

# **2021-2022 Schoolwide Plan**



**Kentwood High Magnet School  
7<sup>th</sup>-12<sup>th</sup> Grade**

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

School \_\_\_\_\_Kentwood High Magnet School\_\_\_\_\_

SPS \_\_\_\_73.1 (2018-19 score)\_\_\_\_\_

Letter Grade \_\_\_\_C\_\_\_\_\_

Check all that apply (verify with principal):

\_\_\_\_\_ CIR - Comprehensive Intervention Required

Schools that have been D- or F- rated for three consecutive years or two years for new schools  
Schools that have a graduation rate less than 67%

\_\_\_\_\_ UIR - Academic - Urgent Intervention Required for Academics:

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

\_\_\_\_\_ Economically Disadvantaged

\_\_\_\_\_ Hispanic/Latino

\_\_\_\_\_ Black

\_\_\_\_\_ White

\_\_\_\_\_ Students with Disabilities

\_\_\_\_\_ English Learners

\_\_\_\_\_ Two or more Races

\_\_X\_\_ UIR - Discipline - Urgent Intervention Required for Discipline:

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

**Frequently Ordered Title I Supplies**

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

<b>Item/s Needed</b> <b>All items purchased must be for student use or Parent and Family Engagement Activities</b>	<b>Parent and Family Engagement</b>	<b>Core Instruction Interventions Support and Extended Learning/Other Strategies</b>	<b>Professional Development</b>	<b>Estimated Cost</b>
Printing Supplies: paper, colored paper, card stock, labels, ink, toner, masters, staples	X	X	X	\$2,000
Copy machine, Duplicator, Printer	X	X	X	\$2,000
Service Contracts	X	X	X	\$528 (COPIER MAINTANENCE)
Computer, Chrome Cart, Chromebooks, Tech Tubs, Smartboard/Boxlight, Ipads/Cases, Projector, Document Camera, Bulbs		X		\$2,500
Mice, Headphone, Keyboard, USB Cord, Cat Cable, Adaptors		X		\$1,300
Laminator, Laminating Film				
Poster Maker, Poster Paper, ink	X	X	X	\$3,000
Communication Folders, Planners		X		\$700
Binders, manila folders, folders, pocket folders, loose leaf paper, tab dividers, page protectors,		X		\$500
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	\$500
Dry Erase Supplies: boards, erasers, cleaner, markers		X	X	\$350
Science Refill Kits, other Science supplies,		X		\$800

## 1. COMPREHENSIVE NEEDS ASSESSMENT

and

- *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; 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
Enrollment has increased from 332 students to 338 students.	Percentage of students scoring below proficiency on LEAP
High school ELA curriculum was rated a 4.	Students with exceptionalities scoring below proficient on LEAP
Survey taken shows that staff feel valued.	Highest referral infraction is for instigating and participating in fights.
Students have supportive relationships based on survey results.	Junior high curriculum implementation scale results
At least one student scored mastery on LEAP for geometry, English I, English II, and algebra.	Social studies has the lowest implementation scale rating in both junior high and high school.
	Lack of student attentiveness and interest in class based on surveys.
	Lack of participation in surveys by staff and students.
DATA SOURCES- List all Data sources analysed (see instructions in Title I Crate Section 2):	
GOALS	
<ul style="list-style-type: none"> <li>● <i>Goals - Specific, Measurable, Achievable, Results-focused, and Time-bound</i></li> <li>● <i>Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>● <i>Must Include Subgroup (s) Goal (s)</i></li> </ul>	
1. KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.	
2. KHMS will decrease student behavior incidents by 30% as evidenced by the numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the 2021-22 school year.	
3. Teachers will participate in professional development weekly to discuss expectations, student data, and instructional strategies by 25% as evidenced by sign-in sheets during the 2021-22 school year.	
4. Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school year.	

5. Students will improve academically and improve engagement and motivation with the curriculum by 25% as evidenced by lesson plans, assessment data, and projects during the 2021-22 school year.

