

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Pine View Middle



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

1. COMPREHENSIVE NEEDS ASSESSMENT

Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

| STRENGTHS | WEAKNESSES |
|--|---|
| According to the DIBELS 8th Edition reading assessment, 68% of our incoming 4 th graders from Covington Elementary and Lyon Elementary are reading at or above reading benchmark. | According to the LEAP 2025 K-8 Assessment Index, 5 th grade had the lowest assessment index in math with 20 students scoring Strong (Mastery or Advanced). |
| According to the LEAP 2025 K-8 Assessment Index, ELA is a subject area of strength with 62.5 points. | According to the LEAP 2025 K-8 Assessment Index Student Group Performance, subgroup English Learner students showed a steady downward trend from 2018 to 2021 in all subject areas. |
| According to the LEAP 2025 K-8 Assessment Index, 6 th grade had the highest assessment index in ELA with 81 students scoring Strong (Mastery or Advanced). | According to the LEAP 2025 K-8 Assessment Index Performance by substrand, interpret fractions, place value, and scaling has the greatest percentage of Weak in math with 66% of students scoring Approaching Basic or Unsatisfactory. |
| According to the LEAP 2025 K-8 Assessment Index Student Group Performance, subgroup Section 504 students scored significantly higher from 2019 to 2021 in ELA, math, and social studies. | According to the LEAP 2025 K-8 Assessment Index Cohort Performance, 5 th grade math experienced the least growth from 2019 with 57 points to 2021 with 32.5 points. |
| According to the LEAP 2025 K-8 Assessment Index Cohort Performance, 5 th grade social studies cohort is improving significantly more rapidly than the others with 2018 with 37.3 points to 2019 with 50.9 points. | According to the LEAP 2025 K-8 Assessment Index Cohort Performance, 4 th grade ELA cohort is declining significantly more rapidly than the others with 2018 with 72.2 points to 2019 with 63.3 points. |
| According to the Discipline Referral Trend Data, the total number of referrals show a decrease in trend data over the past few years from 342 in 2018 to 238 in 2021. | According to the LEAP 2025 K-8 Assessment Index Cohort Performance, 4 th grade science is performing consistently lower than their other grades and subjects from 2019 with 61.2 points to 2021 with 43.2 points. |
| During the past three years, added school based extra-curricular activities increased from 4 extracurricular activities from 2018 to 19 extracurricular activities in 2021, which is a 425% increase. | According to the LEAP 2025 K-8 Assessment Index, Social Studies is a subject area of weakness with 38.1 points. |
| 93% of PVMS parents feel that they are valuable stakeholders in the school and in their child's education based on the 2020-2021 Title One PFE Survey. | According to the Discipline Referral Trend Data, subgroup black males and females have a significantly higher number of referrals than others with 144 incident count in 2021. |

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound

Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment

- Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal
- High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal

Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of **Written Expression** for each cohort of students will increase by 7 percentage points as follows:

| Grade | 2021 Score | 2022 Goal | 2023 Goal | 2024 Goal |
|-----------------|------------|-----------|-----------|-----------|
| 4 th | 30 | 37 | 44 | 51 |
| 5 th | 36 | 43 | 50 | 57 |
| 6 th | 43 | 50 | 57 | 64 |

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Analyzing Student Writing

Resources needed:

- The Writing Revolution

Team Reflection:

Parent and Family Engagement Activity:

- Literacy Night- provide writing information or activity
- Information on specific Writing Revolution strategies to use at home (November-December 2021)
- Letter writing activity with family members or community members

Resources needed:

- The Writing Revolution
- Standard Letter Writing Form
- Postage stamps
- Envelopes
- Copy paper
- Loose leaf paper
- Final letter writing paper

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

- Would participate again
- What would make this PFE better
- Rate this PFE activity
- Did you find this activity valuable

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| | <ul style="list-style-type: none"> • Prizes for student completion • Letter writing rubric | | | | | | | | | | | | | | |
| <p>Professional Development:</p> <ul style="list-style-type: none"> • Using the Writing Rubric and the Modified Writing Rubric • Lesson Planning for Writing within Guidebooks • The Writing Revolution Overview • The Writing Revolution Focus on Specific Strategies • Four Strategies for Effective Learning (focus on writing) • ELA Content Leader Module 6 Supporting All Students (Session 1: Analyze Student Writing Samples) | <p>Resources needed:</p> <ul style="list-style-type: none"> • ELA Content Leader Module 6 Supporting All Students • The Writing Revolution book and website • STPPS Writing Revolution Google Classroom • GB Grammar Guide (grade level writing samples) • GB Writing Guide • GB Language Tasks/Mentor Sentences | <p><u>Feedback from Teachers:</u></p> | | | | | | | | | | | | | |
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • ELA Content Leaders model writing lessons • PLCs will focus on planning for writing instruction (within GB lessons/unit) and using common assessments to evaluate writing and TWR strategies • Analyzing student writing using the writing rubric • Tracking student writing • Curriculum Specialist support with PD and observation feedback • Instructional Coach- Model writing lessons | | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> | | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other | |
| X | X | X | | | | | | | | | | | | X | |
| <p>Monitoring and Evaluating</p> | | | | | | | | | | | | | | | |

