2017-2018
SCHOOL IMPROVEMENT PLAN

Pine View Middle

St. Tammany Parish Public Schools

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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

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

STRENGTHS	WEAKNESSES
For the 2013-2014 year, the CRT Assessment Index increased 5.7 points, from 82.6 to 88.3.	For the 2016-2017 year, the CRT Assessment Index dropped 14.9 points from 88.3 to 73.4 within the last 4 years.
Progress points have helped improve school SPS index over the last 3 years from 2013-2014 to 2015-2016. Improvement in 6th grade with a decline in suspensions. 5th grade math due to a two year increase - 8% from 2013 to 2014 and 0.7% from 2015 to 2016. 5th grade science increasing 10.7% 2015-2016.	4th and 6th - decrease in all subject areas from 2015-2016 to 2016-2017. The number of suspensions in 4th grade have increased from 1.6% from 2014-2015 and from 0.7% from 2015-2016. The number of suspensions in 5th grade have increased from 3% 2014-2015 1.2% 2015-2016.
Consistently over the past 3 years 4th grade had a higher index scores in all subjects - 5th with a difference of 4.4% and 6th grade with a difference of 9.8% in 2017.	From 2012-2016 5th grade had the lowest index scores. From 2016-2017 6th grade also had low index scores (except in Social Studies which was lowest in 5th).
Potential subject area strength in ELA for all grade levels. The highest sub-claims in ELA were: 4th Vocabulary at 72% proficient, 5th Vocabulary at 70% proficient, and 6th Literary Text at 71% proficient.	Social studies has been consistently low in all grade levels between 2012-2017. Also Written Expression was the lowest ELA sub-claim for all grades.
The White subgroup has shown consistently high scores for ELA and Math for 2 consecutive years.	The Students with Disabilities subgroup has been the lowest performing subgroup in Math for 3 consecutive years. The LEP subgroup has been the lowest performing subgroup in ELA for 2 of the past 3 years.
There are inconsistencies in subgroup performance from 2012-2017 and with no improvement in any for two years or more.	All subgroups declined in 16-17 in both ELA and Math. The Whole School, Black, White, ED, and SWD subgroups have declined for 3 consecutive years.
The Black subgroup has decreased their ELA achievement gap for the past 4 consecutive years by 6.2%. The Black subgroup has also decreased their Math achievement gap for 3 of the past 4 years by 9.7%.	The Students with Disabilities subgroup has had an increasing ELA achievement gap for three consecutive years, increasing by 10.3%.
ELA is a potential subgroup subject area strength. The Whole School, Black, White, and ED subgroups have had higher ELA percent proficiency scores for the past five years, and the SWD subgroup has had higher ELA scores for the past 3 years.	Math is a potential subgroup subject area weakness. As only the Hispanic and LEP subgroups have performed higher in Math percent proficiency compared to ELA over the past five years.

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 **S**pecific, **M**easurable, **A**chievable, **R**esults-focused, and **T**ime-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From Spring 2017 to Spring 2018 students in grades 4-6 will increase their ELA Assessment Index score by at least 15 points, 4th – 99.1 to 114.1 , 5th – 84.7 to 99.7, 6th – 82.1 to 97.1.

2. From Spring 2017 to Spring 2018 each cohort of students in grades 4-6 will increase the percentage of students achieving Mastery or Above by 25% in Social Studies on LEAP. 4th – 18% to 43%, 5th - 20% to 45%, 6th - 22% to 47%

3. From Spring 2017 to Spring 2018 students in grades 4-6 will increase their Math Assessment Index score by at least 20 points, 4th – 92.8 to 112.8, 5th – 78.5 to 98.5, 6th – 74.1 to 94.1.

4. From Spring 2017 to Spring 2018 the subgroup of students with disabilities for Whole School will increase their Assessment Index score by at least 24.2 points from a 25.8 to a 50.0 on LEAP.

5. The Out of School Suspension Rate for all grades (4-6) will decrease by at least 5% (from 13.84 to 8.84%) in 2017-2018.

