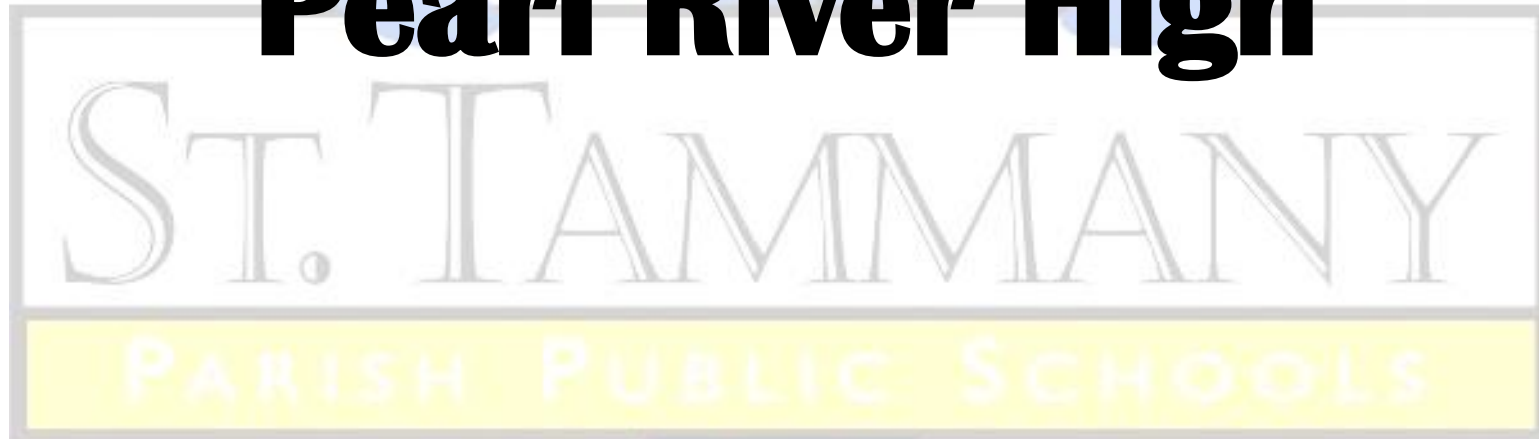


**2017-2018
SCHOOL IMPROVEMENT PLAN**

Pearl River High



St. Tammany Parish Public Schools

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

Pearl River High

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
The ACT subscore area that has shown the most improvement over the past 3 years has been Reading subscore with a 0.1 increase from 2014-2015, a 0.2 increase from 2015-16, and maintaining of a 19.6 average composite score from 2016-17.	English, Science, Math, and the ACT composite scores for PRHS have decreased by 0.2 - 0.7 points over the past year, with Mathematics showing a consistent decline over the past 3 years with an 18.2 average score for 2016-2017.
The Cohort Graduation Rate has consistently maintained as the highest index score for all years represented with the highest being 127.0 (2016).	The EOC has been the lowest index score for the past two consecutive years with the lowest score being 76.4 (2017).
The Graduation Index-Strength of Diploma index score has shown increases over the past two years (+11.6 from 2015-2016; +3.9 from 2016-17). Geometry index scores have consistently increased over the past three years and English III EOC scores also showed improvement from 2016-2017.	PRHS has shown a decline ACT, EOC, and Cohort Graduation Rate Index scores in 2016-2017 with the EOC score being the overall lowest score for 2017 (76.4) . U.S. History scores have shown consistent decline over the past three years as well.
English II index has consistently been the highest score from 2012-2016 with the highest score being 100.0 (2016) with an average score of 92.96 for 2012-16.	English II and American History have both had the lowest scores in two of the 5 years represented.
Potential strengths would include the HS Diploma Plus 110 and 115 categories, as well as the increasing number of non-graduates who completed the Hi-set.	Potential weaknesses include the HS Diploma Plus 150 category which includes the AP, IB, CLEP, and Advanced Jump Start credentials.
Every subgroup showed an increase in English III from 2016-2017. All subgroups except for Hispanic subgroup, showed an increase from 2016-2017 in Geom. Black and Hispanic subgroups showed increases in Biology and Whole School and Students with Disabilities showed increases in US History in 16-17.	English II showed declines in every subgroup from 2016-2017. All subgroups, with the exception of the Hispanic subgroup, showed a decline from 2016-2017 on Algebra I.
Black subgroups have shown improvement for the past two consecutive years in ELA; White and Economically Disadvantaged subgroups have shown improvement for the past two consecutive years in Math.	Hispanic subgroup has shown a decline in Math for three consecutive years (- 3.2 form 2015-16; - 13.9 from 2016-17).

