2020-2021
SCHOOL IMPROVEMENT PLAN

Pine View Middle

St. Tammany Parish Public Schools

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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*

- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Using the LEAP 360 Science Diagnostic district assessment, 6th grade overall science scores overall on the beginning of the year diagnostic assessment at 36% as compared to overall district average at 38%. Although the 6th grade science is 2% lower than the district average, it is considered a strength because the 6th grade level scored the highest in science while 6th grade math was 38% vs the district at 43%, 6th grade social studies was 36% vs the district at 40%. Proficiency level is 75% and greater.	Using the LEAP 360 ELA Diagnostic district assessment, 5th grade overall ELA beginning of the year diagnostic assessment was at 28% as compared to overall district at 36%. This is within the Unsatisfactory range of 0-50%. Using the LEAP 360 ELA Diagnostic district assessment, 6th grade overall ELA beginning of the year diagnostic assessment was at 38% as compared to overall district at 45%. This is within the Unsatisfactory range of 0-50%.
	Using the LEAP 360 Writing Diagnostic district assessment, 5th grade overall Writing beginning of the year diagnostic assessment was at 2.3 points out of 19 points. Using the LEAP 360 Writing Diagnostic district assessment, 6th grade overall Writing beginning of the year diagnostic assessment was at 1.5 points out of 19 points.
DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	

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GOALS
• *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*   • *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*   • *Must Include at Least 1 Subgroup Goal*

1. From Spring 2019 to Spring 2021, the percent of students achieving Mastery or above on the LEAP 2025 Math Assessment in grades 4th-6th will increase by 5% pts.
    - 4th Grade Math 56.2% to 61.2%
    - 5th Grade Math 57% to 62%
    - 6th Grade Math 55.4% to 60.4%

2. From Spring 2019 to Spring 2021, the percent of students achieving Mastery or above on the LEAP 2025 ELA Assessment in grades 4th-6th will increase by the following:
    - 4th Grade ELA 3% pts from 72.5% to 75.5%
    - 5th Grade ELA 5% pts from 65.2% to 70.2%
    - 6th Grade ELA 5% pts from 65.9% to 70.9%

3. From Spring 2019 to Spring 2021, the students in the subgroup Students With Disabilities will increase their assessment index on LEAP 2025 as follows:
    - ELA- increase by at least 7 index points from 36.7 points to 43.7 points.
    - Math- increase by at least 10 index points from 27.9 points to 37.9 points

4. The Out of School suspension rate for 4th grade will decrease by 7.2% pts from 12.2% to 5% from Spring 2019 to Spring 2021.

5. From Spring 2019 to Spring 2021, the students in the subgroup Black will increase their assessment index on LEAP 2025 as follows:
    - Math will increase by 10 index points from 37.4 points to 47.4.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP 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, 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 must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place): **Design:** • Parents will be involved in the design of the parent plan through attendance at the Parent/Family Engagement Committee (PFE) meeting in August 2020 (review/design) and January 2021 (review/revision). • There is a parent who will serve on the School Improvement Plan Committee (SIP): Michael Hunley. • Parent's suggestions and recommendations from "Exit Tickets" will be used to improve future events. • Participants are able to give feedback regarding SIP and events at PTA meetings. • The results of the Parent Survey will serve as feedback for the SIP. • Pine View's website contains a link that provides parents an opportunity to give constructive feedback about the SIP. • A link to the SIP will be included on the JPAMS teacher pages for the purposes of providing feedback. **Evaluation:** • Parents complete the Title 1 2021 Spring Survey.	**Goal(s):** Goal 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Paper • Ink • Pens • Pencils • Colored paper • Envelopes • Postage • Binders • Folders (pocket) • Card Stock Paper	**Effectiveness Measure:** • Parent Survey • Ticket Out The Door ------------------------------- **Effectiveness Results:**