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Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task
- PVMS Common Assessments

Observations:

- One administrator, ELA instructional Coach, or Curriculum Specialist will visit every 4th-6th ELA classroom at least once a quarter to conduct a snapshot using the writing snapshot rubric
- Once a year the School Advancement Committee will visit every 4th-6th ELA classroom to conduct a snapshot using the writing snapshot rubric

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #2

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 mathematics in the reporting category of Major Content will increase by 10 percentage points each year as follows:

| Grade | 2021 Score | 2022 Goal | 2023 Goal | 2024 Goal |
|-------|------------|-----------|-----------|-----------|
| 4th | 25 | 35 | 45 | 55 |
| 5th | 11 | 21 | 31 | 41 |
| 6th | 27 | 37 | 47 | 57 |

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|--|---|---|
| <p>Instructional Focus:</p> <ul style="list-style-type: none"> • Problem Solving • Fractions • Place Value • Ratio and Rate • Expressions, Equations and Inequalities • Sessions within Content Leader Modules: Deepening Math Content Knowledge for Effective Instructional Session, Exploring Coherence in the LSS for Mathematics Session, and Instructional Strategies to Improve Curriculum Implementation Session | <p>Resources needed:</p> <ul style="list-style-type: none"> • Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic • Ready Math – i-Ready Mathematics • Louisiana Math Content Leader • District Resources within Guaranteed Curriculum/Google Classrooms • Louisiana Believes State Planning Documents | <p><u>Team Reflection:</u></p> |
| <p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication (March) • Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content • Send home LDOE Parent Support information • Curriculum Based Parental Support Letters to support at-home learning | <p>Resources needed:</p> <ul style="list-style-type: none"> • Math manipulatives- variety • Copy paper • Pencils • Printer • Toner • Laminator • Laminator film • Card stock paper • Colored paper • Colored pencil or crayons | <p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> |

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|---|-----|---|-----|--|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| | | <ul style="list-style-type: none"> • Paper clips • Scanner | | | | | | | | | | | | |
| <p>Professional Development:</p> <ul style="list-style-type: none"> • Training on Assessment Guidance • Training on Purposeful Planning • Training on High Quality Instruction Training on the of Tier 1 Curricular Resources (Math Content Leader Modules Correlate to Major Content Subcategory- Session 3- Represent and solve word Problems involving addition and subtraction, session 4 Multiplication and Division of Whole Numbers and word problem types, Session 5 Number and Operations in Base Ten Place Value and Fluency, Session 6 Number and Operations Fractions understanding Fractions, Session 7 Number and Operations Fraction Operations with Fractions • Training on High Quality Instruction Training on the of Tier 1 Curricular Resources (Math Content Leader Modules Correlate to Major Content Subcategory- Session 3 Using Multiplicative Thinking to Reason about ratio and Rate, Session 6 Recognizing and Generating Equivalent Expressions | | <p>Resources needed:</p> <ul style="list-style-type: none"> • Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic • Ready Math – i-Ready Mathematics • Louisiana Math Content Leader • District Resources within Guaranteed Curriculum/Google Classrooms • Louisiana Believes State Planning Documents | | <p><u>Feedback from Teachers:</u></p> | | | | | | | | | | |
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Leadership Team (Administrators, Math Content Leaders, Instructional Coach, Curriculum Specialist) • Math Content Leader Module Support and Training • Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory • Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area • Analyzing assessments, feedback and next steps • Walk Through and Look fors | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
| X | X | | | | | | | | | | | | | |

Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments
- Interim LEAP 360 Reports
- Equip Diagnostic Assessment Reports- identified standards/tracking
- iReady Diagnostic Assessment Reports
- Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- PVM Common Assessment

Observations:

- One administrator, Math Instructional Coach, or Curriculum Specialist will visit every 4th-6th Math classroom at least once a quarter to conduct a snapshot using the “math Look fors checklist”

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in Social Studies, Subcategory History, will increase by 10 percentage points as follows:

| Grade | 2021 Score | 2022 Goal | 2023 Goal | 2024 Goal |
|-------|------------|-----------|-----------|-----------|
| 4th | 14 | 24 | 34 | 44 |
| 5th | 14 | 24 | 34 | 44 |
| 6th | 27 | 37 | 47 | 57 |

Instructional Focus:

- Inquiry-based instruction
- Students developing and supporting claims through writing and speaking

Resources needed:

- Google Classroom Resources (4-5)
- Guaranteed Curriculum Moodle (6-8)

Team Reflection:

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| | <ul style="list-style-type: none"> • LDOE Resources • C3 Teachers (c3teachers.org) • Achieve 3000 and Actively Learn | |
| <p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Understanding the shifts in social studies instruction • Social Studies Night: Understanding the Importance of Critical Thinking in Order to Build an Informed Opinion • International Day (May 2022) • Black History engagement/program (January-February) | <p>Resources needed:</p> <ul style="list-style-type: none"> • International flags • Tables • Chairs • Microphone/ Speaker • Table cloths • Snacks for parents • Copy paper • Card stock • Color paper • Glue • Scissors • Hot glue/sticks • Chromebooks • Display boards • Fabrics (for dress) | <p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> |
| <p>Professional Development: <u>Priority 1:</u></p> <ul style="list-style-type: none"> • The “Why”: Shifts in social studies instruction to inquiry based learning | <p>Resources needed:</p> | <p><u>Feedback from Teachers:</u></p> |

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| <ul style="list-style-type: none"> • High Quality Curriculum: Social Studies Instructional Pathway, Scope and Sequence, embedded unit resources <p>Priority 2:</p> <ul style="list-style-type: none"> • Pedagogy: Deep Dive into specific unit Social Studies Instructional Pathway and unit compelling question • Pedagogy: Planning for Inquiry-based Instruction • Supports: Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor charts & student work displays to support student achievement <p>Priority 3:</p> <ul style="list-style-type: none"> • Assessment and Feedback: assessment building, actionable feedback on assessments, grading tools | <ul style="list-style-type: none"> • District personnel to guide PD • Markers • Sticky notes • Pens • Note cards • Paper clips | |
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • PLCs will focus on planning for the use of inquiry-based instruction and claim development • Curriculum Specialists • Instructional Coaches – Model lessons | | |

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: District developed benchmark assessments
- Student proficiency on teacher created unit assessments

Observations:

- One administrator, Instructional Coach or Curriculum Specialist will visit the 4th -6th Social Studies classroom at least once a month to conduct a snapshot to determine if lessons are driven through inquiry.
- Once a year, the School Advancement Committee will visit the 4th-6th classrooms to conduct a snapshot to determine if lessons are driven through inquiry.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound

Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners

DISCIPLINE

Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of-school suspension rate is more than two times the national average for the past three years

Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of African-American male and female students receiving discipline referrals will decrease by 10 percentage points each year as follows:

| 2020-2021 % | 2021-2022 % | 2022-2023 % | 2023-2024 % |
|-------------|--------------|--------------|--------------|
| 60.5 | Goal 50.5 | Goal 40.5 | Goal 30.5 |

Tier 1 (School wide):

- Monthly character traits lessons
- Positive behavior reinforcement
- Restorative practices
- Classroom circles
- Brain breaks
- Least invasive behavior corrections
- Seating charts
- School counselor guidance lessons on character and social emotional competencies
- Supportive Counseling
- Mentoring program with local high school buddies
- Buddy room
- Recess detention
- Saturday detention

Resources needed:

- Behavior Coach
- Counselor
- Mental Health Provider
- Mentors
- Character traits lessons
- Restorative Practices/Circles
- Saturday Support Program
- Behavior rewards

Team Reflection:

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| <ul style="list-style-type: none"> • Triad of Instruction • Classroom Management Plan • PBIS • Development of classroom culture • Supportive counseling not occurring on a regular basis • School wide Minor Behavior Tracker | <ul style="list-style-type: none"> • Sensory Furniture • Light covers • Sound machine • Sensory manipulatives • Online internet subscription | |
| <p>Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> • Calming area • Sensory room • Check in/Check out • Lunch buddies • Parent conferences • Lunch groups with counselor • Behavior Contracts • No contact contracts • Student specific reinforcement system • Targeted social skills instruction • Behavior coach • Tiger Pause Behavior Sheet | | |
| <p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • FBA & BIP • Safety Plan • No Contact Contract • Daily, explicit social skill instruction • Crisis Intervention Plans • Mental Health Counseling Services Individual and Group • Crisis Intervention Services • CSoC (Coordinated System of Care wrap-around referral) • FINS (Families in Need of services referral) | | |