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<p>The Black subgroup shows a declining trend in the achievement gap as it pertains to ELA scores (16.2% decline from 2015-16; 2.9% decline from 2016-17). The White subgroup has maintained a 0.0 achievement gap in ELA and Math for all years represented (2014-17).</p>	<p>No subgroups or content areas show a two or more year increase in the achievement gap. However Whole School, Hispanic, Economically Disadvantaged, and Students with Disabilities subgroups showed an increase in achievement gap percentage in 2016-2017) in both ELA and Math.</p>
<p>Black subgroup scored higher on English II than English III for 3 consecutive years (2015-17); Whole school. Black, White, and Economically Disadvantaged subgroups scored higher on Biology than US History for 2 consecutive years (2016-17).</p>	<p>Math proficiency scores are consistently lower than ELA scores for all years represented (-5.4 in 2014;-3.5 in 2015;-4.8 in 2016;-2.1 in 2017); Biology scores have been consistently lower than US History for the past two years across Whole school, Black, White, and Economically Disadvantaged subgroups.</p>

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

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*

1. From Spring 2017 to Spring 2018, the EOC Assessment Index will increase by at least 5% from 76.4 to 81.47 from all initial testers on LEAP 2025/EOC.
2. From Spring 2017 to Spring 2018, The ACT Assessment average score will increase by 2 points from 19.0 to 21.0 from all initial testers on ACT.
3. From Spring 2017 to Spring 2018, Students with Disabilities and Black subgroups will grow by 10 points on overall subgroup indexes:
 - a. Students with Disabilities subgroup will grow from 29.6 to 39.6
 - b. Black subgroup will grow from 46.8 to 56.8
- 4.
- 5.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • SIP committee will meet with PTA Board and Student Council officers to discuss the School Improvement Plan, and goals for improvement. August-December 2017. • SIP link will be posted on the school’s website • Parent Surveys will be distributed electronically via the schools website and comment cards are available to parents January-March 2017 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><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"/> Other</p>	<p>Items Needed: Printed SIP handouts. Electronic Survey Website maintenance Comment Cards</p>	<p>Effectiveness Measure: Board meeting notes Parent surveys Website visit counter</p> <hr/> <p>Effectiveness Results: Parents and Community members are more informed and actively involved in the SIP process</p>
<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"> • PTSA meetings • PTSA membership drive to encourage parents and students to join August – November 2017. • Jump Start meetings involving community colleges 	<p>Goal(s): 1,2,3</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</p>	<p>Items Needed: Informational flyers Comment cards Assessment Data Online Surveys</p>	<p>Effectiveness Measure: Board meeting notes Comment Cards Survey Results Assessment Data PTSA membership</p>

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<ul style="list-style-type: none"> • IEP Meetings • Teacher parent conferences • Superintendent panel advisory group • Scheduling Nights • Online surveys • Comment cards • Freshman orientation 		<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 checked="" type="checkbox"/> Other		Effectiveness Results: Parents and community members are actively involved in the schools decision making.
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Grade level scheduling nights will be held where students and parents/guardians will meet with counselors to develop a schedule and graduation plan. Parents will also attend an information meeting where they are given important information about graduation pathways and requirements. • Open House events: Students and Parents meet with the teachers to discuss classroom and school policies and expectations. • Robo-Call reminders for important school events: LEAP360/EOC testing, ACT testing, AP testing, Open house, Scheduling nights, Grade-level meetings • School website • Teacher Websites • JPams- Student Progress Center- Parents can log on and view students grades, attendance, and any missing assignments. • Teacher/Parent and Counselor/Parent conferences • IEP, ILEPP, and SAT meetings 	Goal(s): 1,2,3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: Scheduling cards Curriculum Guides Informational Flyers Printed Schedules Website maintenance	Effectiveness Measure: Website visit counter. Attendance logs from scheduling night, meetings, and open house events. Effectiveness Results: Parents are well informed and provided with access to information on SIP, curriculum assessments, students' progress, etc.
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • 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 	Goal(s): 1,2,3	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	Items Needed: Information Flyers Attendance logs	Effectiveness Measure: Meeting attendance logs