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• A parent letter will be sent home at the end of the school year requesting parent feedback of all programs, including Title I. • "Exit Ticket" and Title I surveys provide feedback from stakeholders. • The results of the SIP will be presented at the 2020-2021 Open House for parents and students and a summary will be posted on the school website and a link available on JPAMS teacher pages. Parents will be presented with the evaluation results as well as school data information as it relates to our school's academic performance. • Robocalls to inform families of upcoming events • Flyers to inform parents of events • Provide snacks offered by PTA at events • Update PTA Facebook Page				
Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: • **PBIS:** Parents are invited to Monthly meetings that are held to discuss school-wide discipline goals, positive reinforcements, and community involvement. • **PTA Meetings:** Monthly meetings are held to discuss programs which will bring the community, school, and families together to help every student achieve their potential. • **School Improvement Plan:** Meetings scheduled beginning of the year, mid-year, and at end of the year are to review the SIP and the PFE plans. • **Parent Family Engagement Informational Bulletin Boards:** Multiple media used to communicate between school and the classroom stakeholders: parents, students, teachers, and community members.	**Goal(s):** Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Paper • Pencils • Pens • Chart paper • Toner/Ink • Agendas • Envelopes • Rolled paper • Web camera • Printer • Ink/toner	**Effectiveness Measure:** • Parent Survey • Discipline Data **Effectiveness Results:**
In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. Describe these meetings and the information that families should expect to obtain at these meetings.				

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Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Fliers are sent home to inform parents of upcoming events **Parent Family Engagement Informational Bulletin Boards:** Multiple media used to communicate between school and the classroom stakeholders: parents, students, teachers, and community members. **Home Communication Folders:** Used to inform 4th, 5th, and 6th grade parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information. **JPAMS Teacher Pages:** Information is provided about classroom curriculum and important dates. **PTA Website/Social Media Page:** Communicates important school wide activities and events **Agendas:** 4th, 5th & 6th grades use agendas to communicate with parents about classwork, homework, and projected assignments for academic purposes. **School Website**: updated information is provided regarding events. Easy access to student progress center, school board website, teacher webpages are linked. An ESSA video link is also provided on the website. **RoboCalls**: Telephone messages are used frequently throughout the school year to share important updates, events, reminders, and activities with students and parents. **Good News Postcards**: Faculty and staff will mail home Good News Postcards to parents and students throughout the school year to communicate success in school, academics, achievements and social and emotional updates. **Teacher Parent Conferences:** (on-going) provides an opportunity to discuss individual student progress and	Goals 1,2,3,4,5	☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	- Communication Folders - Agendas - Post cards - Postage stamps - Paper - Ink/toner - Envelops - Rolled paper - Cork boards - Cork Strips - White boards - Laptop - Smart TV - TV mount - Adobe software - HDMI cables - TV stand with wheels - Extension cords - Display cart - Mobile cart - Camera - SD cards - Batteries - Tripod - Video camera - Microphones - Speaker system - Computer/Laptop - Monitor - Sound system - Smart TV - TV mount	- Parent Survey - Exit Tickets ------------------------------------- **Effectiveness Results:**

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potential needs with parents to help support a successful academic year for the student.			• Mouse
• **IEP Meetings:** Meetings are held, when appropriate, to discuss academic progress, accommodations, instructional minutes, and parental concerns of the special needs students. Parent input, questions, and concerns are encouraged throughout the meeting.			• Speakers
			• Extension cords
			• Adobe Creative Cloud
• **504/IAP Meetings:** Meetings are held, when appropriate, to discuss academic progress, accommodations, and parental concerns. Parent input, questions, and concerns are encouraged throughout the meeting.			• Bulletin cork strips
			• Cord bulletin boards
			• Electronic marquee
• **SBLC/TAT Meetings:** Weekly collaboration meetings are held to discuss academic concerns, suggest possible interventions and monitoring student performance that helps determine if additional academic and/or behavior support is needed.			• Digital photo frame
			• Camera
			• SD cards
			• HDMI cord
			• Extension cord
• **Parent Family Engagement Informational Center in Office:** Multiple media used to communicate between school and the classroom stakeholders: parents, students, teachers, and community members by way of scrolling events, pictures and parts of the SIP on the smart TV mounted in the office.			• Surge protectors
			• Locked encased outdoor bulletin board
			• Software to create and display rolling pictures
• **Outdoor Bulletin Boards:** Fliers, posters, notices, and pictures of school news, school events, PFEs, and community involvement activities will be pinned to an outdoor enclosed and locked bulletin board for visitors.			• Web cameras
			• Printers
			• Toner/ink
• **Outdoor Electronic Marquee:** An updated digital marquee will prompt and display school news, school events, PFEs, and community involvement activities to involve parents, students, and community with a laptop to create and operate the outdoor electronic marquee.			• Computers
			• Monitors
			• Computer licenses
			• Monitor adapters
• **School Broadcast System:** Student based broadcast teams will showcase school news, school events, PFEs, and community involvement activities to involve morning televised news for parents, students, and community. These broadcasts will be saved daily on our websites for			

- parents. A large TV will be mounted in the front office for visitors, parents, and community members in the office to view.
- **Digital Photo Frame:** Pictures of school news, school events, PFEs, student clubs and extracurricular activities, and community involvement activities will be displayed for visitors on a digital photo frame that can be transported during events and activities. Cameras and SD cards are needed to take and store pictures to transfer photos from the cameras to the digital photo frame.
- **Front Office TV Monitor:** Pictures of school news, school events, PFEs, student clubs and extracurricular activities, upcoming PFE and school events, and community involvement activities and events will be displayed for visitors. Cameras and SD cards are needed to take and store pictures to transfer photos from the cameras to the digital photo frame.