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|---|---|--|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| <p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Principal’s Honor Roll ceremony- In Person • Student of the Month ceremony- Google Meets, Zoom, and In-Person • Quarterly “Coffee with the Counselors” Coffee with Counselors is an event to help parents develop a report with the counselors, learn the role of the school counselor and MHP and learn strategies to implement at home in regards to social emotional and academic concerns. The event will be held at the end of each quarter. <ul style="list-style-type: none"> -Dec 16, 2021 (Christmas Theme-Cocoa with Counselor) -Mar 10, 2022 (St. Patrick’s Theme) -May 13, 2022 (EOY-Summer Resources) • The Counselor/MHP will present resources to parents and families during Special events such as the Math Night and International Day on topics related to school, family, and personal and mental health. Some topics that will be presented are: <ul style="list-style-type: none"> -Bullying -Social Media Use -Mental Health/Community Resources | <p>Resources needed:</p> <ul style="list-style-type: none"> • Coffee cups • Coffee • Donuts • Pastries • Table cloth • Napkins • Desktop computer • Power Point presentation • Copy paper • Yard Signs • Certificate paper • Ink • Toner • Special pencils | <p>Participation Outcome:</p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p> | | | | | | | | | | | | |
| <p>Professional Development:</p> <ul style="list-style-type: none"> • Restorative Practice and Restorative Circle • PBIS Benchmark Quality Inventory | <p>Resources needed:</p> <ul style="list-style-type: none"> • Copy paper • Copy of Inventory • Restorative Practice district trainer | <p>Feedback from Teachers:</p> | | | | | | | | | | | | |
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Weekly Administrative Team Staffing • Monthly Behavior Team Staff • Coaching • Behavior Coach observations and feedback | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
| X | X | | | | | | | | | | | | | |

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Data used to Monitor and Evaluate Goal:

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc) that are receiving more referrals than others.
- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ percentage points each year as follows:

| 2020-2021 SPS | 2021-2022 SPS | 2022-2023 SPS | 2023-2024 SP |
|------------------|------------------|------------------|-----------------|
| | | | |

Describe policies and practices to identify disabilities early and accurately:

- DIBELS
- IRLA
- EQUIP
- My Path
- Student Success Tracker
- LEAP 360 diagnostic
- LEAP 2025 data

Team Reflection:

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| <p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> • PLC common planning • Student Success Tracker • Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks • TAT- Teacher Assistance Team • SBLC- School Based Level Committee • 504 meetings • IEP- Individualized Education Plan • IAP- Individualized Accommodation Plan • ILT- Instructional Leadership Team | <p><u>Team Reflection:</u></p> | |
| <p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> • IRLA, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready | <p>Resources needed:</p> <ul style="list-style-type: none"> • Instructional Coaches • Data Manager • Behavior Coach • PBIS Committee • Sunrise Scholar morning tutoring • ESL morning tutoring club | <p><u>Team Reflection:</u></p> |
| <p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> • Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group) | | <p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p> |
| <p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC), Achieve 3000 (Personalized Learning Path), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math, i-Ready | | |
| <p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Open House- Curriculum overview • Literacy/Math Night • Family Informational Fair | <p>Resources needed:</p> <ul style="list-style-type: none"> • Copy paper • Ink • Toner <p>-See resources pgs. 3,6, & 9</p> | |

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| <p>Professional Development:</p> <ul style="list-style-type: none"> • ELA Content Leader • Math Content Leader • Using the Writing Rubric and the Modified Writing Rubric • The Writing Revolution Overview and focus on specific strategies • Gizmos • SER, FBA, BIP trainings • Monthly SWE consultants meetings | <p>Resources needed:</p> <ul style="list-style-type: none"> • District trainers • SWE consultants • Content Materials- Writing Rubric Writing Revolution | <p><u>Feedback from Teachers:</u></p> |
| <p>Follow Up and Support: Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> • ELA and Math Content Leader Module Support and Training • Model lessons - Instructional Strategies, pedagogy and scaffolding • Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. | | |

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Data used to Evaluate Goal: LEAP 2025, LEAP CONNECT, BOY, MOY, and EOY Benchmarks, Achieve 3000, DIBELS, IRLA, EQUIP and I-Ready Math Diagnostics tests.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS
Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.

Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings, etc.

Goal #3 (English Learners):
 From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

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| <p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> • The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. • Grades 4-8: full English language immersion with push-in support • Programs include: <ul style="list-style-type: none"> ○ Language Power (utilized in grades 5 - 12) ○ Achieve 3000 ○ Newcomers ○ Rosetta Stone | <p>Resources needed:</p> <ul style="list-style-type: none"> • EL Outreach documents for families • Provide school information in parents' native language • Robocalls • Summer Learning Brochure | <p><u>Team Reflection:</u></p> |
| <p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <p>Programs include:</p> <ul style="list-style-type: none"> • Fast ForWord/Reading Assistant • IRLA (supplement to core classroom instruction) • Achieve 3000 | | |
| <p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> • If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. <p>Programs include:</p> <ul style="list-style-type: none"> • Project Read • IRLA (supplement to core classroom instruction) | | |