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meetings.		<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 checked="" type="checkbox"/> Other		Effectiveness Results: Parents will understand how to access the curriculum.
Translation Services: <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 LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	Goal(s): 1,2	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 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"/> Other	Items Needed: Translated materials, certified translator/interpreter services	Effectiveness Measure: LEP parents and students receive the required information in their native text to the extent practicable. Effectiveness Results: LEP students and parents are provided with the necessary resources to be informed and active participants in their students education

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

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • Grade Level Scheduling Nights and parent information meetings March 2018. <ul style="list-style-type: none"> ○ Attendees: Parents/Guardians, Students, Administration, Counselors, Lead teachers, SPED department, CTE coordinator, ESL teacher. ○ Information covered: State required assessments, Diploma pathways, graduation requirements, course requirements, parent involvement. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><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"/> Other</p>	<p>Items Needed: Parent survey Printed Transcripts Scheduling cards</p>	<p>Effectiveness Measure: Scheduling changes</p> <hr/> <p>Effectiveness Results: Scheduling changes will decrease from 20% to 10% or less in first quarter.</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Parents of Special Education students are invited to attend the New LEAP Connect and Act 833 pathways parent workshop on November 2, 2017. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><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 checked="" type="checkbox"/> Other</p>	<p>Items Needed: Information Flyers Robo-call Parent Survey</p>	<p>Effectiveness Measure: Parent Survey determines whether parents increased knowledge of their child's special education program.</p> <hr/> <p>Effectiveness Results: Parents will become more informed and active participants in their child's education.</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Open House. <ul style="list-style-type: none"> ○ Attendees: PTSA officers, Parents/Guardians, Students, Administration, Counselors, Faculty. ○ Information Covered: State required assessments, Diploma pathways, attendance, discipline, course expectations, grading policies, parent involvement 	<p>Goal(s):</p> <p>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"/> Other 	<p>Items Needed:</p> <p>Attendance Sheets Information flyers Parent Survey</p>	<p>Effectiveness Measure:</p> <p>Attendance Sheets Parent Survey</p> <hr/> <p>Effectiveness Results:</p> <p>Increase in parent attendance from 15% to 30% or greater.</p>
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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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • Guaranteed Curriculum • Guidebooks <ul style="list-style-type: none"> ○ 9th grade 2nd 9 weeks ○ 10th grade 3rd 9 weeks • Social Studies teachers using Achieve 3000 • Mastery prep ACT remediation course • Gifted and Resource curriculum enhancements • Springboard Intensive Algebra I pilot • LEAP 2025 Assessment Guides • LEAP 2025 Writing Rubrics 	Goal(s): 1,2,3	Budgets used to support this activity: <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 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 checked="" type="checkbox"/> Other 	Items Needed: Textbooks Support Materials Teacher PD Assessment guide and Writing rubric print outs Student Assessment data	Effectiveness Measure: Student Assessment Data <hr/> Effectiveness Results: Students show growth in all subgroups on standardized assessments.
Use of Academic Assessments to Improve Instruction: <ul style="list-style-type: none"> • EOC/LEAP 360 • LEAP 2025 • Mastery Assessment • ACT • AP 	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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	Items Needed: Assessment data; Teacher PD and PLC Support materials	Effectiveness Measure: Student Assessment results

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<ul style="list-style-type: none"> • CLEP • Pre-ACT • Teacher Created Assessments 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results: Students show growth in all subgroups on assessments
Process for Determining Student Participation in School and Classroom Interventions: <ul style="list-style-type: none"> • Track failure rates quarterly to catch students who are falling behind. • Interim and quarterly Teacher/Parent contact logs to ensure teachers have initiated communication with parents to discuss students' progress in the class. • Evaluation of State Assessment data • ESL/LEP Academic Review • LEAP 360 diagnostic Data • Monitor progress reports for Achieve 3000 and Odysseyware • New Comers, Rosetta Stone, and Fast Forward interventions for ESL students • LEAP connectors • Mastery Assessments • RTI team meeting and evaluation 	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 checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed: Parent contact logs; Assessment Data; Progress reports/ academic reviews	Effectiveness Measure: Parent contact logs, Progress reports, Assessment data, Academic reviews Effectiveness Results: Students actively participate in school and classroom interventions.
Opportunities and Interventions for Students in Need: <ul style="list-style-type: none"> • Graduation coach • Career Coaches • Free after school tutoring • Inclusion Math courses • Para-Support Math courses 	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 	Items Needed:	Effectiveness Measure: At-risk student progress tracking reports Student grade reports Student Assessment results

