

Pine View Middle
4th – 6th Grades
Diane Combs
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

| <u><i>1a. Results of Comprehensive Needs Assessment</i></u> | | <u><i>1a. Measures used to Determine School Needs:</i></u> |
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| STRENGTHS | | DATA SOURCES |
| ELA scores indicate a subject level strength for all 3 years. | 1 | CRT index scores 2012-2015 |
| Achievement gap for the Black Subgroup has declined from 2012-2013 (0.5) to 2013-2014 (1.6) | 2 | CRT index scores 2013-2015 |
| White and Black subgroups are consistently higher in ELA for the last 3 years | 3 | CRT index scores 2012-2015 |
| 2014-2015, Students seen by MHP have shown a decrease in the amount of discipline referrals (25% decrease from 1 st 9 weeks to 4 th 9 weeks) | 4 | Outcomes Measurement MHP data |
| Parent and community participation in events and communication between teacher and parent | 5 | Title I parent Survey, Sign In sheets from PI events. |

CHALLENGES

| <u><i>1b. Results of Comprehensive Needs Assessment</i></u> | | <u><i>1b. Measures used to Determine School Needs:</i></u> |
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| CHALLENGES | | DATA SOURCES |
| Social Studies and Science index scores declined. As a whole school CRT index average for Science (6.2) and for Social Studies (5.2) | 1 | CRT index scores 2013-2015, LEAP and iLEAP scores |
| Rapid growth of LEP subgroup for the last 2 years remain the weakest subgroup in ELA. Gains 2012-2014 (5.2) from 2013-2015 (19.7) | 2 | CRT index scores 2012-2015, JPAMS enrollment history |
| SWD subgroup declined by 41% in Math CRT index | 3 | Significant decline in PARCC CRT index scores 2014-2015 |
| Math scores significantly dropped from 2013-2014 to 2014-2015 (24.6) | 4 | CRT index scores 2013-2015 |
| PI: 44.2% of the parents indicate that they have to work when PI events are scheduled. | 5 | Tickets out the door, sign in sheets, Title I Parent survey |
| Behavioral: 20% of the students were assigned after school detentions or recess Think Tank for minor infractions during the 2014-2015 school year. | 6 | Discipline data, Think Tank Sign In Sheets, detentions, counselor referrals, MHP referrals |

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GOALS

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| <i>1c. Goals based upon Challenges and/or Maintaining Strengths</i> |
| GOALS |
| 1 By May 2016, 75% of the students will score proficient on the state test in ELA (writing/reading/fluency/reading and responding/etc.) |
| 2 By May 2016, 70% of the students will score proficient on the state test in Math (problem solving/computation/fluency/etc.) |
| 3 By May 2016, students issued after school detentions and recess Think Tanks will decrease by 10% based upon discipline data. |
| 4 By May 2016, 70% of the students will score proficient on the state test in Science |
| 5 By May 2016, the number of parents who indicate that they have to work when PI Events are scheduled will decrease 10 percent from 44.2% to 34.2% as indicated by responses on Title I Parent Survey Sprng 2016. |

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 86%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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| 4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment. | | |
| <p>PLC Teachers will meet once a week where they will analyze data to identify ELA, Math and Science deficits. 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 tweaked. A book study will support the development of visual instructional plans. This will enhance the quality of instruction resulting in increased student achievement.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>-44 books for book study (Tools for Learning by Fred Jones)(\$704.00) -Binders -Folders -Ink & toner -Laminating rolls -Pencils, pens -Sticky notes -Highlighters -Copy paper</p> |
| <p><u>Instructional Coach</u>, (<i>describe in detail her duties and responsibilities</i>) Andrea Stant -provide job-embedded professional development through coaching that supports the successful implementation of effective teaching focused on improving student learning -provide instruction modeling for teachers -model lessons, providing necessary follow-up and one-on-one assistance required to implement and sustain effective instructional strategies grounded in researched based strategies</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> | <p>Item(s) to be purchased to support this activity: Salary and Benefits for this teacher.</p> <p>-Salary and benefits from District Title 1 funds for Andrea Stant</p> |
| <p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> ●Faculty meetings for parish and state mandated trainings ●Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED ●After-school, before school, and district sponsored professional development ●Design Team focus: Social Studies and Science ●Monthly Grade Level Meetings ●Summer Teacher Data Retreat | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>-chart paper -pens -pencils -manila folders -folders (2 pocket with prongs) -highlighters -copy paper</p> |