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
Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates): • **Design:** Parents will be involved in the design of the parent plan through attendance at the Parent Involvement Committee meetings in: November 2017 (review/design) and April 2018 (review/revision). There are three parents on this committee. Parent suggestions and recommendations from "Ticket out the door" are used to improve future events. Participants are able to give feedback regarding SIP and events at PTA meetings and through PFE event surveys. • **Implementation:** Parents assist in the implementation of the plan through attendance of family event planning meetings and working at the events. At these events targeted curriculum skills and strategies are taught to the parents by certified, subject-specific, grade-level teachers. Parents help implement the Title I Plan by volunteering at the school and through the PTA. Home/School newsletters are sent home to educate parents on how to help their student reach targeted school-wide Math and ELA goals. • **Evaluation:** Parents are invited to provide feedback on all school programs, including Title I programs, throughout	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Paper for: Agendas, • Sign-in sheets, and • Meeting minutes • Writing Utensils: pens and highlighters	**Effectiveness Measure:** LEAP Scores and JPAMS Discipline data Spring 2018 Parent Survey Exit tickets **Effectiveness Results:**

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 programs, including Title I. "Ticket out the door", Title I surveys, provide feedback from stakeholders. Results are shared one week after the event and through robo-calls and on the school website.				
Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: • **PBIS:** Monthly meetings are held to discuss school wide discipline goals, positive reinforcements, and community involvement. • **PTA Board Meetings:** Monthly meetings are held to discuss programs which will bring the community, school, and families together to help every student achieve their potential. • **SAT Meetings:** Weekly collaboration meetings are held to discuss academic concerns, suggest possible interventions and monitoring student performance which help determines if additional academic and/or behavior support is needed. • **Teacher Parent Conferences:** (on-going) provides an opportunity to discuss individual student progress and potential needs with parents to help support a successful academic year for the student. • **IEP Meetings:** Meetings are held, when appropriate, to discuss academic progress, accommodations, instructional minutes, and parental concerns of the special needs students. Parent input, questions, and concerns are encouraged throughout the meeting. • **Parent Involvement: Policy/compact: Planning:** April 2018-Parents and stakeholders are invited to the spring meeting, when this document is reviewed and updated. Results of school-wide activities and goals are discussed and revised as needed.	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • colored paper • ink • school compact	**Effectiveness Measure:** LEAP Scores and JPAMS Discipline data Spring 2018 Parent Survey **Effectiveness Results:**

- **PI Plan:** Meetings are scheduled for November 2017 and April 2018. Review of event surveys already held will be used to help plan/improve future events.
- **School Improvement Plan:** Meetings scheduled beginning of the year, mid-year, and at end of the year are to review the SIP and the PFE plans.
- **Data Analysis Review:** August 2017 presentation to parents and community members. The draft of the SIP is reviewed by parents prior to submission to supervisors. A review and approval of the SIP draft presented in November 2017 to faculty and staff.

Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: Parents will receive timely information through: - **Title I evaluation**: 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. - **Open House**: (held annually at the beginning of school year) provides an opportunity to discuss grade-level curriculum expectations with parents for the upcoming school year. - **Parent-Teacher Conferences**: (on-going) provides an opportunity to discuss individual student progress and potential needs with parents to help support a successful academic year for the student. - **School Website**: updated information is provided regarding events. Easy access to student progress center, school board website, teacher webpages are provided. A Title I DVD link is also provided on the website. - **Home Communication Folders**: used to inform parents of student's progress within grade-level curriculum, convey	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** - Agendas - Communication folders - Parent Conference Forms - Graphic Arts - Paper for fliers	**Effectiveness Measure:** Parental Surveys Spring 2018 Parent Survey **Effectiveness Results:**

home assignments used to enhance academic progress, notification of school improvement plans regarding academic achievement.

- **Teacher Webpage/Weekly Newsletters**: Information is provided about classroom curriculum and important dates.
- **ROBO calls**: Used to communicate important school events.
- **School Marquee**: updated information is provided regarding upcoming events, school achievements
- **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 Parent/Family Engagement and interest in the education of their children.