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| <p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> • EL Family Night (Fall Semester) • EL Parent Night (monthly flier, tutoring assistance, parent library) • LEAP presentations (Spring Semester to emphasizing how EL parents can help prepare their children for statewide testing) • Virtual Open House w/translation services • Additional resources to supplement learning at home (Pizza Hut Book It! program, bilingual books, student or parent requested support) • Monthly Home-School Collaboration <ul style="list-style-type: none"> ○ November- Pizza Hut Book It! reading program start ○ December- ESL Family Night (pending your approval and parent survey results) ○ January- ELPT/LEAP Night (depending on parent availability) ○ February- PVMS ESL Resource Learning Center grand opening (center will be for students, parents, and teachers) ○ March- Goal for 95%-100% PVMS parent communication sent home in English and Spanish ○ April- LEAP Reminder (flier sent home to parents) ○ May- End-of-School Year Celebration (students only) | <p>Resources needed:</p> <ul style="list-style-type: none"> • Language translation device • Color printer • Office phone • Small bookshelf • Small bulletin board • Educational books • Journals • Multimedia • Copy paper • Card stock • Colored paper • Die cut machine and accessories | <p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p> |
| <p>Professional Development:</p> <ul style="list-style-type: none"> • Identification of ELs and language proficiency levels Differentiating instruction • Modifying curriculum to be more accessible to EL students • Understanding and using LEP accommodations effectively • SBLC considerations for English language learners (environmental, language and cultural) • Debunking myths about the ESL program and EL students • Understanding the LDOE EL Differentiation Plans • Modifying curriculum to be more accessible to EL students • Understanding and using LEP accommodations | <p>Resources needed:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Sticky notes | <p><u>Feedback from Teachers:</u></p> |

Pine View Middle 2021-2024

| | |
|---|--|
| <ul style="list-style-type: none"> • ESL Learning Resource Center (ESL monthly newsletter, teacher library, scheduled PD sessions with ESL Teacher) | |
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) • Whole classroom observations • Small group observations (based on previous ELPT achievement scores) • EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs • ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom | |

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Data used to Evaluate Goal: ELPT scores, LEAP 2025 scores, IRLA levels, and BOY, MOY, and EOY benchmark scores.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

4. PARENT AND FAMILY ENGAGEMENT

The school-wide plan must 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 students (if applicable).

The school-wide plan shall be available to the District, parents, and 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 must meet the federal 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 communicates information to parents regarding curriculum, assessments, student progress, etc.:

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- Various communication methods with parents and families includes: letters, phone calls, emails, updated school website, JPAMS parent portal, marquees in the front of the school and front office, SWE quarterly progress reports, interim progress reporting, student success tracker, ELL differentiated instruction plan, flyers, and PTA social media pages.

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

- Parent and community stakeholder involvement includes: School Stakeholders meeting, participation in the Parent Teacher Association (PTA), partnerships with local businesses, parent and family surveys, updated school website, Family Nights, extracurricular club and local community partnerships.

Resources Needed to Support Parent and Family Engagement:

- Curriculum based parental support letters, LDOE Parent support information, Robocalls, Provide school information in parents' native language, parent conferences, and student-led instructional conferences.

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

**Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:
At Pine View Middle, we use multiple sources of data to determine student participation in school and classroom interventions.**

ELA data sources

- LEAP 2025, IRLA (Independent Reading Leveling Assessment), DIBELS 8th edition, LEAP 360 diagnostic (beginning of year) and interim (mid year), Pine View Middle common assessments and content specific course grades.

Math data sources

- LEAP 2025, Eureka EQUIP data, I-Ready diagnostic data, LEAP 360 diagnostic (beginning of year) and interim (mid year), Pine View Middle common assessments, and content specific course grades.

The process for determining student participation is three-fold depending on the subject.

ELA 4th-6th

1- Using LEAP 2025 data at the beginning of the year, from the previous year, students that score Unsatisfactory and Approaching Basic are given the DIBELS 8th benchmark and the IRLA. Based on the results, the students are placed in IRLA reading groups by level. Groups range from beginning readers to 4th grade level readers. Groups meet four days a week, thirty minutes a day.

2- Using LEAP 2025 data, LEAP 360 diagnostic and/or interim data, classroom grades, and Pine View Middle common assessments, teachers present at-risk learners to the TAT committee (Teacher Assistance Team). The Team collaborates, analyses data and develops an intervention plan to be tried for three weeks.

3- Based on data collected from an intervention plan developed by the TAT committee, at risk students that continue to show difficulty are referred to the SBLC (School Based Level Committee) and prescribed a district recommended triad of effective instruction for a determined amount of time.

Math 4th-6th

1- Using Eureka Equip (4th-5th) pre-assessment and I-Ready diagnostic (6th), teachers use data provided from the programs to pull intervention groups, based on foundational skills. In 6th grade, students are placed in individualized online instruction programs, called My Path.

2- Using LEAP 2025 data, LEAP 360 diagnostic and/or interim data, classroom grades, and Pine View Middle common assessments, teachers present at-risk learners to the TAT committee (Teacher Assistance Team). The Team collaborates, analyses data and develops an intervention plan to be tried for three weeks.

3- Based on data collected from an intervention plan developed by the TAT committee, at-risk students that continue to show difficulty are referred to the SBLC (School Based Level Committee) and prescribed a district recommended triad of effective instruction for a determined amount of time.