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<ul style="list-style-type: none"> • T-9 Coach • Odysseyware • Achieve3000 • FastForward • Spring board intensive Algebra I pilot • Mastery Prep • Individual interventions by classroom teachers 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results: Students are provided opportunities for intervention as needed.</p>
<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"> • Odysseyware, Achieve 3000, and Fast-forward report monitoring to evaluate at risk student progress or lack thereof. • IEP review and tracking. • Consideration of Act 833 for SPED students who continue to struggle after receiving interventions. • SAT process: Teacher referral, Review teacher input and student data, assign student intervention to be tracked by assigned teacher, second meeting to review RTI data. • ESL/LEP Academic Review are completed by classroom teachers and reviewed to determine the reasons students are struggling. • Weekly student monitoring by RTI team via JPAMS . 	<p>Goal(s): 1,2,3</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 checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Printed Achieve, Odysseyware, and Fast Forward Reports. Printed IEP's. Academic Reviews. Monitoring sheets.</p>	<p>Effectiveness Measure: Student progress tracking reports Student grade reports Student Assessment results</p> <hr/> <p>Effectiveness Results: Continued support and intervention modifications provided for severely at-risk students</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • ESL students are scheduled in ESL classes according to their Level of language acquisition. New Comers Curriculum, Rosetta Stone, Fast Forward, Read Theory, and Achieve 3000 programs are used as interventions. • ESL students are scheduled in classes with Para support whenever possible to assist with providing 	<p>Goal(s): 1, 2</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 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"/> Other	<p>Items Needed: Copies of LA Connectors Teacher PD</p>	<p>Effectiveness Measure: LEP students Assessment Data LEP student academic reviews</p> <hr/> <p>Effectiveness Results: LEP student show adequate growth</p>

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<p>accommodations.</p>				
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • SPED/Gifted • ESL • Dual Enrollment(DE) • Career Tech • Advanced Placement(AP) 	<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 checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Student Enrollment, Assessment data</p> <hr/> <p>Effectiveness Results: Support programs provide collaborative support for students.</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Free after school tutoring Monday thru Friday • Career fair January 30th, 2018 • School transported students to Northshore College Career fair at Southeastern University on September 26, 2017 so students would have the opportunity to explore pathway opportunities • Operation Spark –Coding course to obtain credentials for TOPS Tech • Pro-start competition February 26,2018 • Extracurricular clubs, camps, and activities • Internships 	<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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Attendance logs Extracurricular rosters</p>	<p>Effectiveness Measure: Attendance logs</p> <hr/> <p>Effectiveness Results: Students are provided with many extended learning opportunities beyond the school day.</p>

