

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Pine View Middle



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
Progress Index increased from 76.6% in 2018 to 78.4% in 2019.	The current index weakness is our assessment index at 59.7% in 2019, 58.8% in 2018 and 59.6% in 2017. All 3 years are below 60% .
6th grade suspension rate decreased 1.2% from 15.4% in 2018 to 14.2% in 2019 according to the Discipline Data. Overall 6th grade improvement in content according to the assessment index data, there was an increase in ELA 65.9 points, math 55.4 points & science 61.1 points.	4th grade with suspension rate is increasing through the years (2016- 10.7%, 2017- 11.4%, 2018- 10.6 % and 2019- 12.2%) according to the discipline data. Overall decline in 4th from 2018 to 2019 - ELA 72.9 to 72.5 pts, Math 64.4 to 56.2 pts, Science 63.7 (2017) to 61.8 pts, and social studies with no change at 45.9 pts using index data.
6th grade ELA increased their assessment index scores from 63.1 pts in 2017 to 64.3 pts in 2018 to 65.9 pts in 2019 for an overall growth of 2.8 pts.	4th grade Math decreased their assessment index scores from 65.5 in 2017 to 64.4 in 2018 to 56.2 in 2019 for an overall decrease of 8.3 points.
6th grade ELA increased their assessment index scores from 63.1 pts in 2017 to 64.3 pts in 2018 to 65.9 pts in 2019 for an overall growth of 2.8 pts.	4th grade Math decreased their assessment index scores from 65.5 pts in 2017 to 64.4 pts in 2018 to 56.2 pts in 2019 for an overall decrease of 8.3 pts.
Asian Pacific Islander subgroup is the highest over the past 4 years in Math: 2016- 94.3 pts, 2017- 66.3 pts, 2018- 78.9 pts and 2019- 97.6 pts as indicated by index data.	English Language Learner subgroup is the lowest over the past 4 years in social studies: 2016- 23.2 pts, 2017- 2.3 pts, 2018- 10.9 pts 2019- 19.5 pts as indicated by index data.
According to index data, Economically Disadvantaged subgroup showed improvement in ELA which increased from 59.8 pts to 60.9 to 92.2 pts from 2017-2019 respectively.	According to index data, Black subgroup showed decline in Math from 54.4 points to 51.5 pts to 38.9 pts to 37.4 pts from 2016-2019 respectively.
Our subgroup White is our strength with 74.1 pts based on the Subgroup SPS data.	Our subgroups Limited English Proficient is our lowest with 37.9 pts and Special Education 41.2 pts based on the Subgroup SPS data.
In ELA and Math Asian Pacific Islander subgroup is a strength in all subject areas according to the index data: ELA 85.6 pts, math 97.8 pts, science 87.8 pts, and social studies 85.8 pts.	English Language Learner is a potential subgroup weakness in all subject areas according to the index data: ELA 29.5 pts, math 27.4 pts, science 16.8 pts, social studies 19.5 pts.
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/Subcategory 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	

Pine View Middle 2019-2020

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 2020, 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 2020, 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 2020, 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 2020.
5. From Spring 2019 to Spring 2020, 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.

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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Parents will be involved in the design of the parent plan through attendance at the Parent/Family Engagement Committee (PFE) meeting in August 2019 (review/design) and January 2020 (review/revision). • There is three parent who will serve on the School Improvement Plan Committee (SIP): Tonya Ziegler. • 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 and through PFE event surveys. • 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. <p>Evaluation:</p> <ul style="list-style-type: none"> • Parents complete the Title 1 2020 Spring Survey. • A parent letter will be sent home at the end of the school year requesting parent feedback of all programs, 	<p>Goal(s): Goal 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper • Ink • Pens • Pencils • Colored paper • Envelopes • Postage • Binders • Folders • Card Stock Paper 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Ticket Out The Door <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

<p>including Title I.</p> <ul style="list-style-type: none"> • “Exit Ticket” and Title I surveys provide feedback from stakeholders. • The results of the SIP will be presented at the 2019-2020 Open House for parents and students. 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 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • 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. 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper • Pencils • Pens • Chart paper • Toner/Ink • Agendas • Envelopes • 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Discipline Data <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • 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. • Teacher Webpage & Grade Level Weekly Newsletters: 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Communication Folders • Agendas • Post cards • Postage stamps • Paper 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Exit Tickets

