes to JSMS to meet with 8th graders about creating their 9th grade schedules. Meet & Greet in August 9, 2022 where all incoming students will meet their teachers and receive schedules. Homecoming—Week of September 12-16, 2022 | ED Priority(s): #1-7 | Goal(s): #1-7 | Budget Decisions/ Coordination: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <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 | Items Needed: Folders, computers, paper, pens, tape, sticky notes, markers, highlighters, paper clips, large chart paper | Effectiveness Measure: Pictures, Agendas |
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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>Lane, Oakes, W. P., Carter, E. W., & Messenger, M. (2015). Examining Behavioral Risk and Academic Performance for Students Transitioning From Elementary to Middle School. Journal of Positive Behavior Interventions, 17(1), 39–49. https://doi.org/10.1177/1098300714524825</p> | | | | <p>Estimated Cost: \$1500</p> | <p>Evaluation / Effectiveness Results (guide revision to the SWP):</p> |

| Coordination and Integration of Federal, State, and Local Resources, Services, and Programs: | |
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| <p>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.</p> <p>Food Services: All students whose income qualifies them for free/reduced meals participate in the federal food service program.</p> <p>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.</p> | <p>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.</p> <p>21st Century Programs: Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.</p> <p>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.</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:

The SWP is monitored throughout the year through Stakeholder SWP review meetings. Meetings correspond with release of data such as after LEAP 360 tests or benchmark tests or when LEAP 2025 results are released. Updates are shared with all faculty, staff, students, parents, and community members.

- June 28, 2022 Roundtable discussion—(via Zoom)
- September 15, 2022 SIP Review at 2:02 pm
- November 17, 2022 SIP Review/data gathering at 6:00 pm
- January 19, 2023 SIP Review/data gathering at 2:02 pm
- March 23, 2023 SIP Review/data gathering at 6:00 pm
- May 11, 2023 SI pre-planning/rough draft of plan for 2023-2024 school year at 2:02 pm

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 Stakeholder Committee will meet on May 11, 2023 for pre-planning and rough draft of the 23-24 SWP.

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

After SWP Stakeholder meetings, the notes taken are shared, any changed are highlighted, and results are posted on the JSMS Website, Facebook page, and information is sent home with students.

Members

School Improvement Planning Committee

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

Members Include:

- Principal: Ashley Walker
- Students: Lucy Cressionnie and Zyon Baez-Ortega
- Teacher: Paula Splane
- Parent/Family: Angela Myles
- Community Member: Danny Sharkey

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: Ashley Walker
- Students: Lucy Cressionnie and Zyon Baez-Ortega
- Teacher: Julee McMichael
- Parent/Family: Angela Myles

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

Date

Chairperson, Schoolwide Improvement Team Signature

Date