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| <ul style="list-style-type: none"> •Classroom Management Secondary Behavior Intervention PD •Project Read: Teacher training •RTI Math Trainings: Math teachers •Social Skills: Behavior Task Force initiatives •Science PD: Science teachers •New Teacher Mentors | | <ul style="list-style-type: none"> -markers -card stock -ink and toner -Teachers Pay Teachers resources -Teacher Mentors stipends (monthly) |
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

- Potential teaching candidates are invited to tour the school facility
- Candidates eligible for a second interview are interviewed on our campus
- School Pamphlet will be developed and distributed at Transfer/Job Fair which will include advantages of teaching at a Title 1 school such as Loan Forgiveness, Para support and funding for our special instructional programs
- Teachers new to our school will be assigned a specific mentor within their grade level.
- Mentors will monitor and report needs or concerns to RHT and administration monthly

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| <p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p> | | |
| <p>◆ Describe how parents will be involved in the</p> <ul style="list-style-type: none"> ○ Design: Parents will be involved in the design of the parent plan through attendance at the Parent Involvement Committee meetings at the beginning of the school year, 2015 and in the spring of 2016 when the plan is reviewed and revised for the following school year (2016-2017). Sign in sheets are filed for documentation. Parent suggestions and recommendations from "Ticket out the door" were used to improve future events. ○ Implementation: Parents assist in the implementation of the plan through attendance of family event planning meetings and working at the events. Sign in sheets, agendas and minutes of meetings serve as documentation ○ Evaluation: include "Ticket out the door", Title 1 surveys, provide feedback from stakeholders. Parents are invited to provide | <p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -Teacher stipends -postage -Graphic Arts -paper -ink -toner -poster board -student agendas -teacher web page -communication folders -NNPS resources -pens |

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| <p>feedback on Title 1 programs throughout the school year via principal email and PTA meetings. A parent letter will be sent home at the end of the school year requesting parent feedback of all Title 1 programs.</p> | | |
| <p>◆ Include meeting dates for the implementation, and evaluation of the:</p> <ul style="list-style-type: none"> ○ Parent Involvement Policy/compact: Planning: Meetings are scheduled for beginning of the year (August) This information is distributed to the parents on the first day of school. The review and update of these documents must be completed when the Spring application is completed. ○ PI Plan: Meetings are scheduled for beginning of the year (August), mid year review (January) and an end of the year review of programs (May). ○ School Improvement Plan: Meetings are scheduled for beginning of the year (August), mid year review (January) and an end of the year review of programs (May). Data Analysis review and School Improvement Plan discussions by teachers November 17, 2015. A review and approval of the SIP draft will be presented on December 17, 2015. (due to delay of test scores received) | <p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -colored paper for school compact -ink |
| <p>◆ Describe how parents will receive timely information about the Title I program;</p> <p>Parents will receive timely information about the Title 1 program through the school website, fliers sent home via communication folders, teacher webpage, robo calls and a Title 1 DVD link on school website.</p> <p>Communication folders will be used throughout the year for the distribution of important home/school communication.</p> | <p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -paper -teacher web - ink -communication folders |