Pine View Middle 2019-2020

<p>Information is provided about classroom curriculum and important dates.</p> <ul style="list-style-type: none"> • Parent Family Engagement Informational Center: Located in the front office used to communicate between school and stakeholders: parents, students, teachers, and community members. • PTA Website Page- Communicates important school wide activities and events • Agendas: 5th & 6th uses 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: used frequently throughout the school year to share important updates, events 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 potential needs with parents to help support a successful academic year for the student. • 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. • SAT/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 		<ul style="list-style-type: none"> <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<ul style="list-style-type: none"> • Ink/toner • Envelops • Batteries • Microphones • Tripod • Video camera • Computer • Monitor • Sounds system • TV • Mouse • Speakers • Extension cords • Adobe Creative Cloud 	<p>Effectiveness Results:</p>
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Pine View Middle 2019-2020

<p>support is needed.</p> <ul style="list-style-type: none"> • 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. These broadcasts will be saved daily on our websites for parents. 				
<p>Translation Services:</p> <ul style="list-style-type: none"> • 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. (<i>Title VI of the Civil Rights Act of 1964</i>) • 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 Conferences, Medical Emergencies/Nurse Calls, School-Wide Announcements over intercom, Special Education meetings, etc. • Robocalls translated 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper • Pens • Pencils • Colored paper • Ink/toner • Envelopes 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

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.

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.

<p>Parent Family Engagement Activity 1:</p> <p><u>Meet and Greet (August, 2019)</u></p> <p>This is an opportunity for parents and students to meet their child's teacher for the 2019-2020 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures. PTA will recruit parent volunteers for the year.</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> • Posters • Chart paper • Markers • Ink/toner • Paper • Paper cutter • Sign-in sheets • Meeting agenda • Highlighters • Sticky notes • Toner • Computers • Pens 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Attendance • Tickets out the Door <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <p><u>Open House (September, 2019)</u></p> <p>A list of parent activities that will be held throughout the year will be shared at this event.</p> <ul style="list-style-type: none"> • Share results of the SIP and this year's goals • Teachers share curriculum and grade level expectations • Student Club sign ups 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> • Posters • Chart paper • Markers • Sign-in sheets • Meeting agenda • Highlighters • Sticky notes • Toner • Computers • School Compact • Parent conference forms • Graphic Arts 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Attendance <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

<p>Parent Family Engagement Activity 3:</p> <p><u>Don't Be Scared of the LEAP Night (October, 2019)</u> Parents receive their child's LEAP scores and are given an explanation of the scores and potential progress necessary to increase performance. Parents and students will complete practice Math, ELA, Science and Social Studies LEAP test questions. Parents will log in to the parent portal of Parent Progress to view their child's state assessment results. Parents and students will learn a test taking strategy and practice on the practice LEAP test questions. Parents will learn how to access practice standards-based tests online.</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Posters • Chart paper • Markers • Ink/toner • Paper • Sign-in sheets • Meeting agenda • Highlighters • Sticky notes • Computers • Pencils • Card Stock Paper 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Attendance • Exit Tickets • Reflection • Parent Survey <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <p><u>Nachos and Numbers (January, 2019)</u> Students and their families rotate through various places on campus for a variety of shared math experiences. Families participate in math stations designed to deepen understanding of math acquisition of the core curriculum. Students and their families rotate through hands-on science, math and engineering activities together. The event includes a range of activities covering different Science Topics Engineering & Math topics and connections to exciting STEM careers. Activities are aligned with Louisiana State Math and Science Standards</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Pens • Pencils • Paper • Chart paper • Markers • Ink • Manipulatives • Computers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent Survey • Exit Tickets <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <p><u>Literacy Night (March, 2020)</u> Students and their families rotate through various places on campus for a variety of shared reading and writing experiences. Families participate in reading and writing stations designed to</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Pens • Pencils • Paper • Chart paper • Markers 	<p>Effectiveness Measure: Parent Survey</p>

Pine View Middle 2019-2020

<p>deepen understanding of the core reading curriculum.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Ink 	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6:</p> <p><u>Multicultural Day (May, 2020)</u> Students and families will engage in multicultural day, sampling cultures, traditions, food, etc. Each student/parent will have their own passport to visit the countries around the world.</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Pens • Pencils • Paper • Chart paper • Markers • Ink • Colored Paper • Staplers • Staples • Scotch tape 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • 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. • 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 Guidebook Units are being implemented in 4th, 5th, and 6th grades during the course of the school year. • LEAP Connect- provides developmentally appropriate benchmarks for students with disabilities who are on the path to meeting the expectations of the Louisiana Student 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 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Chart paper • Post-It Notes • Dry Erase Markers • Copy paper • Binders • Salaries and Benefits • Speakers • Headsets • Monitors • Computers • Title 1 Teacher • Flip Charts 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Walk-Throughs • Administrative observations • Attainment of goals • LEAP 2025 • Results of SLT Attainment <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