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> 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 <u>25</u> 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): 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 type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: MHP meeting logs</p>	<p>Effectiveness Measure: MHO meeting logs</p> <hr/> <p>Effectiveness Results: Students who meet with MHP will show academic improvement</p>
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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"> PBIS program and celebrations: Students who have no discipline referrals, and who do not have excessive absences, get to attend PBIS celebrations periodically throughout the year where they get to play games and win donated prizes. Parent/Student Handbook agreement: Parents and students sign a form acknowledging that they have received and read the schools handbook including the rules and regulations for the school and parish. This handbook is also available to parents via the schools website. PTE/PTW/Project Believe-Students are sent to these programs for remediation aimed at preparing them to successfully re-enter the school setting. Transitions for incoming 9th graders: Freshman orientation where counselors and teachers meet with students and parents to go over rules and policies, tour the school, finalize scheduling, and go over expectations. Tutoring 	<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 checked="" type="checkbox"/> Other 	<p>Items Needed: Prize donations for PBIS celebrations. Attendance logs Parent/student agreement forms Copies of handbook for parents/students</p>	<p>Effectiveness Measure: JPAMS reports Data Analysis Attendance logs</p> <hr/> <p>Effectiveness Results: Decrease in student discipline issues and referrals</p>
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<p>support, Grade level teacher meetings to discuss remediation and accommodations that need to be implemented.</p> <ul style="list-style-type: none"> • Grade level meetings/assemblies: Held to discuss problem behaviors/issues on a larger scale and to review rules and regulations as needed. • Internships for seniors 				
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Freshman Scheduling nights, Schedule checks, and Freshman Orientation • Open house events • Graduation coach works with students to make sure they stay on track to successfully graduating high school and develop a plan for after high school. • Counselors work with students to plan and prepare for college. • ASFAB information meetings and testing. • Career fair January 30th, 2018 • College career Fair September 26, 2017 	<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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Attendance logs Parent surveys Informational flyer Postage</p>	<p>Effectiveness Measure: Attendance logs Parent surveys Student progress reports</p> <hr/> <p>Effectiveness Results: Multiple transition activities in place to support incoming and outgoing students.</p>
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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:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Building CFA's, Data Analysis • Deep Dive PD-District • Guide Book School level PD • SPED PD • LA Connectors/Act 833 	<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 	<p>Items Needed: Meeting logs Teacher surveys</p>	<p>Effectiveness Measure: Meeting logs Teacher Surveys</p>
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<ul style="list-style-type: none"> RTI team 		<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		Effectiveness Results: Teachers are given opportunities to collaborate and review data,
Other Professional Development: <ul style="list-style-type: none"> NCI Training Instruction best practices Technology enhanced instruction Classroom management Counselor workshops ESL teacher training /New Comers, Fast Forward Curriculum specialists come to work with teachers 	Goal(s): 1,2,3	Budgets used to support this activity: <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 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"/> Other	Items Needed: Meeting logs Teacher surveys	Effectiveness Measure: Meeting logs Teacher surveys Effectiveness Results: Teachers are provided with opportunities for Professional Development
Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: <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. Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year 	Goal(s): 1,2,3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Teacher evaluations, teacher SLT reporting Effectiveness Results: School will recruit and retain effective teachers.

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<p>Internships in our schools.</p> <ul style="list-style-type: none"> • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • 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. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Career Fair • Counselor Power Points for grade level meetings • Grade level Scheduling nights • Internships • School to work coordinator • Micro enterprise • Ag tech 	<p>Goal(s):</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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Informational brochures Robo-call reminders Attendance logs Parent/student surveys Postage</p>	<p>Effectiveness Measure:</p> <p>Attendance logs Parent/student surveys</p> <hr/> <p>Effectiveness Results:</p> <p>Students and parents are well informed of post-secondary education and workforce opportunities</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • Dual Enrollment(DE): English IV, Speech, Pre-Calculus, Calculus, Drafting, Carpentry, CAN • Advanced Placement(AP): US History, World History, English III, Chemistry. • College Level Evaluation Program (CLEP): Various subject 	<p>Goal(s):</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 	<p>Items Needed:</p> <p>Curriculum Support materials AP and CLEP Testing materials</p>	<p>Effectiveness Measure:</p> <p>Student enrollment in DE and AP classes. AP and CLEP Assessment data</p>

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areas.		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results: Students earn post-secondary credit
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee meets on the 3rd Thursday of each month during August-December to analyze data and review the previous SIP goals and to determine the effectiveness of the plan. The committee develops goals for the new SIP based on current weaknesses and challenges that the data reveals and that require interventions that will address student safety needs.
- The results of the assessment and developed SIP are presented to all stakeholders through PTSA meetings, WFSG and faculty meetings.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- At SIP committee meetings all available data is collected and analyzed, including but not limited to: Standardized assessment data, Teacher Created Assessment data, Student grade reports, Teacher reports/recommendations, Counselor reports/recommendations, Achieve 3000 reports, FastForward reports, and Student Discipline reports-Jpams.
- Upon analyzation of the data, SIP committee determines what changes/modifications/additions need to be made.
- SIP is evaluated and updated as needed at meetings to reflect decisions made by the committee.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- At SIP committee meetings all available data is collected and analyzed, including but not limited to: Standardized assessment data, Teacher Created Assessment data, Student grade reports, Teacher reports/recommendations, Counselor reports/recommendations, Achieve 3000 reports, FastForward reports, Student Discipline reports-Jpams.
- During data analysis, SIP committee members look for any changes and/or patterns.
- Results of the data analysis are presented to the teachers, along with suggested modifications at WFSG, Faculty meetings, and Content area meetings.
- Professional Developments will be provided as needed for modifications/implementations.
- SIP committee will continue to gather data and monitor progress of changes between meetings.

Describe how results of this assessment are reported to the school's stakeholders:

- The results of the assessment and developed SIP are presented to all stakeholders through SIP meeting, PTSA meetings, WFSG and faculty meetings.