Describe how the school ensures that interventions do not replace core instruction:

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- Built into the master schedule, Pine View Middle has created set times within students' ELA and Math content blocks for interventions called "WIN time- What I Need."
- Built into the master schedule, Pine View Middle has created weekly times for all students to receive Achieve 3000 reading comprehension interventions through RCI (Reading Comprehension Intervention) enrichment block.
- Instructional Leadership Team- ILT, meets weekly to discuss and plan ways to meet student needs within the curriculum, through interventions, and enrichment.
- During weekly Professional Learning Communities- PLC, teachers, instructional coaches, and administrators discuss and plan strategies to ensure interventions do not replace core instruction.

Interventions/programs available for students in need (include grade levels and skills addressed):

ELA

- Students scoring Unsatisfactory and Approaching Basic on LEAP 2025- IRLA- 4th-6th- reading foundational skills and DIBELS 8th edition.
- Students determined to have characteristics of dyslexia- Project Read- 4th-6th- phonemic awareness, writing conventions, written expression, and reading foundations.
- All students needing additional support- ELA Guidebooks interventions- 4th-6th- reading foundations, writing foundations, reading comprehension.
- All students needing additional support- Achieve 3000 interventions- 4th-6th- reading comprehension

Math

- Students scoring below proficient are placed in supporting content intervention groups- EQUIP- 4th-5th- foundational math skills
- All 6th grade students are placed in individualized online intervention instruction- My Path- 6th- foundational math skills
- All students in 4th-5th have access to Zearn (Online, digital math program that coincides with Eureka Math modules)- Zearn- 4th-5th- conceptual understanding using digital manipulatives.
- At-risk students needing math fluency skills- Reflex math- 4th-6th- math fluency

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- At Pine View Middle, we ensure progress monitoring is carried out and results are monitored by administering quarterly common assessments, beginning, middle, and end of year assessments and tri-weekly intervention data monitoring in ELA and Math.
- In ELA, in addition to the processes mentioned above, we ensure progress monitoring by administering and analyzing culminating writing task, tri-weekly power goals assessments in IRLA
- Additionally, in math we ensure progress monitoring bi-weekly through topic assessments, mid-module assessments, and end of module assessments with Eureka Math and I-Ready Math.

Budgets used to support this activity:

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|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
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Resources Needed to Support Interventions:

- IRLA kits
- Chromebooks/chargers
- EQUIP teacher and student materials
- I-Ready online program
- Reflex and Frax Math online Fluency
- Zearn online
- ELA Guidebooks
- Gizmos
- LEAP 360- DRC app
- Pine View Common Assessments
- LEAP 2025 scores
- DIBELS 8th edition materials
- TAT Committee
- SBLC Committee
- Section 504 team
- Title I Certified Tutors
- ELL Teacher and Instructional Aide
- Title I Paraprofessional
- Title I Interventionist
- Instructional Coaches

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

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| <p>Support and extended learning opportunities within the school day (field trips, art, music, etc.)</p> <ul style="list-style-type: none"> • Inclusion for 4th, 5th, and 6th grade for Math and ELA: Special Education Teachers support students in the classroom, collaborate with general education teachers on specific student needs. • PLC (Professional Learning Community): Teachers will meet once a week where they will analyze data to identify areas of need in ELA and Math. Once the need is identified, teachers will implement Researched Based Strategies to address the needs. Teachers will bring student work to PLC's to analyze and track data to see if the strategy is working or needs to be revised. | <p>Resources needed:</p> <ul style="list-style-type: none"> • ELL Teacher and Instructional Aide • KIT Tutor • Related service providers • RCI Lab • Achieve 3000 |
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| <ul style="list-style-type: none"> • ELL Instructional Aides: provide collaborative support to the ELA teacher and student in the instructional setting. • KIT Tutor: tutored twice per week by a certified teacher • Talented Art, Music and Theatre: offered to qualifying students through an evaluation process • Music, Choir, Band, Strings and PE: offered enrichment opportunities to all students • OT: students are identified and serviced through their 504 plan or IEP • APE: students are identified and serviced through their 504 plan or IEP • AT: students are identified and serviced through their 504 plan or IEP • Speech: students are identified and serviced through their 504 plan or IEP • PT: students are identified and serviced through their 504 plan or IEP • RCI Lab (Reading Comprehension Intervention): each student progresses weekly in RCI to enhance reading comprehension, use of internet tools for LEAP 2025 computerized testing, and learning how to comprehend various types of text. • Sunrise Scholars: The Mission of Sunrise Scholars: Academic Focused Morning Care is to provide Pine View Middle School students tutoring, homework assistance, reinforcement, extra practice, and skill support amidst recent school closure to boost and enhance learning expectations while providing quality morning care by certified PVMS teachers. It is STPSS's first morning care that focuses on the well-being of the whole child while providing a stable structure for academic support. | <ul style="list-style-type: none"> • Sunrise Scholars Director and Teachers • Internet based subscriptions • Instructional Coaches |
| <p>Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):</p> <ul style="list-style-type: none"> • 21st Century: After school program that provides extended learning opportunities in core content subjects. Open to all students, acceptance is based on a limited, first come first serve, basis. • Sunrise Scholars: The Mission of Sunrise Scholars: Academic Focused Morning Care is to provide Pine View Middle School students tutoring, homework assistance, reinforcement, extra practice, and skill support amidst recent school closure to boost and enhance learning expectations while providing quality morning care by certified PVMS teachers. It is STPSS's first morning care that focuses on the well-being of the whole child while providing a stable structure for academic support. • ESL Morning Meeting Club: The objective of the ESL Morning Meeting Club is to assist EL students with extra support in language and writing development before school. The ESL Teacher and Instructional Aide provide homework help, writing support, vocabulary, and practicing with spoken words. | <p>Resources needed:</p> <ul style="list-style-type: none"> • Sunrise Scholar Director and Teachers • Achieve 3000 • Reflex Math • Fast ForWord • ELL Teacher and Instructional Aide • 21st Century Program Coordinator and Teachers |