<p>skills in social studies for all students through the use of analyzing primary and secondary sources to answer document based questions</p> <ul style="list-style-type: none"> • Zearn – 4th & 5th grade Math models will be used in classroom instruction to help increase higher-level thinking and reasoning skills. Computer based program • Eureka- 6th grade Math models will be used in classroom instruction to help increase higher-level thinking and reasoning skills • Certified Tutor- R. Rouchon- Title 1 Tutor for ELA IRLA Interventions C. Rush- Title 1 Tutor for ELA IRLA Interventions S. Bivins- Title 1 Tutor for ELA IRLA Interventions 2 tutors will provide instruction to students who are within ten points of achieving Basic on state testing this coming spring. Fourth and Fifth Tutoring will occur for 45 minutes, Monday-Friday. • Classroom Size Reduction Teachers- S. Denniss- Title I 5th 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- Mitzi Quave- Title 1 Para for IRLA and assisting with Cindy Rheams- Title Para for IRLA <p>Math:</p> <ul style="list-style-type: none"> • 4th-5th grade Zearn –Tier 1 math curriculum and classroom model designed for differentiation and engagement which includes whole group activities, independent digital lessons, small group lessons, and assessments and reports. • 6th grade Eureka- Tier 1 math curriculum interconnected across the modules it builds on the relationship of standards. Higher level of rigor through the lesson cycle. 				
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Pine View Middle 2019-2020

<p>ELA:</p> <ul style="list-style-type: none"> 4th-6th Guide Books 2.0 –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. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> 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. 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 LEAP 360: Students in grades 4-6 take a diagnostic assessment for ELA and Math which focuses on preparation for state standardized testing. 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. 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Copy paper Graphic Arts Printer Ink Toner Internet based program Monitors CPUs Speakers Headphones Clear plastic book report covers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Review of assessments data in PLC Review of student work LEAP 2025 <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • 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. 	<p>Goal(s): Goals 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Copy paper • Printer ink • Toner • MHP salary and benefits • CPU’s • Monitors • Headphones • Multi media speakers 	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be 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. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • 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 	<p>Goal(s): Goals 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Rosetta Stone • FastForWord Program • Copy Paper 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 • ELPT Results <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>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.</p> <ul style="list-style-type: none"> • Review Possible failure reports • Review LEAP scores • Review benchmark assessment scores • Review SLT (Student Learning Target) Data • Review MHP (Mental Health Provider) Reports • Review Cum Folders • Review Student Profile sheets <p>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.</p>	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copy paper Ink Highlighters Folders CPU's Headphones Monitors</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP Scaled Score Chart • Growth Points Data • JPAMS Grade Data (Students with a D or F average) • LEAP 2025 <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • IRLA Foundational Skills Toolkit • Certified tutors – provides intervention for students at risk using Achieve 3000 intervention for students performing below grade to assist with decoding and comprehension. • Rosetta Stone- used for EL students that are non English speakers. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Novels • Toner/Ink • Headsets • CPU's • Monitors • Copy Paper 	<p>Effectiveness Measure: Leap 2025</p> <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • 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 • SAT (Student Assistance Team) will perform a complete evaluation of students experiencing continued difficulty academically and/or behaviorally. The SAT committee consists of Principal (chairperson), Pupil Appraisal, speech therapist, teacher, member of Pupil Appraisal, 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 (January 2017.). The "Evaluation of Programs" data sheet will be used to measure student success for academic year. 	<p>Goal(s): Goals 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Substitute stipend (SAT Meetings) • Copy paper • Printer ink /toner • Graphic arts • MHP salary and benefits • Monthly/quarterly reward items • Folders • CPU's • Monitors • 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Attainment of goals • Evaluation Program Handout • MHP Effectiveness Chart <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • <u>Achieve 3000</u> - Computer program that provides information texts on individualized reading levels. • IRLA Foundational Skills Toolkit- 4th-6th grade- Basic and Below on LEAP • <u>Rosetta Stone</u> – used for ELL students that scored Emerging 	<p>Goal(s): 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Copy paper • CPU's • Monitors • Headphones • Speakers 	<p>Effectiveness Measure: LEAP 2025</p>