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| <p>When the Title I evaluation is presented to the parents at the first parent meeting of the school year, the entire Title I program for the upcoming year is outlined for the parents.</p> | | |
| <p>♦ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents will receive timely information on curriculum, assessments and proficiency levels that students are expected to meet.</p> <p>Teachers will use teacher web page, weekly over views, parent teacher conferences, State Test results sent home with a parent guide, including proficiency levels, weekly test folders with communication to parents.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Folders Copy paper Printing ink Toner</p> |
| <p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p> | <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p> |
| <p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p> | <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p> |
| <p>♦ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| | <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | |
| <p>Describe: Parents will have the opportunity to participate in decision making opportunities through various methods. A table will be set up at each parent involvement event for parents to visit, ask questions and express concerns. The school website offers a link to administration email, as well as an open door policy for parents to be able to speak with an administrator during the school day. Other decision making opportunities include the following:</p> <ul style="list-style-type: none"> ▪SAT meetings ▪IEP meetings ▪Parent Conferences ▪Parent Committee Work ▪Comments about plans posted on school website | <p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> <p>-postage -envelopes -graphic art forms</p> |
| <p>◆Describe specific training activities (<u>at least all 6 from Title I Application PI Plan</u>)</p> <ol style="list-style-type: none"> 1.Meet and Greet Night (August 5,2015): Parents met their child’s teacher and received information on the Guaranteed Curriculum, teacher expectations for student performance, positive discipline and homework procedures 2.Parent Conference Night (August 26, 2015): Parents met with teachers to develop a positive relationship between school and home and to assess individual student needs 3.Math and Literacy Night (November 19, 2015): Families participate in a variety of shared reading and math experiences designed to model and practice specific literacy strategies that interact with complex text, as well as math strategies for thinking and problem-solving skills 4. Breakfast with Mom (December 2015): Moms will be invited to eat a school breakfast in the cafeteria with their child. Following breakfast, ELA teachers will | <p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> <p>-paper -graphic arts -ink -postage -envelopes</p> |

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| <p>model a reading strategy that can be used at home to assist their child</p> <p>5. Breakfast with Dad (January 2016): Dads will be invited to eat a school breakfast in the cafeteria with their child. Following breakfast, Math teachers will model a Math strategy that can be used at home to assist their child</p> <p>6. Desktops and Desserts (February 2016): RTI students will invite their parents to the computer lab where they will lead their parent in an interactive lesson on the computer. Parents will learn the value of these interventions and how to enhance this learning at home</p> <p>7. STEM Night (March 2016); families will participate in various hands on science and math activities stations.</p> | | |
| <p>◆ <i>List specific Home-School Communication strategies-</i></p> <ul style="list-style-type: none"> -Teacher Web -Communication folders -Agendas -School Website - Robo calls - Teacher email/phone calls -Parent/Teacher conferences | <p>10. 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"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB</p> <ul style="list-style-type: none"> -agendas -communication folders -Parent Conference Forms -Graphic Arts |

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| <p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p> | | |
| <p>Incoming Students Activity 1- Incoming students: Feeder schools Open House for 2016 3rd graders who will be our incoming 4th graders. This event will take place in May 2016. Students will visit our campus, take a tour, visit classrooms and personnel Activity 2- Incoming students: PVM will have a separate Meet and Greet for all incoming students and their parents. This event will take place in early August 2016 Activity 3- Special Education teachers from feeder schools will be invited to meet to collaborate on appropriate student placement and needs of transitioning</p> | <p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity: -printing of student handbooks to distribute to incoming 4th grade students -folders</p> |
| <p>Outgoing students Activity 1- All 6th grade students will be visited by feeder school personnel to acquaint them with electives offered and academic/behavior expectations of their new school. This event will take place in May 2016 Activity 2- Special Education teachers from feeder schools will be invited to meet to collaborate on appropriate student placement and needs of transitioning students to PVM</p> | <p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| 8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments? | | |
| <p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>- My Reading Coach</p> <p>-FastForWord</p> <p>--Moby Max (reading, math and science)</p> <p>-Reflex Math</p> <p>-STAR Reading & Math</p> <p>-AR</p> |
| <p>additional assessment activities</p> <p>This data will be used to guide instruction and determine interventions used</p> <p>-My Reading Coach Reports</p> <p>-FastForWord Reports</p> <p>-EAGLE Reports</p> <p>-State Testing</p> <p>-Beginning of the Year Readiness Assessments</p> <p>-Mid Year Readiness Assessments</p> <p>-End of the Year Readiness Assessments</p> <p>-Moby Max (reading, math and science)</p> <p>-Reflex Math</p> <p>-STAR Reading & Math</p> <p>-AR</p> | | |