Translation Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, **to the extent practicable.** (*Title VI of the Civil Rights Act of 1964*) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher	Goals 1,2,3,4,5	☒Title I ☐GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Paper • Pens • Pencils • Colored paper • Ink/toner • Envelopes	Parent Survey **Effectiveness Results:**

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Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. • Robocalls translated as necessary.				

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

| Parent Family Engagement Activity 1:

__Meet and Greet (September, 2020)__
• This is an opportunity for parents and students to meet their child's teacher for the 2020-2021 school year (Virtually or face to face).
• Parents will be instructed on how to access instructional resources, teacher pages, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures.
• PTA will recruit parent volunteers for the year. Sticky notes will be used to ask for volunteerisms, parent contact information, and to share teacher information. | Goal(s):
1,2,3,4,5 | **Budgets** used to support this activity:
☒Title I
☒GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐DSS
☐Other | **Items Needed:**
• Posters
• Chart paper
• Markers
• Ink/toner
• Paper
• Paper cutter
• Sign-in sheets
• Meeting agenda
• Highlighters
• Sticky notes
• Toner
• Chromebooks
• Pens
• Index cards
• Printers
• Toner/ink
• Computers
• Monitors
• Computer licenses
• Monitor adapters | **Effectiveness Measure:**
• Parent Survey
• Attendance
• Tickets out the Door

Effectiveness Results: |
| Parent Family Engagement Activity 2:

__Parent Family Engagement Welcome and Informational Center__ | Goal(s):
Goals
1,2,3,4,5 | **Budgets** used to support this activity:
☒Title I | **Items Needed:**
• Batteries
• Computer/Laptop | **Effectiveness Measure:**
Parent Survey |

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Located in the front office and front of school, a Parent Family Engagement Welcome and Informational Center will be created to communicate between school and stakeholders: parents, students, teachers, and community members. • **Outdoor Bulletin Boards:** Fliers, posters, notices, and pictures of school news, school events, PFEs, and community involvement activities will be pinned to an outdoor enclosed and locked bulletin board for visitors. • **Outdoor Electronic Marquee:** An updated digital marquee will prompt and display school news, school events, PFEs, and community involvement activities to involve parents, students, and community with a laptop to create and operate the outdoor electronic marquee. • **School Broadcast System:** Student based broadcast teams will showcase school news, school events, PFEs, and community involvement activities to involve morning televised news for parents, students, and community. These broadcasts will be saved daily on our websites for parents. A large TV will be mounted in the front office for visitors, parents, and community members in the office to view. • **Digital Photo Frame:** Pictures of school news, school events, PFEs, student clubs and extracurricular activities, and community involvement activities will be displayed for visitors on a digital photo frame that can be transported during events and activities. Cameras and SD cards are needed to take and store pictures to transfer photos from the cameras to the digital photo frame. • **Front Office TV Monitor:** Pictures of school news, school events, PFEs, student clubs and extracurricular activities, upcoming PFE and school events, and community involvement activities and events will be displayed for visitors. Cameras and SD cards are needed to take and store pictures to transfer photos from the cameras to the digital photo frame.		☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Monitor • Sound system • Smart TV • TV mount • Mouse • Speakers • Extension cords • Adobe Creative Cloud • Bulletin cork strips • Cord bulletin boards • Electronic marquee • Digital photo frame • Camera • SD cards • HDMI cord • Extension cord • Surge protectors • Locked encased outdoor bulletin board • Software to create and display rolling pictures • Printers • Toner/ink • Computers • Monitors • Computer licenses • Monitor adapters	**Effectiveness Results:**