Budgets used to support this activity:

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| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
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| X | X | | | | | | | | | | | | | X |
| <p>List programs that need to be evaluated and what data will be used to monitor and evaluate: All programs will be monitored at least monthly in the Instructional Leadership Team meetings and School Advancement Plan meetings through the collection of student progress monitor reports, classroom observations using rubrics, and teacher input. Content and program leaders will report findings to the SAP team. The team will collaborate to address areas of refinement and highlight areas of reinforcement.</p> | | | | | | | | | | | | | | |
| <p>Middle of the Year Monitoring Results/Areas for Improvement:</p> | | | | | | | | | | | | | | |
| <p>End of the Year Results:</p> | | | | | | | | | | | | | | |

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

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| <p>Services Provided by Mental Health Provider(s): Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process with parent permission. The MHP will work with students for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p> | <p>Resources needed:</p> <ul style="list-style-type: none"> • MHP • (3) Bean bag chairs • Play Therapy Materials |
| <p>Services Provided by Counselor(s): The counseling program will help to improve academic achievement, career exploration, personal/social skills and crisis intervention. The school counselor will chair the Teacher Assistance Team (TAT), Section 504 and SBLC Committees to develop interventions to increase student achievement and success. Individual and group sessions are implemented by the counselor each week to teach coping strategies for handling conflicts and stress students may face in their personal life. The counselor will also communicate with parents to provide support for students and their families by referring community resources such as the Kids in Transition (KIT) and Homebound Programs. Monthly lessons and activities will be provided to every student on various topics such as Character Traits, career planning and self-care. At the end of each month, the counselor will work with teachers to identify students who consistently model the character trait of the month. These students will be selected as the classroom's Student of the Month and will work in conjunction with the school's PBIS program to increase positive behavior and limit the number of bullying incidents in the school. The school counselor will also oversee the schools truancy compliance as well as recommend students for FINS (Family In Need Services).</p> | <p>Resources needed:</p> <ul style="list-style-type: none"> • Rewards • Character Trait lessons • Videos |

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| Budgets used to support this activity: | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
| X | X | | | | | | | | X | | | | | X |
| Team Reflection: | | | | | | | | | | | | | | |

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

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| <p>Transition Activities for Students:</p> <ul style="list-style-type: none"> • Third graders from our feeder schools will be able to visit the campus prior to Fall enrollment. The students, teachers, and parents are invited to attend a tour of PVMS and receive information about school procedures, clubs, and before/after school programs. • PVMS sixth graders zoned to William Pitcher Junior High and Fontainebleau Junior High will receive a tour of their future respective schools and receive information about school procedures, class schedules, extracurricular activities and sports. | <p>Resources needed:</p> <ul style="list-style-type: none"> • Flyers • Interactive Boards for presentations • Bus transportation |
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| <p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Third grade parents will be provided information regarding 4th grade curriculum at a transitional meeting in May after LEAP testing <ul style="list-style-type: none"> ○ STUCO run tours for 3rd grade students ○ Tigerettes performance ○ Club showcases • Sixth grade parents will be provided information regarding 7th grade at a parent informational meeting during the summer. | <p>Resources needed:</p> <ul style="list-style-type: none"> • Collaboration between Elementary and Junior High Schools • Welcome to PVM pamphlets |
|--|--|

Participation Results:

Feedback from Parents/Families:

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|---|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| Budgets used to support this activity: | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
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|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| X | X | | | | | | | | | | | | | | | | | | X |
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9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- The structure that makes up the PLC groups are 4th, 5th, 6th, and SWE (Students with Exceptionalities) teachers, along with the Instructional Coaches and the Principal.

PLC's are focused around 4 PLC questions:

- Planning for Effective Instruction
- What do Students Know
- What do Students Need to Know
- How do we Know If They Learned It.