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| <p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p> | | |
| <p><u>Mental Health Providers</u>-(please adjust to fit your school’s MHP plan) MHP: Due to the transient and often unstable environments that many of Pine View Middle School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The principal, Diane Combs, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Carolina Morris will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p> | <p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p> |
| <p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Social Curriculum is addressed through the Steps to Respect program, facilitated by the school counselor and classroom teachers. Variations of the “morning meeting” are used by some Special Education classrooms. A school PBS committee meets monthly to review discipline data to determine areas that need addressing and areas for celebration. Data is then disseminated to grade levels by PBS committee members.</p> | <p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other (PBS fundraisers)</p> | <p>Item(s) to be purchased to support this activity: - Monthly and Quarterly reward items -Steps to Respect Resource</p> |

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| <p>The PBS committee, along with faculty and staff, sets behavioral expectations for the learning community and is reinforced by student individual, short term and long term incentives. Check-In/Out and individual Behavior Intervention Plans provide support for students in need of behavioral RTI. Signage around the campus and modeling of student expectations is reinforced by faculty and staff of the school. A PBS Binder is kept to document PBS initiatives. The Assistant Principal is the administrator assigned to facilitate this committee.</p> | | |
| <p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p><i>Interventionist name and description goes here</i></p> <p>-Mitzi Quave- Title 1 Computer LabPara -Tammy Provost- Title 1 Computer LabPara Provides small group and individual RTI in the computer lab setting</p> <p>Jana Lore- Title 1 5th grade Teacher Classroom sized reduction 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</p> <p>Belinda Conerly- Title II 6th grade Teacher Classroom sized reduction 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</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>-salaries and benefits for Mitzi Quave and Tammy Provost</p> <p>-salaries and benefits for Jana Lore</p> <p>-salaries and benefits for Belinda Conerly</p> |