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Parent Family Engagement Activity 3:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Veterans Day (November, 2020) • This is an opportunity for students to learn about the importance of Veterans day in social studies class during the week of Veterans Day. • Students will take a home kit and create cards with their families and return them. • Parents will review with their child at home what they learned in school. • Cards and summaries will be delivered to local veteran hall.	Goals 1,2,3,4,5	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Markers • Pencils • Erasers • Chart paper • Colored paper • Crayons • Colored pencils • Bulletin paper • Pens • Cardstock • Scissors • Gallon sized storage bags	•Parent Survey •Attendance •Participation •Returned cards ------------------------------ **Effectiveness Results:**
Parent Family Engagement Activity 4: **Black History (February, 2021)** • A calendar of famous African Americans will be highlighted each morning on the announcements that will follow the month of February. Each day will highlight a new person. • Each week's activities will give teachers activities to do with students. • Students will be videoed sharing facts about the person highlighted. The video featuring the student and the famous Black during the announcements and post daily to our school website. • After two weeks, a "quiz" about the 1st ten historians will be send home with students to complete using the information the students tracked each morning. Students will complete it at home with parents and turn it in. • This will continue for the last two weeks.	Goal(s): Goals 1,2,3,4,5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Items Needed: • Posters • Scissors • Chromebook • Colored printer • Colored toners/ink • Gallon sized storage bags • Pencils • Paper • Colored paper • Paper cutter • Web cameras	Effectiveness Measure: •Parent Survey •Attendance •Tickets out the Door **Effectiveness Results:**

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Parent Family Engagement Activity 5:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Dr. Seuss's Literacy Night (March, 2021) • Students will participate in a three day literacy event at school depending on what "phase" we are in to celebrate and bring awareness to literacy in daily school life. • Tuesday, March 2ⁿᵈ - Dr. Seuss birthday event: ask teachers to create Dr. Seuss or literacy bulletin board or door decoration beforehand. • Wednesday, March 3ʳᵈ - "Who Loves to read?": Students & Staff dress up as favorite Dr Seuss character or a "Who" (will take pictures to send home) • Thursday, March 4ᵗʰ- Dr Seuss trivia/literary trivia with prizes, to be done either during ELA or just a turn in sheet not sure yet prize to winning class. • Photo booth all week or if we are able to have the literacy night event we will do the booth that night.	Goals 1,2,3,4,5	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Poster board • Cardstock • Lamination sheets • Portable laminator • Small printer • Photo paper • Printer Ink • Camera • Batteries • Markers • Pencils • Erasers • Chart paper • Colored paper • Bulletin paper • Construction paper • Die cut letters and shapes • Paper cutter • Pens • Index cards • Scotch tape • Laminator • Laminate • Small photo printer • Small photo printer ink • Small photo printer booth	• Parent Survey • Attendance • Tickets out the Door **Effectiveness Results:** **Effectiveness Results:**

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Parent Family Engagement Activity 6: __Field Day (May, 2021)__ • This year we will be hosting our very first Virtual Field day for both students and families to participate in from home! Students and families will be able to choose events that can be done both inside and outside and require only equipment and items that they can find around the house. This event will take place mid to late May. Each student will be given a list of activities and a scorecard to keep track of each event as well as their performance. Families are encouraged to share video and pictures through Google classroom with their homeroom teacher. At the end of the week, the students will turn in their score card, and we will recognize the top 5 students, based on participation, and overall score.	Goal(s): Goals 1,2,3,4,5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Items Needed: • Colored paper for flyer • Paper for scorecard • Medals or lanyard (3 per classroom 1st, 2nd, 3rd place- top scores) • Participation certificates per classroom • Balloons (any color) • Medium Sized Bouncy Balls • Index cards • Golf pencils • Clean, gallon jugs	Effectiveness Measure: • Parent Survey • Attendance • Tickets out the Door Effectiveness Results:

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.)*

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Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: • **Guaranteed Curriculum:** These lessons, developed by STPSB, provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. • **Social Studies:** Document Based Questioning Project is a blend of educational best practices and content-specific questions that helps develop high-level critical thinking skills in social studies for all students through the use of analyzing primary and secondary sources to answer document based questions • **Social Studies:** World History Word Civilizations 6th Grade Curriculum • **Science:** Integrated Science 6th Grade Curriculum • **Science:** Using the guarantee curriculum in science, teachers will plan and facilitate inquiry based lessons in science. Students will learn to use scientific tools such as a digital microscope, scale, and probes to test their theories and scientific designs to prove or disprove their conjectures. Planning these inquiry-based types of lessons will increase hands on and active engagement strategies that should increase science LEAP assessments. • **Classroom Size Reduction Teacher:** Title I 4th grade teacher that will lower the pupil/teacher ratio. This will allow students greater interaction with their teacher, as well as increased differentiation of instruction resulting in increased academic achievement. With the additional teacher, class size is reduced from 30 to 25. • **Instructional Aides/Paraprofessionals:** Title 1 Para for ELA IRLA Interventions and assisting economically disadvantaged students, ELL students, and	**Goal(s):** Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☒Other	**Items Needed:** • Chart paper • Post-It Notes • Dry Erase Markers • Copy paper • Binders • Salaries and Benefits • Speakers • Headsets • Monitors • Computers • Title 1 Teacher • Flip Charts • Presentation clickers • Interactive white boards • Interactive white board tools • Surge protectors • Power strips • Adapted novels • Graphic arts • IRLA Toolkits and readers • Digital and computer compatible microscopes • Digital scale • Chromebook charging docks	**Effectiveness Measure:** • Walk-Throughs • Administrative observations • Attainment of goals • LEAP 2025 • Results of SLT Attainment **Effectiveness Results:**

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			• Interactive Panels	
students with disabilities needing additional support accessing and interventions with the core, tier 1 curriculum **Math:** • **Eureka:** 4th and 5th grade Math curriculum to help increase higher-level thinking and reasoning skills • **Ready Mathematics:** 6th grade Math curriculum **ELA:** • **Guidebooks 2.0:** Classroom ELA lessons designed in partnership with the Louisiana Department of Education to provide daily lessons, assessments, and texts that promote higher-level thinking and writing skills. ELA curriculum for whole class instruction made by teachers for teachers ensuring all students can read, understand and express their understanding of complex, grade level texts. ELA Guidebook Units are being implemented in 4th, 5th, and 6th grades during the course of the school year.			• Interactive Panel Installation • Printers • Toner/ink • Computers • Monitors • Computer licenses • Monitor adapters	
Use of Academic Assessments to Improve Instruction: • **SLT** (Student Learning Target): Student Learning targets are detailed measureable ELA and Math goals for students in grades 4-6 which guides instruction throughout the academic school year. • **Pre and post Unit test:** Grades 4-6 are given a pre-test in both ELA and Math prior to unit instruction to determine prior knowledge of students. A post-test in both ELA and Math is given after completion of a unit of study to determine academic growth of students. • **Common weekly assessments:** Grades 4-6 are using various means of formal and informal ELA and Math assessments to measure student performance for meeting criteria of content curriculum within a given time-frame. • **LEAP 360:** Students in grades 4-6 take a diagnostic assessment for ELA and Math which focuses on preparation for state standardized testing at the beginning of the year and then again during Interim testing at the middle and end	**Goal(s):** Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Copy paper • Graphic Arts • Printer Ink • Toner • Internet based program • Monitors • CPUs • Speakers • Headphones • Clear plastic book report covers	**Effectiveness Measure:** • Review of assessments data in PLC • Review of student work • LEAP 2025 **Effectiveness Results:**

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of the year to chart their progress to overall achievement growth prediction the LEP 2025. • **LEAP 2025:** Statewide standardized testing in all core subjects is taken by students in grades 4-6. Test results are obtained in the summer and used to drive instruction in the following academic school year.				
Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: • **LEAP Connect:** provides developmentally appropriate benchmarks for students with disabilities who are on the path to meeting the expectations of the Louisiana Student Standards. • **21st Century:** After school program that provides homework help and enrichment. Open to all students, acceptance is based on a first come first serve basis. • **MHP:** Due to the transient and often unstable environments that many of our school's students experience, a **Mental Health Provider (MHP)** will work with students **35** hours per week. 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 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. • **Achieve 3000:** Grades 4-6 on-line reading assessment for ELA and Social Studies, that delivers daily differentiated instruction for non-fiction reading and writing that is tailored to each student's Lexile reading level. All sped and 504 and/or students who are 1 grade level below based on IRLA Level Assessments • **IRLA Interventions**: 4th-6th are strategically planned with students who are ten points of achieving Basic on the spring LEAP assessment. There will be progress monitoring of the	**Goal(s):** Goals 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐DSS ☐Other	**Items Needed:** • Copy paper • Printer ink • Toner • MHP salary and benefits • CPU's • Monitors • Headphones • Multi media speakers • Scanner • Postage • Certified mailing • Envelopes • Large white envelopes • Internet-based programs Interactive Panels • Interactive Panel Installation	**Effectiveness Measure:** • LEAP 2025 • MHP Effectiveness Chart • MHP SLT **Effectiveness Results:**