LA Act 436 Requirements: - In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** - Copy paper - Printer ink - toner	**Effectiveness Measure:** Exit Tickets Spring 2018 Parent Survey **Effectiveness Results:**
Translation Services: - Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, **to the extent practicable.** *(Title VI of the Civil Rights Act of 1964)*	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4	**Items Needed:** - Paper for written communication	**Effectiveness Measure:** Exit Tickets Spring 2018 Parent Survey

• 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.		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:**

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.

| **Parent Family Engagement Activity 1:**

Meet and Greet/ Open House (August 2017)

• Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures. PTO will recruit parent volunteers for the year. | **Goal(s):**
#1-5 | **Budgets** used to support this activity:
☒Title I
☒GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐Other | **Items Needed:**
• Colored paper
• Printer ink
• Postage
• envelopes | **Effectiveness Measure:**
Exit Tickets
Spring 2018 Parent Survey

Effectiveness Results: |

| Parent Family Engagement Activity 2:

Parent Conference Night (September 2017)

• Parents will meet with the classroom teachers at least once per year to discuss their child and set academic goals for the school year. Each teacher will communicate the progress of the student and share strategies that may be helpful for the student to achieve their academic goals. Instructional brochure will be given which will provide academic websites, study habit skills, and curriculum practice that will promote school success. | **Goal(s):**
#1-5 | **Budgets** used to support this activity:
☒Title I
☐GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐Other | **Items Needed:**
• Color copy paper
• Printer ink | **Effectiveness Measure:**
Exit Ticket
Spring 2018 Parent Survey

Effectiveness Results: |
| Parent Family Engagement Activity 3:

Desktops for Desserts (February 2017)

• Parents of intervention group students visit computer lab where their child is provided ELA and Math intervention. Students lead interactive lesson with parent. Teachers model accessing for support with state academic standards and assessments. | **Goal(s):**
#1-5 | **Budgets** used to support this activity:
☒Title I
☒GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐Other | **Items Needed:**
• Color copy paper
• Printer ink
• Postage
• Envelopes | **Effectiveness Measure:**
Exit Ticket
Spring 2018 Parent Survey

Effectiveness Results: |

3. SCHOOLWIDE PLAN STRATEGIES

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

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*

- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*

- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*

- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

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: • **Guaranteed Curriculum-** These lessons, developed by STPSB, provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. • **Guidebooks 2.0-** Classroom ELA lessons designed in partnership with the Louisiana Department of Education to provide daily lessons, assessments, and texts which promote higher-level thinking and writing skills. ELA Guidebook Units are being implemented in 4th, 5th, and 6th during the second quarter. • **LEAP Connect-** provides developmentally-appropriate benchmarks for students with disabilities who are on the path to meeting the expectations of the Louisiana Student Standards. • **Social Studies-** Document Based Questioning Project is a blend of educational best practices and content-specific questions that helps develop high-level critical thinking skills in social studies for all students.	Goal(s): #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Binders/ dividers • Chart paper • Highlighters • Post-Its • Dry Erase markers • Copy paper • Laminating film • DBQ Project (on-line program) • CSR teacher stipends	**Effectiveness Measure:** Attainment of goals Walk-throughs Administrative observations Evaluation of programs handout **Effectiveness Results:**

Math Models- Math models will be used in classroom instruction to help increase higher-level thinking and reasoning skills. **Certified Tutor-** one tutor will provide instruction to students who are within ten points of achieving Basic on state testing this comping spring. Fourth and Fifth Tutoring will occur for 45 minutes, Monday-Friday. **Classroom Size Reduction Teachers:** **Susan Denniss**- Title I 5th grade Teacher self-contained teacher that will lower the pupil/teacher ratio. This will allow students greater interaction with their teacher, as well as increased differentiation of instruction resulting in increased academic achievement. With the additional teacher, class size is reduced from 30 to 25. **Heidi Hages-** Title I 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 ELA academic achievement. With the additional teacher, class size is reduced from 26 to 23. **Instructional Aides-** **Mitzi Quave**- Title 1 ELA Computer Lab Para This lab services 136 students on Achieve3000. These students scored Approaching Basic, are currently in the SAT process, or are SPED students scoring above the 150 lexile level. Other students are assigned programs such as Moby Max ELA and Typing Agent. **Tammy Provost-** Title 1 Math Computer Lab Para - Provides small group and individual RTI in the computer lab setting. These students scored Approaching Basic, are currently in the SAT process, or are SPED students with a deficit in Math. Other students are assigned programs such as Moby Max Math and Reflex Math.				