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| <p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> <i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p><u>ESL:</u> 1- students are identified by the English/Language Survey and standardized test scores and teacher recommendation 2-students are progress monitored by quarterly assessments and progress reports along with teacher feedback 3- tutoring program evaluated by monitoring and analyzing of student progress data by administration</p> <p>-ESLpara, Sarah Pye & ESLteacher Amy Miller</p> <p><u>SRA for SPED Students:</u> 1.Students are identified by their deficit in reading which is determined by RAPS 2.Students are progress monitored by the teacher or para providing the intervention 3.SRA is evaluated by <u>special education teachers</u> to determine effectiveness</p> <p><u>After-School Tutorng (Math):</u> Certified teacher-tutors will provide math tutoring to small groups of students. Regular Ed. students will be selected by their UN and AB state assessment scores in Math. Students are progressed monitored by a pre/post test and it will be evaluated by pre/post test</p> <p><u>After-School Tutorng(Fast ForWord):</u> ESL students will participate in Fast Forword computer program 4 days a week in the computer lab to enhance the acquisition of the English language. A certified teacher will facilitate this program. - students are identified by the English/Language Survey and standardized test scores and teacher recommendation</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> - Tutors and para stipends and benefits -Paper -Toner -Pencils -Sadlier Series Books -Teacher salaries and benefits -Bus driver salaries and benefits -Operational expenses for the bus -FastForWord |
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| <p>-students are progressed monitored by quarterly assessments and progress reports along with teacher feedback</p> <p>- tutoring program evaluated by monitoring by administration and analyzing of student progress data</p> <p>Science Saturday: students who scored Basic on the 2014-2015 Science State Assessment will participate in STEM activities for 1.5 hours, one Saturday per month for a total of 4 sessions. Students will be monitored through a teacher made Pre/Post Test which is aligned to the Science State Standards. This will determine Mastery of the content presented.</p> <p>This will be evaluated by monitoring and analyzing student data and attendance</p> | | <p>-Teacher stipends and benefits</p> <p>-activity consumables for experiments</p> <p>-science materials: balance scales, microscopes, thermometers, etc... These items are for student use and should be in section 9 of the SIP.</p> |
| <p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i></p> <p><i>2-How students are progress monitored</i></p> <p><i>3-How is the tutoring program evaluated</i></p> <p>1.students are identified by teacher recommendation through beginning of the year readiness assessment data</p> <p>2.students are progressed monitored through progress reports and quarterly grades along with teacher feedback</p> <p>3.tutoring program evaluated by monitoring and analyzing of student progress data by administration by weekly tests grades and report card grades.</p> <p>Lynn Gee- Certified teacher-tutor rotates within 4th/5th grade classrooms to provide small group RTI to targeted students during work stations.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other (ROUF)</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Tutor stipends and benefits</p> |
| <p><u>Technology Resources and Personnel (include names):</u></p> <p><u>General Technology</u> to increase engagement:</p> <p>-Activotes</p> <p>-laptop carts</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> | <p>Item(s) to be purchased to support this activity:</p> <p>projectors, document cameras, expressions, toners printers,</p> |

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| <ul style="list-style-type: none"> -ActivBoards -Gizmos -EAGLE -RAPS -My Reading Coach -Moby Max -STAR Math and Reading -Computers -Projectors -Document Cameras -Brain Pop -Reflex -Study Jams -FastForWord -calculators | <ul style="list-style-type: none"> ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other | <ul style="list-style-type: none"> calculators, replacement bulbs, and RAM for upgrades. -Brain Pop -AR -STAR Reading and Math -Moby Max |
| <p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <p><u>Moby Max</u>- non sped students and selected SAT who scored Approaching Basic or Unsatisfactory on the 2014-2015 State Assessment in Social Studies/Science. Students are progressed monitored by the Title 1 computer lab using Moby Max reports.</p> <p><u>Reflex Math</u>- students with a deficit in basic math facts are selected by teacher recommendation. Students are progressed monitor by their math teacher.</p> <p><u>My Reading Coach</u>- special education students who are 3 grade levels below in reading are selected. The special education teacher monitor these students by using My Reading Coach reports</p> <p><u>FastForWord</u>: students are identified by the English/Language Survey and standardized test scores and teacher recommendation -students are progressed monitored by quarterly assessments and progress reports along with teacher feedback - tutoring program evaluated by monitoring by administration and analyzing of student progress data</p> | <p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <u> x </u> Title I <u> x </u> GFF ___ SRCL ___ Title II ___ LA4 <u> x </u> IDEA ___ Title III ___ Bond Money ___ Other | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> -Moby Max -ink -copy paper |

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| <p><u>Special Education Subgroup Data</u></p> <p>SWD subgroup declined by 41% in Math CRT index</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Moby Max Computer Program</p> |
| <p><u>Special Education Program Design</u></p> <ul style="list-style-type: none"> -1 Significant Disabilities Classroom - 2 RNC classrooms - 1 Moderate classroom - 1 Mild/Moderate classroom - 2 MAE classrooms - 3 Resource classrooms - 2 full inclusion co-teaching classrooms - 1 Hearing Impaired classroom - 2 Gifted classrooms -2 full inclusion co-teaching classrooms service special education students. One 4th grade and one 5th grade classroom. -All special education students participate in inclusion content areas to some degree. Para and/or special education teacher support is provided as needed. | <p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> |
| <p><u>Classroom Size Reduction Teachers</u></p> <p>Jana Lore- Title 1 5th grade Teacher Classroom sized reduction 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 26.</p> <p>Belinda Conerly- Title II 6th grade Teacher Classroom sized reduction teacher that will lower the pupil/teacher ratio. This will allow students greater interaction with their teacher, as well as</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>-teacher salary and benefits for Jana Lore and Belinda Conerly</p> |