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growth on Beginning of the Year, Middle of the Year, and End of the Year quick assessment, charting and reporting out individual students growth and overall performance growth.				
Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>: • 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. **Describe the EL program at your school, including how and what services are provided to the EL students:** • Full time LEP (Limited English Proficiency) Teacher pulls grade level small groups for 30 mins as an intervention. • LEP (Limited English Proficiency) students will participate in Reading Assistant computer program 3 days a week in the computer lab to enhance the acquisition of the English language. A certified teacher will facilitate this program. • Full time and part time EL Instructional Aid assists the EL teacher by a push-in service model • Rosetta Stone for non English speakers	**Goal(s):** Goals 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Rosetta Stone • FastForWord Program • Copy Paper • Internet-based program Interactive Panels • Interactive Panel Installation	**Effectiveness Measure:** • LEAP 2025 ELPT Results **Effectiveness Results:**

Interventions for At-Risk Students

Process for Determining Student Participation in School and Classroom Interventions: Data is reviewed by the Teacher Assistance Team (TAT) which includes administration, grade-level chairpersons, counselor, and RHT. • Review Possible failure reports • Review LEAP scores • Review benchmark assessment scores	**Goal(s):** Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA	**Items Needed:** • Copy paper • Ink • Highlighters • File folders • CPU's • Headphones	**Effectiveness Measure:** • LEAP Scaled Score Chart • Growth Points Data • JPAMS Grade Data (Students with a D or F average) • LEAP 2025

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	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Results:
• Review SLT (Student Learning Target) Data • Review MHP (Mental Health Provider) Reports • Review Cum Folders • Review Student Profile sheets An action plan is developed by the team after all data is reviewed and interventions are put into place by the classroom teacher. A specified time-frame is given for the classroom teacher to collect data. Teacher Assistance Team, IEP facilitator, and Behavior Interventionist reconvenes to review intervention data and determine its effectiveness.		☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Monitors • Staples • Staplers • Colored paper • Card stock • Letter sorter • Manila folders in different colors	
Opportunities and Interventions for Students in Need: • **Zearn:** 4th-6th grade Math remediation will be provided by **1 Certified Tutor** • **Certified Tutor:** Four certified tutors will provide ELA intervention instruction to students who are one reading level below grade level. This will occur for 30 minutes, Tuesday-Friday. • **Achieve 3000:** Grades 4-6 on-line reading assessment for ELA and Social Studies, that delivers daily differentiated instruction for non-fiction reading and writing that is tailored to each student's Lexile reading level. All sped and 504 and/or students who are 1 grade level below based on IRLA Level Assessments • **Certified Tutors:** provides intervention for students at risk students using Achieve 3000 intervention and IRLA Foundational Skills Toolkit for students performing below grade to assist with decoding and comprehension. • **Rosetta Stone:** used for EL students that are non English speakers. **IRLA Interventions**: 4th-6th are strategically planned with students who are ten points of achieving Basic on the spring LEAP assessment. There will be progress monitoring of the growth on Beginning of the Year, Middle of the Year, and End of the Year quick assessment, charting and reporting out individual students growth and overall performance growth.	Goal(s): Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Novels • Toner/Ink • Headsets • CPU's • Monitors • Copy Paper • File folders • Graphic arts • Adapted novels • Hilighters • Paper • Colored paper • Cardstock paper • IRLA Toolkit • IRLA Readers Interactive Panels • Interactive Panel Installation	**Effectiveness Measure:** Leap 2025 **Effectiveness Results:**

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Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
TAT (Teacher Assistance Team): will produce a list of interventions that the teachers can implement in the classroom to decrease the gap in a specified content and/or behavior over a period of time. The TAT Committee consists of counselor (Chairperson), Instructional Coach/Interventionist, Mentor Teacher, Regular Ed Teacher and/or principal or assistance principal for behaviors **SBLC (School Base Level Committee):** will perform a complete evaluation of students experiencing continued difficulty academically and/or behaviorally. The SBLC committee consists of Principal (chairperson), member of Pupil Appraisal, speech therapist, School Counselor, TRT, teacher, and parent. **MHP:** Students will be selected through a referral process using "Possible Failure Reports", "Discipline Frequency Reports", "Request for Assistance Forms" and TAT referrals. Students will work with the MHP for varying amounts of time depending on need. The targeted student will decrease number of major discipline referrals and maintain or improve grades in the classroom from the 1st to the 4th nine weeks. MHP outcome data sheet (Math and ELA grades/referrals) and JPAMs will be used to determine quarterly progress. The Title 1 committee will progress monitor data collection at midyear. The "Evaluation of Programs" data sheet will be used to measure student success for academic year.	Goals 1,2,3,4,5	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	- Substitute stipend (SAT Meetings) - Copy paper - Printer ink/toner - Graphic arts - MHP salary and benefits - Monthly/quarterly reward items - Two pocket folders - CPU's - Monitors - File Folders - Colored paper - Staplers - Staples - Scotch tape - Envelops - Graphic arts - Hilighters - Signature Tabs - Envelopes - Postage - Paper - Hole puncher	- Attainment of goals - Evaluation Program Handout - MHP Effectiveness Chart **Effectiveness Results:**