Use of Academic Assessments to Improve Instruction:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
SLT (Student Learning Target): Student Learning targets are detailed measureable ELA and Math goals for students in grades 4-6 which guides instruction throughout the academic school year. **Pre and post Unit test:** Grades 4-6 are given a pre-test in both ELA and Math prior to unit instruction to determine prior knowledge of students. A post-test in both ELA and Math is given after completion of a unit of study to determine academic growth of students. **Common weekly assessments:** Grades 4-6 are various means of formal and informal ELA and Math assessments to measure student performance meeting criteria for content curriculum within a given time-frame. **Achieve 3000:** Grades 4-6 on-line reading assessment for ELA and Social Studies, that delivers daily differentiated instruction for non-fiction reading and writing that is tailored to each student's Lexile reading level. **LEAP 360:** Students in grades 4-6 take a diagnostic assessment for ELA and Math which focuses on preparation for state standardized testing. **CBA:** Grades 4-6 special education students are assessed at the beginning of the year to determine academic levels in ELA and Math and needs for intervention. Students are assessed again mid-year and end of year to determine academic growth and needs for intervention. **LEAP 2025-** Statewide standardized testing in all core subjects is taken by students in grades 4-6. Test results are obtained in the summer and used to drive instruction in the following academic school year.	#1-5	☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	- Copy paper - Graphic arts - Printer ink - toner	- Attainment of goals - Review of assessment data in PLCs - Evaluation of programs handout **Effectiveness Results:**

Process for Determining Student Participation in School and Classroom Interventions:	Goal(s): #1-5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Items Needed: • Copy paper • Ink • Highlighters • Folders	Effectiveness Measure: • LEAP Scaled Score Chart • Growth Points Data • JPAMS Grade Data (Students with a D or F average)
Data is reviewed by the Teacher Assistance Team (TAT) which includes administration, grade-level chairpersons, counselor, RHT and SPED coordinator. • Review Possible failure reports • Review LEAP scores • Review benchmark assessment scores • Review SLT (Student Learning Target) Data • Review MHP (Mental Health Provider) Reports • Review Cum Folders • Review Student Profile sheets An action plan is developed by the team after all data is reviewed and interventions are put into place by the classroom teacher. A specified time-frame is given for the classroom teacher to collect data. Teacher Assistance Team, IEP facilitator, and Behavior Interventionist reconvenes to review intervention data and determine its effectiveness.				**Effectiveness Results:**
Opportunities and Interventions for Students in Need: **Moby Max**- non-sped students and selected SAT who scored Basic, Approaching Basic or Unsatisfactory on the 2016-2017 State Assessment in Social Studies, Science, Math, and ELA. Students are progressed monitored within the program. Students attend computer lab 2xs a week. **Reflex Math**- students with a deficit in math as determined by report card grades are assigned to Reflex Math. Students are progressed monitor by their math teacher. **My Reading Coach**- Students who are 3 grade levels below in reading are selected. Instructional aides and Special Education teachers monitor these students by using My Reading Coach reports. ***After-School Tutoring ELA:*** Certified teacher-tutors will provide ELA tutoring to small groups of students. Regular Ed. students will be selected by unsatisfactory and approaching basic state	Goal(s): #1-5	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Items Needed: • Graphic arts • Copy paper • Printer ink • Toner • Moby Max • Achieve 3000 • Reflex Math • My Reading Coach	Effectiveness Measure: LEAP Scores **Effectiveness Results:** Leap Scores Student Performance reports for: Moby Max Reflex Math My Reading Coach Achieve 3000

assessment scores in ELA. Students are progressed monitored by a pre/post-test and it will be evaluated by pre/post-test.

SRA for SPED Students:
1. Students are identified by their deficit in reading which is determined by RAPS
2. Students participate a minimum of 3 times a week for 20 minutes each session
3. Students are progress monitored by the teacher or para providing the intervention using SRA tracking tests
4. SRA is evaluated by **special education teachers** to determine effectiveness

Achieve 3000: students are identified as at risk, teacher recommendations, and tests scores. Students are expected to use the program 3 times a week scoring a minimum 75% proficiency in each activity. Progress will be monitored by Achieve3000 student performance reports. Intervention is monitored by ELA and Social Studies teachers.

Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • **SAT** (Student Assistance Team) will perform a complete evaluation of students experiencing continued difficulty academically and/or behaviorally. The SAT committee consists of counselor (chairperson), administrator, Pupil Appraisal, speech therapist, reg. ed. teacher, and parent. • **MHP:** Students will be selected through a referral process using " Possible Failure Reports", "Discipline Frequency Reports", "Request for Assistance Forms" and TAT referrals. Students will work with the MHP for varying amounts of time depending on need. The targeted student will decrease number of major discipline referrals and maintain or improve grades in the classroom from the 1st to the 4th nine weeks. MHP outcome data sheet (Math and ELA grades/referrals) and	**Goal(s):** #1-4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Substitute stipend (SAT Meetings) • Copy paper • Printer ink • Graphic arts • MHP salary and benefits • Monthly/quarterly reward items • Folders • Toner	**Effectiveness Measure:** • Attainment of goals • Evaluation Program Handout • MHP Effectiveness Chart **Effectiveness Results:**

JPAMs will be used to determine quarterly progress. The Title 1 committee will progress monitor data collection at midyear (January 2017.). The "Evaluation of Programs" data sheet will be used to measure student success for academic year.				
Comprehensive and Coherent Approach to Meet Needs of LEP Students: • 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. • Full time LEP (Limited English Proficiency) Teacher pulls grade level small groups for 45 mins daily. • LEP (Limited English Proficiency) students will participate in Fast Forward 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.	**Goal(s):** #1-4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Renewal of Fast Forward Program	**Effectiveness Measure:** LEP Subgroup Data Students are progressed monitored by quarterly assessments and progress reports along with teacher feedback. **Effectiveness Results:**
Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning: • Inclusion for 4th, 5th, and 6th grade for Math and ELA. Special Education Teachers support students in the classroom, collaborate with general education teacher on specific student needs. • PLC (Professional Learning Community) Teachers will meet once a week where they will analyze data to identify ELA and Math. Once the need is identified, teachers will implement Researched Based Strategies to address the needs. Teachers will bring student work to PLC's to analyze and track data to see if the strategy is working or needs to be tweaked.	**Goal(s):** #1-4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Copier paper • Toner • Dry erase markers • Highlighters • Tape • Chart paper • Pens • Laminate film • Two instructional aides salaries and benefits	**Effectiveness Measure:** Attainment of goals Evaluation of Programs handout **Effectiveness Results:**

Extended Learning Opportunities (within and beyond the school day and the school year):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Science Saturday: **1.** Students were selected by teacher recommendation will participate in STEM activities for 2 hours, one Saturday per month for a total of 7 sessions. 2. 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 for each session. 3.This will be evaluated by monitoring and analyzing Pre/Post test data and student attendance 4. Classroom Teachers will be expected to recommend potential students who qualify to participate. Also, they will make lesson recommendations based on current classroom curriculum 5. Facilitating teachers will need to compile STEM lessons for curriculum, create and analysis pre/posttests, determine effectiveness of program, and use that data to drive future instruction. *After-School Tutoring ELA:* Certified teacher-tutors will provide ELA tutoring to small groups of students. Regular Ed. students will be selected by unsatisfactory and approaching basic state assessment scores in ELA. Students are progressed monitored by a pre/post-test and it will be evaluated by pre/post-test. **21st Century:** After school program that provides homework help and enrichment. Open to all students, acceptance is based on a first come first serve basis.	#1-4	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	• Saturday teacher stipends • Activity consumables for experiments • After-school tutor stipends • Achieve 3000	Attainment of goals Evaluation of Programs handout **Effectiveness Results:**

Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:				
Mental Health Provider Services: • 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 **17** 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.	**Goal(s):** #5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • MHP salary and benefits	**Effectiveness Measure:** MHP Effectiveness Chart **Effectiveness Results:**
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: • PBIS (Positive Behavior Intervention Support) committee meets monthly. A school PBIS 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 PBIS committee members. The Assistant Principal is the administrator assigned to facilitate this committee. • The PBIS 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. • PBIS or other Social Curriculum variations of the "morning meeting" are used by some Special Education classrooms. • Check-In/Out and individual Behavior Intervention Plans provide support for students in need of behavioral RTI.	**Goal(s):** #5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Folders • Copy paper • Toner • Laminate film • Binders • Monthly/quarterly reward items	**Effectiveness Measure:** • Attainment of goals- academic and discipline • Evaluation of Programs handout • JPAMS reports • Percentage of suspensions/expulsions **Effectiveness Results:**

• Signage around the campus and modeling of student expectations is reinforced by faculty and staff of the school. • A PBIS Binder is kept to monitor and document PBIS initiatives.			