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| <p>increased differentiation of instruction resulting in increased academic achievement. With the additional teacher, class size is reduced from 30 to 27.</p> | | |
| <p><u>Curriculum Enhancements</u></p> <p>-transition an existing portable to create a science lab. This will provide an opportunity for students to participate in scientific inquiry through STEM activities.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>-STEM manipulatives and consumables science materials: balance scales, microscopes, thermometers</p> |

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| <p>10. COORDINATION OF PROGRAMS</p> | | |
| <ul style="list-style-type: none"> •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 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •Students have an opportunity to attend the 21st Century program in the afternoons. | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor |

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| <u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u> | | |
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| <p>The Title I Committee meets and discusses all of the following: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆ <i>what data will be collected,</i> ◆ <i>who is responsible for collecting the data,</i> ◆ <i>when will it be collected,</i> ◆ <i>how will it be manipulated and</i> ◆ <i>who will write the final report.</i> | <p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Item(s) to be purchased to support this activity:</p> |
| <p><u>Overall</u> The Title I Committee meets at the beginning of the school year, mid-year and at the end of the year. Subs will be provided for teachers on the Title 1 SIP committee to attend during the school day. The effectiveness of Title 1 programs will be discussed including the following: -The school’s performance on standardized tests will be analyzed by the administration team, led by Principal, Diane Combs, when scores are received. They are disseminated and analyzed with teachers at PLC meetings. -Scores are then reviewed with stakeholders at the first Title 1 meeting at the beginning of the school year. Scores are also analyzed when developing the School Improvement Plan. Data analysis results will determine the academic needs and programs provided by the school. Minutes from all meetings are filed so a formal evaluation report can be written. All meetings have agendas and sign-in sheets</p> | | <p>Substitute salary and benefits-school improvement</p> |
| <p><u>Tutoring programs-</u></p> <p><u>In Classroom Tutoring:</u> -Title 1 Computer Lab services 59 at risk students</p> <ul style="list-style-type: none"> ● STAR Math and Reading reports, FastForWord and Moby Max reports and Standardized Test scores. | | |