Support and Extended Learning

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):	Goal(s): Goals 1,2,3,4,5	Budgets used to support this activity:	Items Needed:	Effectiveness Measure: Reflections
Inclusion for 4th, 5th, and 6th grade for Math and ELA: Special Education Teachers support students in the classroom, collaborate with general education teacher on specific student needs. **PLC (Professional Learning Community):** Teachers will meet once a week where they will analyze data to identify 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. **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 and Talented Theater:** offered to qualifying students **Music, Choir, Band, and PE:** offered enrichment opportunities s to all students **OT:** 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 (Reading Comprehension Intervention Lab):** 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.		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	• Copier paper • Toner • Dry erase markers • Highlighters • Tape • Chart paper • Pens • Laminate film • Two instructional aides salaries and benefits • Internet Based online programs • Power strips • Head phones • Substitutes	_____ **Effectiveness Results:**

Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
21st Century: After school program that provides homework help and enrichment. Open to all students, acceptance is based on a first come first serve basis. **Sunrise Scholars:** Before school academic tutoring program will be offered in conjunction with quality child care for student. 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. Open to all students, acceptance is based on a first come first serve basis and limited to 40 students.		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☒Other	- KIT Reimbursement - Guaranteed Curriculum - Guidebooks - Eureka Resources - Zearn Resources	21st Century Parent Survey - Reflection _____ **Effectiveness Results:**

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

Mental Health Provider Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
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 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.	Goals 1,2,3,4,5	☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	- MHP Salary/Benefits - Copy paper - Computer - Internet Based online programs for social emotional needs - Restorative Practices - Phone and new phone lines - Phone installation	 _____ **Effectiveness Results:**

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Counseling Services: Mrs. Clark 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 and will work with the Counselor for varying amounts of time dependent on need. Monthly guidance lessons will be provided to every student on various topics such as: caring, responsibilities, career choices, and self-care. Counselor will also communicate with parents and other community resources to provide support for students.	Goal(s): Goals 1,2,3,4,5	Budgets used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Items Needed: • Copy paper • Restorative Practices • Material • PBIS Rewards • Scanner • Self-care kits • Phone and new phone line • Phone installation	Effectiveness Measure: Reflection Effectiveness Results:

Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior: • Conference with students to address problem behavior. • Parent Conference if problem behavior continues. • After School Detention • Saturday Detention • Check-in / Check-out: students with behavior and/or academic concerns meet with the counselor on a daily basis as an intervention if needed. • Check-in / Check-out: students with behavior concerns meet with an adult mentor daily basis as a tier 2 PBIS intervention to decrease the likihood for tier 3 referral • ISS for students to work on assignments during the school day. • Referral to Counselor/MHP for consistent behavior concerns. • SAT for Behavior Concerns – check in/check out	Goal(s): 1,2,3,4,5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☒Other	Items Needed: • Copy Paper • Restorative Practices Material • PBIS Rewards • Certificate Paper • Graphic arts • Medals for Straight A Honors for all 4 quarters • Satan Ribbons for 4.0, 3.5 and 3.0 honor rolls • Satan Ribbons for Student of the Month	Effectiveness Measure: Reflection Effectiveness Results:

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• Monthly PBIS Reward - for students with no referrals for the month. Students participate in their grade level incentive and turn in Tiger Bucks for the month to receive a snack. • Restorative practices are used in conjunction with PBIS to decrease the frequency of discipline consequences. Guidance Counselor and MHP provide circle time, crisis interventions, and conflict resolution sessions. • PBIS • Honor Roll Award Ceremony • Student clubs and extracurricular activities			• Car decals • Cameras and camera installation	