## 2. 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) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SWP (include the month that activity will take place):</p> <ul style="list-style-type: none"> <li>● The committee will create the parent and family engagement plan in prior to the beginning of the 2022-23 school year.</li> <li>● Parents will be invited to attend school meetings and school functions to design and evaluate the School wide Plan in August 2021 and the summer 2022.</li> <li>● A stakeholder meeting to include community members, students, parents, and the leadership team will meet to determine the effectiveness results of the School wide Plan and to set priorities for next year's School wide Plan in May or June 2022.</li> </ul>	<p>Goal(s):</p> <p>1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by signin sheets during the 2021-22</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Items Needed:</p> <ul style="list-style-type: none"> <li>- paper</li> <li>- ink/toner</li> <li>- stamps</li> <li>- envelopes</li> <li>- tape</li> </ul> <p><b>Estimated Cost:</b></p> <p><b>\$500-1000</b></p>	<p>Effectiveness Measure:</p> <p>Signin sheets agenda</p> <hr/> <p><b>Effectiveness Results:</b></p>

	school year.			
<b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b> <ul style="list-style-type: none"> <li>Parents are invited to serve on the Title I Committee and/or the Parent and Family Engagement Committee.</li> <li>Stakeholder Committee will be designed and meetings will be attended.</li> <li>Parents can call the school and leave feedback or make recommendations for improvement.</li> <li>IEP meetings will be held to address students' needs.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by signin sheets during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- paper</li> <li>- ink/toner</li> <li>- stamps</li> <li>- envelopes</li> <li>- tape</li> </ul>	<b>Effectiveness Measure:</b> Signin sheets Agendas
		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Estimated Cost:</b>  \$500-\$1000	<b>Effectiveness Results:</b>
<b>Describe how the school communicates information to parents regarding the strategies and activities in the SWP, curriculum, assessments, student progress, etc.:</b> <ul style="list-style-type: none"> <li>At Open House, parents learn about the SWP, meet teachers, and learn about students' progress in classes.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- paper</li> <li>- ink/toner</li> <li>- stamps</li> <li>- envelopes</li> <li>- tape</li> </ul>	<b>Effectiveness Measure:</b> Signin sheets Call logs Actual posts on social media/website

<ul style="list-style-type: none"> <li>• Social media, such as Facebook, will be used to relay information to parents.</li> <li>• Updates will be made on the school's webpage.</li> <li>• The principal or other school designee will send out robocalls to parents.</li> </ul>	involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Estimated Cost:</b>  \$500-\$1000	<b>Effectiveness Results:</b>
<b>Translation Services:</b> <ul style="list-style-type: none"> <li>• 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. <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>• 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.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in	<b>Budgets used to support this activity:</b> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Items Needed:</b> - paper - ink/toner - stamps - envelopes  <b>Estimated Cost:</b>  \$500-\$1,000	<b>Effectiveness Measure:</b> Sign-in sheets Letters sent home  <b>Effectiveness Results:</b>

	sheets during the 2021-22 school year.			
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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.*

<b>Parent Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Parents will be invited to Open House at the beginning of the school year.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <div> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other </div>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- paper</li> <li>- ink/toner</li> <li>- stamps</li> <li>- envelopes</li> <li>- tape</li> </ul> <b>Estimated Cost:</b>  <b>\$500-\$1,000</b>	<b>Effectiveness Measure:</b> Signin sheets Agendas
				<b>Effectiveness Results:</b>