Pine View Middle 2019-2020

<p>on the ELPT assessment</p> <ul style="list-style-type: none"> • Reflex Math- students at-risk in math will be utilizing it in their Resource Math Classrooms. Students are progressed monitor by their math teacher. • GIZMOS- All special with disabilities in Math fluency will be utilizing it in their Resource Math Classrooms. Students are progressed monitor by their math teacher. • Everyday Speech- Students will utilize this social learning platform with full social-emotional learning curriculum and hundreds of ready-made lessons. This program provides centralized access to video lessons, printable activities, and online games that target the skills taught in each lesson. This provides students the opportunity to analyze subtle non-verbal cues and tone of voice changes. The videos also use “thinking bubble” insets of each person in the social scenario to clearly communicate what each person is thinking and intending. This visual element of the videos is essential to teach kids about the hidden components of social communication. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<ul style="list-style-type: none"> • Gizmos • Internet based programs • Title 1 Paras • Dual headphone jacks • Batteries 	<p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • GIZMOS- EL in Science and Social Studies lessons will be utilizing it in their Classrooms. Students are progressed monitor by their EL teacher. • Reading Assistant- EL will utilize online language and reading intervention software that targets learning struggles at their core starting in the brain. • 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Rosetta Stone – used for EL students that are Emerging on the ELPT assessment • Moby Max - Computer program that provides information texts on individualized reading levels. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Internet based programs • Copy paper • Power strips • Headphones • Dual headphone jacks • Batteries • CPU’s • Monitors • Headphones • Speakers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 • ELPT results <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • 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 Paraprofessionals 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 are offered to qualifying students • Music, Choir, Band, and PE are offered electives to all students • OT – students are identified through their 504 plan or IEP • Speech - students are identified through their 504 plan or IEP • RCI (Reading Comprehension Intervention Lab) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • 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 	<p>Effectiveness Measure: Reflections</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 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. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Field Trip Admissions • (KIT) • Guaranteed Curriculum 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 21st Century Parent Survey • Reflection

Pine View Middle 2019-2020

<ul style="list-style-type: none"> Field Trips- Grades 4-6 will take one field trip during the 2019-2020 school year that aligns with their curriculum 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<ul style="list-style-type: none"> Guidebooks Eureka Resources 	Effectiveness Results:
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services: 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.</p>	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: <ul style="list-style-type: none"> MHP Salary/Benefits Copy paper Computer Internet Based online programs for social emotional needs 	Effectiveness Measure: Outcomes measured by MHP Chart <hr/> Effectiveness Results:
<p>Counseling Services: Mrs. Nicole 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</p>	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	Items Needed: <ul style="list-style-type: none"> Copy paper Restorative Practices Material PBIS Rewards 	Effectiveness Measure: Reflection

Pine View Middle 2019-2020

amounts of time dependent on need.		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • 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. • 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 • Quarterly Soc Hops - 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 • Clubs • Saturday Detention 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Copy Paper • Restorative Practices Material • PBIS Rewards • Certificate Paper 	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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Pine View Middle 2019-2020

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> • 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 or Fountainbleau Jr. High– students receives a tour of the school and receives information about school procedures. • SPED transition services 	Goal(s): 1,2,3	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	Items Needed: Copy Paper	Effectiveness Measure: Tickets
				Effectiveness Results:

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): <ul style="list-style-type: none"> • PLCs meet once a week for an hour by subject area (regular Ed & SPED teachers) with administration facilitating to focus on student data, growth, and achievement gaps. • The Instructional Coach will initiate discussion and implementation of ELA Guidebooks for grades 4 - 6. Teachers will facilitate discussions as the year progresses. • The Instructional Coach will support Math teachers with the integration of Eureka and Zearn resources for grades 4 – 6. 	Goal(s): 1,2,3	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> • Instructional Coach • Interventionist • Copy paper • Ink/Toner • Large Flip Charts 	Effectiveness Measure: PLC Documentation
				Effectiveness Results:

Pine View Middle 2019-2020

<p>Other Professional Development:</p> <ul style="list-style-type: none"> • PD will be updated after LEAP data is analyzed • RHT 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. • District PD on Restorative Practices for all faculty and staff • 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 • 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, RHT, and Instructional Coach – will help school leadership teams ensure teachers are fully prepared to deliver high quality lessons 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Substitutes • Toner/Ink • Multi-media speakers • CPU's • Monitors • Copy Paper • Bulletin Cork Strips 	<p>Effectiveness Measure: Attainment Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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. • 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. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
<p>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				

Pine View Middle 2019-2020

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Pine View Middle 2019-2020

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.

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 Open House/PFE Event
- Faculty Meetings

2019-2020 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Dr. Ledet
- AP: Mr. Burmaster
- RHT: Mrs. Jarrell
- Teacher: Mrs. Fourmeaux
- Teacher: Ms. Denniss
- Teacher: Mrs. Haeuser
- Enrichment Teacher: Ms. Malone
- Special Education Teacher: Mrs. Head
- NonCertificated Personnel: Mrs. Godfrey
- Parent/Family: Mrs. Tonya Zeigler

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Dr. Ledet
- Teacher: Mrs. Oster
- Teacher: Mrs. Mercadal
- Teacher: Ms. Deidre Taylor
- Parent/Family: Mrs. Tonya Ziegler
- Parent/Family: Mrs. Katerine Martinez
- Parent/Family: Mrs. Beth Frobe

**Pine View Middle 2019-2020
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