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: • Third Grade Visit is for students that will enroll for the following school year from our feeder schools. The students, teachers, and parents are invited to attend a tour of PVMS and receive information about school procedures. • 6th Grade Visits to William Pitcher Junior High and Fountainebleau Jr. High respectively– students receive a tour of the school and receives information about school procedures.	**Goal(s):** Goals 1,2,3,4,5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** • Copy Paper • File Folders • Staples • Binder clips • Binder rings • Post-it notes • Card stock • Large chart papers • Chart markers • Permanent markers • Index cards	**Effectiveness Measure:** Tickets **Effectiveness Results:**

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Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

Professional Learning Communities (PLCs):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- PLCs meet once a week for an hour by subject area (regular Ed & SPED teachers) with administration and instructional coaches facilitating to focus on student data, growth, and achievement gaps. - PLCs will be used for ELA and Math content redelivery as required for UIR schools. PLCs will be implemented in longer monthly time frames so teachers can be involved in deeper planning which requires annotations of lesson plans.	Goals 1,2,3,4,5	☒Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	- Instructional Coach - Interventionist - Copy paper - Ink/Toner - Large Flip Charts - Chart markers - Index cards - Stickies - Pens - Pencils - Hilighters - File folders - Substitutes wages and benefits - Graphic arts - Permanent markers - Dry erase markers	PLC Documentation ------------------------------------ **Effectiveness Results:**
Other Professional Development:	Goal(s): 1,2,3,4,5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money	Items Needed:	Effectiveness Measure: Attainment Goals
- PD will be updated after LEAP data is analyzed - Interventionist 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 lesson. **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			- Substitutes wages and benefits - Toner/Ink - Multi-media speakers - CPU's - Monitors - Copy Paper - Bulletin Cork Strips - Book: The Energy Bus	 ------------------------------------ **Effectiveness Results:**

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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 and Visible Learning. • **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.	☐DSS ☐Other	• Book: Visible Learning • Book: Kagan Structures • Kagan Structures PD at school during the summer • Stipend for attending after contract hours	
Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring.			

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- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- A District Representative serves as a speaker on college campuses for different education courses.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**
Coursework to Earn Post-Secondary Credit: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**

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		☐Other		

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, Title III, or DSS funding.

English Learners (EL):
- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

21st Century Programs:
- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

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

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4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except 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 SIP 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:

SIP is monitored through:
- SLTs provide diagnostic; pre, and interim test results
- Progress Monitoring - data is collected and charted
- JPams Reports – behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.
- SIP committee meets each semester or as needed to monitor the plan. JPams data, Leap 360 data, mid-year assessment data and SLTs are used to measure the effectiveness of the plan.

Diagnostic, Interims, and Summative Assessment Data:
- Give a benchmark of standards that are mastered from the previous school year.
- LEAP 360 data is used to determine student readiness for instruction.
- Teachers adjust lessons according to their students' needs.
- Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly
- Teachers will use to align instruction and provide remediation for achievement gaps.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:
- Committee meets quarterly or as needed according to plan dates afterschool to discuss the impact of school programs and PFE events are outlined in the SIP to determine their effectiveness.

Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):
- Report to the Stakeholder at PTA meetings and PFE Event
- Faculty Meetings
- Report available to stakeholders on school website

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2019-2020 Committee Members

School Improvement Planning Committee	Parent/Family Engagement Committee
Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	**Responsible for the Implementation of the PFE Activities in the SIP**
Members Include:	**Members Include:**
Principal: Dr. Ledet **AP: Mr. Burmaster** **TRT: Mrs. M. White** **Administrative Assistant: Mrs. Sollberger** **Teacher: Mrs. E. Haeuser** **Teacher: Ms. I. Monjure** **Teacher: Mrs. Fourmeaux** **Teacher: Mrs. Head** **Teacher: Mrs. Lancaster** **Paraprofessional: Mrs. Godfrey** **Counselor: Mrs. Clark** **MHP: Ms. Timm** **Parent/Family: Mr. Hunley**	**Principal: Dr. Ledet** **TRT: Mrs. M. White** **Administrative Assistant: Mrs. Sollberger** **Teacher: Mrs. Field** **Teacher: Mrs. Duplantis** **Teacher: Ms. Williams** **Parent/Family: Mr. Hunley** **Parent/Family:**

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DISTRICT ASSURANCES

☐   I certify that this school improvement 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 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.

_____   _____

Superintendent Signature   Date

_____   _____

Principal Signature   Date

_____   _____

Chairperson, School Improvement Team Signature   Date

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