<b>Parent Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Academic Events will be held to recognize student achievement will take place during the end of the 2021-22 school year.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- paper</li> <li>- ink/toner</li> <li>- stamps</li> <li>- envelopes</li> <li>- tape</li> <li>- certificate paper</li> <li>- refreshments</li> </ul> <b>Estimated Cost:</b>  \$500-\$1,000	<b>Effectiveness Measure:</b> Signin sheets Flyers  <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>A club showcase will take place during the school year to inform parents about activities completed in clubs and for students to display and explain their work from clubs.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events,	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>          <b>Estimated Cost:</b>	<b>Effectiveness Measure:</b> Signin sheets Flyers  <b>Effectiveness Results:</b>

	and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.			
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<b>Parent Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Parents and students will be invited to take part in financial literacy programs, which will be sponsored by the First Guaranty Bank and Hancock Whitney.</li> </ul>	<b>Goal(s):</b>  1- KHMS will increase parental involvement through student showcases, academic awards events, and other parental involvement events by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- pens</li> <li>- paper</li> <li>- envelopes</li> <li>- stamps</li> <li>- financial literacy materials</li> </ul>  <b>Estimated Cost:</b>  <b>\$1,500-\$2,000</b>	<b>Effectiveness Measure:</b> Flyers/Mailing Communications Signin Sheets
				<b>Effectiveness Results:</b>

<b>Parent Family Engagement Activity:</b> •	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> DEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Items Needed:</b>  <b>Estimated Cost:</b>	<b>Effectiveness Measure:</b>  <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity:</b> •	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Items Needed:</b>  <b>Estimated Cost:</b>	<b>Effectiveness Measure:</b>  <b>Effectiveness Results:</b>

Additional activities may be added

### 3. 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) ADDRESS ED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<b>Title I School Planning:</b> <ul style="list-style-type: none"> <li>● SWP meetings and activities that support core instruction such as ordering and taking in/distributing supplies, data collection, Crate maintenance, etc.</li> </ul>	<b>Goal(s):</b> 5- Students will improve academically and improve engagement and motivation with the curriculum by 25% as evidenced by lesson plans,	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  <b>Stipends</b> <b>Substitutes</b>   <b>Estimated Cost:</b>  <b>\$800-\$1500</b>	<b>Effectiveness Measure:</b> Crate progress monitored in system Purchase Orders
				<b>Effectiveness Results:</b>



<ul style="list-style-type: none"> <li>• Oncourse assessments are used to gauge academic achievement.</li> <li>• The Reading Inventory is used to determine students' reading levels and book selections.</li> </ul>	academical ly and improve engageme nt and motivation with the curriculum by 25% as evidenced by lesson plans, assessmen t data, and projects during the 2021-22 school year.	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	chromebooks - headphones/ headsets  <b>Estimated Cost:</b> <b>\$2,000</b>	<b>Effectiveness Results:</b>
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<b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b> <ul style="list-style-type: none"> <li>• System 44 and READ180 are used as interventions class alongside core ELA classes.</li> <li>• Unique Learning provides access to the general education curriculum.</li> <li>• Students receive a study skills class where they can sharpen their ELA, math, science, or social studies skills, can get more one-on-one instruction from an educator, or can get assistance on assignments or test accommodations.</li> <li>• Students participate in PAES- Practical Assessment Exploration System- where they are exposed to job-related skills and job options in order to determine their interest levels.</li> <li>• CBI- community based instruction- is used to shape a student's academic and functional skills in the natural environment.</li> </ul>	<b>Goal(s):</b> 4- Students will improve academical ly through remediatio n in core subjects and content areas at least once a week by 15% as evidenced by	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	<b>Items Needed:</b> - pens/pencils - paper - highlighters - intervention workbooks - ink/toner - microphone - mice - headsets - notebooks  <b>Estimated Cost:</b> <b>\$1,000-\$2,000</b>	<b>Effectiveness Measure:</b> Class schedules Interim and Diagnostic Assessments or Benchmarks  <hr/> <b>Effectiveness Results:</b>
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	enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school year.			
<p><b>Strategies, Curriculum, and Assessments Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>Teachers will use District Translator, Imagine Learning, and Translation App.</li> </ul>	<p><b>Goal(s):</b> 4- Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- computers/chrombooks</li> </ul> <p><b>Estimated Cost:</b></p> <p><b>\$1,000</b></p>	<p><b>Effectiveness Measure:</b> Class schedules Interim and Diagnostic Assessments or Benchmarks</p> <hr/> <p><b>Effectiveness Results:</b></p>