- Resources needed:**
- Tier 1 Curriculum Manuals
 - Leap Data
 - Edulastic Assessment Data: Topics, Mid/End of Unit Data
 - Unit Assessment Data
 - Pre-Equip Assessment Data
 - Culminating Writing Task Data
 - BOY Diagnostic Data
 - Interim Diagnostic Data
 - End of Year Diagnostic Data
 - I Ready Diagnostic Data
 - I Ready Interim Data
 - I Ready End of Year of Data

Describe the format of your PLC groups (When? How often? How long?):

- All content teachers meet an hour once a week in the PLC room.
- Teachers discuss, analyze, collaborate, and develop action plans based on data presented.
- Students' needs are addressed in interventions, using the triad of interventions.
- Teachers take actual student assessments to determine and front load content misconceptions, possible student irregularities, and plan discourse questions.

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Eureka, Equip, I Ready, Guide Books, The Writing Revolution, The 5 E's of Science, are other Professional Developments that are provided by the District, and Early Training for ELA Teachers.
- Interventionists facilitated workshops as needed to support instructional practices and standardized testing policies.
- Administrative Learning Walks by subject once a month to see the pacing of the lesson in relation to the scope and sequence. Additional information to be gathered on differentiation and scaffolding in lessons.
- Restorative Practices: district professional development for all faculty for UIR Discipline
- Math Content Leader: will provide knowledge, skills, and concrete resources for high quality content rich and curriculum specific professional development to new and current teachers.
- ELA Content Leader: will provide knowledge, skills, and concrete resources for high quality content rich and curriculum specific professional development to new and current teachers
- Mentor Teacher Leader: will provide support to new teachers and teachers struggling in classroom management, time management, or instructional practices
- Intervention Content Leader Training: will focus on supporting schools to build a strong intervention model that engages all teachers within the school on how to support students who struggle in English and Math
- School Support Institutes (UIR School Leadership)
- Principal and Instructional Coach – will help school leadership teams ensure teachers are fully prepared to deliver high quality lessons
- Book Study: admin team, leadership team, and instructional leadership team will engage in a book study focusing on building school and student culture and increasing student academic achievement. We will use the books: The Energy Bus, Visible Learning, Covey's Leader in Me.
- Kagan Structures: 20 returning teachers to PVM will be paid to attend with all course materials day 1 and day 2 of Kagan Structures. A consultant will be paid to deliver the professional development at school during the summer. Administrators and instructional coaches will monitor teacher implementation and fidelity monthly through walk-throughs. A Kagan structure will be focused each month and teachers will be required to submit pictures of their students participating in the structure monthly to the principal.

Resources needed:

- The training materials for the Eureka,
- I-Ready
- Guide Books
- The Writing Revolution
- The 5'Es of Instruction.

Describe how the Instructional Coach will support your school (if applicable):

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- The Instructional Coaches will support the School’s Focus in 5th Grade Math in the area of Major Content, 4th Grade in the area of Written Expression in PLC’s, modeling in the classrooms, collaborating about different instructional strategies, planning interventions based on the data, and providing professional development in needed areas by the teacher and facilitating the PLC’s in the area the school is focusing in Math and ELA for this year.
- Also the coaches are participating in NIET Trainings to fill their toolbox to support teachers with: planning, analyzing data, making assessments that encompasses level I, II, and III type questions, and how to lead teachers effectively in order that the end result is student achievement.

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSE R | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----------|-----|-------|
| X | X | | | | | | | | | | | | | X |

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Parents will be asked to complete surveys (October and March)
- Attend PTA meetings- (Monthly)
- Participate in and provide feedback from all Parent Family Engagement Activities

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

- Report to the Stakeholder at PTA meetings and PFE Event
- Report to staff faculty meetings
- Report available to stakeholders on school website

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The School Advancement Planning Committee meets quarterly or as needed to discuss the impact of school programs and PFE events as outlined in the SAP to determine their effectiveness.

2021-2024 Committee Members

| <p><u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating</p> | <p><u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities</p> |
|---|---|
| <p>Members Include:</p> <ul style="list-style-type: none">• Administrator: Dr. Ledet• TRT: Mrs. White• Administrative Assistant: Mrs. Sollberger• Teacher: Mrs. Lancaster• Teacher: Ms. Williams• Teacher: Mrs. McGraw• Interventionist: Dr. Herty• Parent/Family: Mr. Hunley• Parent/Family: Ms. J. Haeuser• Community Member: Mr. Reeves• Mia Morales: Student Council President | <p>Members Include:</p> <ul style="list-style-type: none">• Administrator: Dr. Ledet• TRT: Mrs. White• Administrative Assistant: Mrs. Sollberger• Teacher: Mrs. Lancaster• Teacher: Ms. Williams• Teacher: Mrs. McGraw• Interventionist: Dr. Herty• Parent/Family: Mr. Hunley• Parent/Family: Ms. J. Haeuser |

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide 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

Supervisor Signature

Date

Superintendent Signature

Date