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| <p>-ESL Teacher and Para service 39 LEP students</p> <ul style="list-style-type: none"> •ELDA Scores, English/Language Survey, Weekly test grades, interim and report card grades, progress reports <p>-Push In Tutor services 40 students (4th & 5th grade)</p> <ul style="list-style-type: none"> • weekly test grades, interim and report card grades •students who exit the tutoring program will be determined through progress monitoring. <p>A spreadsheet of participating students will be used to document initial, mid- year and post data. This data will be used to determine student progress by identifying those scoring at a higher level than on previous tests.</p> <p>A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year .</p> <p><u>After-School MathTutoring:</u> Certified teacher-tutors will progress monitor students in the program by using the Sadlier pre and post test. Tutors will collaborate with administration on program effectiveness by looking at student pre and post test data along with progress monitoring using Math Standard Assessments. This data will be used to evaluate student progress and program effectiveness. A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year</p> <p><u>After-School FastForWord Tutoring:</u> Certified teacher-tutor will progress monitor students in the program. Tutor will collaborate with administration on program effectiveness by looking at student data such as FastForWord weekly reports and interims. Students who do not show progress within a 9 week period from this intervention will be exited from the tutoring and referred to the SAT Process. A final</p> | | |
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| <p>evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year</p> <p><u>Science Saturday:</u> Certified teacher-tutors will use an entrance and exit ticket as a pre and post assessment for the Standards Based STEM lesson. Lessons will be coordinated current classroom curriculum.</p> <p>A spreadsheet of participating students will be used to document pre and post data. This data will be used to determine student progress by identifying those scoring at a higher level than on previous classroom science tests.</p> <p>Tutors will collaborate with administration on program effectiveness by looking at student data. A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year.</p> <p><u>Push-In During the Day Tutoring:</u> Certified teacher-tutor will progress monitor students in the program. Final report card grades from 2014-2015 and Social Studies/Science State Assessment scores (2015) were used to determine eligibility.</p> <ul style="list-style-type: none"> •weekly test grades, interim and report card grades will be used to monitor students •students who exit the tutoring program will be determined through progress monitoring •Tutor/Teacher collaboration will determine student progress <p>Students are exited by improvement on weekly test score grades, report card grades and teacher recommendation.</p> <p>Tutor will collaborate with administration on program effectiveness by looking at student data. A</p> | | |
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| <p>final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year</p> <p><u>ESL Para:</u> Monitoring by school administration and the ESL supervisors will ensure fidelity of the service provided, as well as student progress. ELDA scores will also be used to evaluate program effectiveness.</p> <p>The final evaluation will be written by the ESL Supervisors, with collaboration from school administration. A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year</p> <p><u>Title 1 Para Support:</u> Participating students (RTI in the Title 1 computer lab) will be listed on a spreadsheet containing data from Science and Social Studies Standardized scores (May 2015), STAR Reading and Math (BOY, mid-year and EOY). Student achievement will be determined using online intervention student reports. Evidence should show an increase in student proficiency.</p> <p>School administration will review student data and progress. Title 1 Paras and school administration will determine the effectiveness of RTI offered in the computer labs. This will occur in January (mid-year) and in April of 2016 (end of year). A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year</p> | | |
| <p><u>Parental Involvement:</u></p> <ul style="list-style-type: none"> ● Parenting Committee and school administration will meet to evaluate tickets-out-the door for events | | |

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| <ul style="list-style-type: none"> •Parenting committee and school administration will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents •A final evaluation will be written by Diane Combs, administrator and reviewed by the Title 1 committee at the last committee meeting of the school year | | |
| <p><u>MHP Evaluation Form</u></p> <ul style="list-style-type: none"> •MHP and school administration will review student data to determine student progress in academic and behavior interventions. Did the number of referrals decrease for these students? Did behavior interventions result in the increase of student achievement? The MHP tracking report will be used to quantify this information. •Final Evaluation will be written collaboratively by the school administration and the MHP in April 2016. | | |
| <p><u>Professional Development</u></p> <p>Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>How did the professional development activities at your school translate into student academic success?</i> <p>Minutes from all meetings should be taken and filed so a formal evaluation report can be written. All meetings must have agendas and sign-in sheets.</p> <p><u>Professional Development</u></p> <ul style="list-style-type: none"> •Success of the PLC's will be measured by increased student achievement results in ELA, Math and Science test scores, as well as COMPASS Teacher Evaluation scores in ELA and Math. | | |

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| <ul style="list-style-type: none"> • The teacher will track student data and confer with administration as to progress throughout the school year. • The final evaluation will be written at the end of the school year (April 2016) by Diane Combs, Principal . | | |
| <p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <p>Results from the evaluation of the 2015-2016 SIP plan will be disseminated at the end of the year faculty meeting in May 2016.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p> | <p>Item(s) to be purchased to support this activity:</p> |
| <p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <p>This information will be shared on the school website and by the principal during a presentation at our first PTA meeting along with an overview of the Title 1 Program for the 2016-2017 school year.</p> <p>A Title 1 School Improvement committee, will meet as well to develop an action plan for implementation of programs and designate appropriate funds to accomplish our goals.</p> | <p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> |