	year.			
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<b><i>Interventions for At-Risk Students</i></b>				
<b>Process for Determining Student Participation in School and Classroom Interventions:</b> <ul style="list-style-type: none"> <li>Teacher feedback will be used to gauge students' progress, performance, and participation.</li> <li>Teachers use students' academic work to categorize students' strengths and weaknesses.</li> <li>Teachers use Oncourse to assess students and evaluate their performance on the assessments.</li> <li>Teachers use their own individual reward system to encourage student participation.</li> <li>The process will focus on monitoring students weekly and daily by looking at formative assessments, student data, behavior referrals, and truancy court.</li> </ul>	<b>Goal(s):</b> 2- KHMS will decrease student behavior incidents by 30% as evidenced by the numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the 2021-22 school	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> </ul> <b>Estimated Cost:</b> \$500-\$1,000	<b>Effectiveness Measure:</b> Referrals Truancy Information Attendance Information Lesson Plans <hr/> <b>Effectiveness Results:</b>



	<p>year.</p> <p>4- Students will improve academical ly through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school year.</p>			
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Edgenuity is used as an online curriculum to enhance and sharpen students' academic performance.</li> <li>• Southeast Community Medical Center is used as a behavioral health service at the school.</li> <li>• Students receive study skills classes.</li> </ul>	<p><b>Goal(s):</b></p> <p>2- KHMS will decrease student behavior incidents</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- computers/ chromebooks</li> <li>- student workbooks</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Class Schedules Interim and Diagnostic Assessments or Benchmarks Truancy Information Attendance Information</p>

<ul style="list-style-type: none"> <li>● ACT and Workkeys software and workbooks will be used to supplement instruction.</li> <li>● Students scoring below proficient on state assessments will receive intervention through READ180 or System 44.</li> <li>● The Student Assistance Team along with the SEL program will contact students and assist them through dialogue to help with problems to prevent students from dropping out or having discipline issues.</li> </ul>	<p>by 30% as evidenced by the numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the 2021-22 school year.</p> <p>4- Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p>- microphone - mice - headsets</p> <p><b>Estimated Cost:</b></p> <p><b>\$500-\$1,000</b></p>	<p><b>Effectiveness Results:</b></p>
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	by enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school year.			
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Teachers will monitor six weeks grades after each grading period.</li> <li>Interim assessments will be used to gauge students' progress.</li> <li>Behavior data and reports will be used to identify struggling students.</li> <li>The practice Workkeys tests and the practice ACT tests will be used to identify struggles students are experiencing.</li> <li>Edgenuity progress will be used to target students who are struggling.</li> <li>The process for determining at-risk students involves looking at minor infractions and behavior referrals. More SBLC meetings will take place to see if students need accommodations. Meetings will be held with the faculty about procedures and implementation for SBLC, so teachers will understand the process more.</li> <li>Progress monitoring will be increased to at least once a week.</li> </ul>	<p><b>Goal(s):</b> 2- KHMS will decrease student behavior incidents by 30% as evidenced by the numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- computers/chromebooks</li> </ul> <p><b>Estimated Cost:</b></p> <p><b>\$500-\$1,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Class Schedules Oncourse Platform Information Signin Sheets Interim and Diagnostic Assessments or Benchmarks</p> <hr/> <p><b>Effectiveness Results:</b></p>

	<p>2021-22 school year.</p> <p>4- Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes, diagnostic assessments, and interim assessments during the 2021-22 school year.</p>			
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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• READ180 and System 44 will be used as an intervention to support ELA instruction.</li> <li>• Pull outs will be done by resource and inclusion teachers.</li> <li>• The speech therapist will assist students.</li> <li>• The school psychologist will have a social skills group.</li> </ul>	<p><b>Goal(s):</b></p> <p>2- KHMS will decrease student behavior incidents by 30% as evidenced by the numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign in sheets during the 2021-22 school year.</p> <p>4- Students will improve academically through</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- pens/pencils</li> <li>- notebooks/ binders</li> </ul> <p><b>Estimated Cost:</b></p> <p><b>\$800-\$1,500</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Lesson Plans Class Schedules</p> <hr/> <p><b>Effectiveness Results:</b></p>
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	<p>ent through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the 2021-22 school year.</p> <p>4- Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes, diagnostic assessments, and interim</p>			
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	assessments during the 2021-22 school year.			
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<b>Support and Extended Learning</b>				
<b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b> <ul style="list-style-type: none"> <li>Students will participate in clubs.</li> <li>Junior high students will participate in a career exploration course as well as a computer literacy course.</li> </ul>	<b>Goal(s):</b> 5- Students will improve academically and improve engagement and motivation with the curriculum by 25% as evidenced by lesson plans, assessment data, and projects during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>Ink/toner</li> <li>paper</li> <li>music supplies</li> <li>art supplies</li> <li>Chromebook carts</li> <li>highlighters and sharpies</li> <li>Binders for students/ notebooks</li> </ul> <b>Estimated Cost:</b> \$2,000	<b>Effectiveness Measure:</b> Flyers Class Schedules Truancy Information Attendance Information <hr/> <b>Effectiveness Results:</b>



<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Students can participate in customer service, nutrition, carpentry, welding, electrical, and CNA (Certified Nursing Assistant) courses.</li> <li>• Students can participate in ProStart, an industry based curriculum</li> <li>• Students can have dual enrollment with Northshore Technical Community College.</li> <li>• Students participate in STEM camps, ELA field trips, college tours, college fairs, and College and Career Day.</li> <li>• Students can participate in a CLEP program.</li> </ul>	<p><b>Goal(s):</b> 5- Students will improve academically and improve engagement and motivation with the curriculum by 25% as evidenced by lesson plans, assessment data, and projects during the 2021-22 school year.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- paper</li> <li>- pens/pencils</li> <li>- ink/toner</li> <li>- chromebooks</li> <li>- binders/ notebooks</li> </ul> <p><b>Estimated Cost:</b></p> <p><b>\$1,000-\$2,000</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Class Schedules Assessment Data Attendance Information Truancy Information</p> <hr/> <p><b>Effectiveness Results:</b></p>
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## ***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:***

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PAC will be used to address behavior.</li> <li>• Minor infraction forms will be used to track students' behavior.</li> <li>• Professional development for faculty will take place to discuss strategies for behavior.</li> <li>• Teachers will contact parents or guardians to discuss behaviors and possible solutions.</li> <li>• Students will participate in buddy work, student circles, conferences to discuss restorative practices, reflection form, and developing student success plans.</li> </ul>	<p><b>Goal(s):</b> 2- KHMS will decrease student behavior incidents by 30% as evidenced by the</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- computers/ chromebooks</li> <li>- enrichment workbooks for PAC</li> <li>- desks</li> <li>- chairs</li> <li>- tables</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Referrals Signin Sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<ul style="list-style-type: none"> <li>• Teacher and student conferences will take place.</li> <li>• Students will participate in a small-group setting where they learn social skills with a counselor.</li> </ul>	<p>numbers of referrals and increase student achievement through implementation of PBIS activities and clubs by 50% as evidenced by sign-in sheets during the 2021-22 school year.</p> <p>4- Students will improve academically through remediation in core subjects and content areas at least once a week by 15% as evidenced by enrichment classes,</p>	<p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>- curriculum resource materials</p> <p>- loose-leaf</p> <p>- notebooks</p> <p>- binders</p> <p>- pens/pencil</p> <p><b>Estimated Cost:</b></p> <p><b>\$800-\$1,500</b></p>	
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	diagnostic assessments, and interim assessments during the 2021-22 school year.			
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <ul style="list-style-type: none"> <li>Seventh and ninth grade students will participate in an orientation at the beginning of the school year.</li> <li>The counselor will schedule meetings with each grade to discuss planning, course selections, and clarify any concerns students have.</li> </ul>	<b>Goal(s):</b> 5- Students will improve academically and improve engagement and motivation with the curriculum by 25% as evidenced by lesson plans, assessment data, and projects during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> </ul> <b>Estimated Cost:</b> <b>\$500</b>	<b>Effectiveness Measure:</b> Signin Sheets Agendas Flyers Truancy Information Attendance Information
				<b>Effectiveness Results:</b>

## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities will take place to look at student work, to have teacher reflection, to examine teacher practices, to discuss and show effective instructional models, and to review teacher assessments.</li> </ul>	<p><b>Goal(s):</b></p> <p>3- Teachers will participate in professional development weekly to discuss expectations, student data, and instructional strategies by 25% as evidenced by sign-in sheets during the 2021-22 school year.</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>- ink/toner</li> <li>- paper</li> <li>- highlighters</li> <li>- dry erase markers</li> </ul> <p><b>Estimated Cost:</b> \$500-\$900</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in Sheets</p> <p>Agendas</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>Other Professional Training:</li> <li>* Conferences/Trainings</li> </ul> <p>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</p>	<p><b>Goal(s):</b></p> <p>3- Teachers will participate in</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>-Substitutes</li> <li>-Stipends</li> <li>-See individual Prior Approvals</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in Sheets</p> <p>Agendas</p>

approvals for specifics.	professional development weekly to discuss expectations, student data, and instructional strategies by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Other	for specific items needed  <b>Estimated Cost:</b>  <b>\$800-\$1,500</b>	<b>Effectiveness Results:</b>
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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:***

<ul style="list-style-type: none"> <li>Workforce Talent is addressed at the district level utilizing content leaders, mentors, etc.</li> </ul>	<b>Goal(s):</b> 3- Teachers will participate in professional development weekly to discuss expectations, student data, and instructional strategies by 25% as evidenced by sign-in sheets during the 2021-22 school year.	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b>  None at the school level   <b>Estimated Cost:</b>	<b>Effectiveness Measure:</b> Increase in student achievement as measured by annual academic assessments <hr/> <b>Effectiveness Results:</b>
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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.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

**Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

**4. Regular Monitoring and SWP Revision**

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

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

- The SWP is monitored through the SWP meeting and administration, which will occur bimonthly. Participants will be invited via letter and/or email. If participants cannot attend, Zoom meetings will also be held.

**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:

- Stakeholder meetings will take place in August and May/summer months to look at the SWP and discuss its effectiveness. The committee will look at and analyze sign-in sheets, referrals, lesson plans, activity/event agendas, student class schedules, and assessment data. Parents, students, administration, teachers, and community members will be invited in August and May/summer months in order to attend. Zoom meetings will also be used for those individuals who cannot attend physically.

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

- The evaluation results of the SWP will be discussed at faculty meetings, which will occur bimonthly. At the Open House in August, parents and community members will find out about the SWP. In May or summer months, a community meeting will take place where parents and community members find out about the evaluation results.

## 2021-2022 Committee

### Members

#### School Improvement Planning Committee

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

##### Members Include:

- **Principal:** Rochell Bates
- **Student:** Ronny Johnson
- **Teacher:** Amy Robertson-Brooks
- **Parent/Family:** Angela Bates
- **Community Member:** Christopher Geraci (First Guaranty Bank);

Bobby Brown (Kentwood Alumni Association) ;  
Eric Brumfield (Kentwood Summer Enrichment);  
Connie Dyson (Temple Chapel Baptist Church)

- **Title I Chair:** Katie Burgess

**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:** Rochell Bates
- **Student:** Ronny Johnson
- **Teacher:** Amy Robertson-Brooks
- **Parent/Family:** Angela Bates
- **Title I Chair:** Katie Burgess

**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.

\_\_\_\_\_  
Rochell Bates  
Principal Signature

\_\_\_\_\_  
6/29/21  
Date

\_\_\_\_\_  
Katie Burgess  
Chairperson, Schoolwide Improvement Team Signature

\_\_\_\_\_  
6/29/21  
Date