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: **Incoming Students:** **Activity 1-** Incoming students: Feeder schools Open House for 2018 3rd graders who will be our incoming 4th graders. This event will take place in May 2018. 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 2018. **Activity 3-** Special Education teachers from feeder schools will be invited to meet to collaborate on appropriate student placement and needs of transitioning. **Outgoing Students:** **Activity 1-** All 6th grade students and parents are invited to a meeting where they 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 2018. **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.	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Printing of student handbooks to distribute to incoming 4th grade students • Folders • Color paper	**Effectiveness Measure:** Completion of activities Self-reflection of activities **Effectiveness Results:**

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

Professional Learning Communities (PLCs):
• Teachers will meet once a week for 45 mins by grade level/subject area where they will analyze data to identify needs. 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 determine if the strategy is working or needs to be tweaked.
• Instructional Coach:
   ❖ Deborah Coronado - ELA
• Curriculum Specialist help facilitate PLC group discussions:
   ❖ Math – Cynthia Benefiel
   ❖ ELA – Missy Moore
   ❖ Social Studies – Justin Burkhardt
	Goal(s):
	#1-4
		Budgets used to support this activity:
		☒Title I
		☒GFF
		☐Title II
		☐LA4
		☐IDEA
		☒Title III
		☐Title IV
		☐Perkins
		☐JAG
		☐Bond Money
		☐Other
			Items Needed:
			• Copy paper
			• Toner
			• Dry erase markers
			• Highlighters
			• Tape
			• Chart paper
			• Pens
			• Binders
			• Laminate film
				Effectiveness Measure:
				Attainment of goals
				
				Effectiveness Results:

Other Professional Development: • 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: Presentations regarding classroom management, Kagan strategies, Summer Institute, Promethean Board Interactive Lessons, Effective Strategies for Struggling Learners, • Design Team focus: Social Studies, ELA, and Science • Monthly Grade Level Meetings: to discuss guidebooks, FBAs/BIPs, instructional strategies, PBIS monthly goals, guaranteed curriculum	**Goal(s):** #1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** • Paper • Ink • Highlighters • Post-It notes • Toner	**Effectiveness Measure:** Attainment of Goals **Effectiveness Results:**

	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Summer Teacher Data Retreat: Focus is to examine spring standardized test results, dissemination of student profile sheets and discipline trends from previous school year. • Classroom Management Secondary Behavior Intervention PD • Social Skills: Behavior Task Force initiatives • Science PD: Science teachers • New Teacher Mentors: veteran teachers with ten plus years of experience serve as mentor teachers to teachers new to school or grade-level. RHT meets monthly with new faculty during their first year. • Learning Walks across grade levels: A brief classroom visit made by administration, RHT, and instructional coach that focuses on the constructive academic feedback aimed at improving teacher's instructional techniques and classroom management. Instructional feedback is given to classroom teachers to allow reflection on student participation and teaching strategies. • Instructional Coach: provides model lessons, teaching strategies and guidance through the guaranteed curriculum.				
Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website.	Goal(s):	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III	Items Needed: N/A	Effectiveness Measure: Attainment of goals

• 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 Internships in our schools. • 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.		☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:**

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

| Career and Technical Education Programs:
• N/A | Goal(s): | Budgets used to support this activity:
☐Title I
☐GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐Other | Items Needed:
N/A | Effectiveness Measure:

Effectiveness Results: |

Coursework to Earn Post-Secondary Credit: • N/A	Goal(s):	Budgets used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Items Needed: N/A	Effectiveness Measure: Effectiveness Results:
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 School Improvement Plan (SIP) Committee meets at the beginning of the school year, mid-year and at the end of the year. Effectiveness is determined by parent/family surveys, attainment of goals, Spring LEAP scores, Spring 2018 parent surveys, JPAMS discipline data, learning walk-throughs, administrative observations, evaluation of programs handout, review of assessment data, MHP reports, and outcome measurement chart.

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:
- The school's performance on standardized tests will be analyzed by the administration team, led by Principal, Stacie Trepagnier, when scores are received. They are disseminated and analyzed with teachers at PLC meetings.
- Programs report data is reviewed monthly by SIP committee to determine effectiveness and adjustments are made as needed.
- Classroom data will be reviewed and discussed during PLC meetings weekly to determine effectiveness of strategies in place. Adjustments are made when found to be necessary.

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:
- Scores are also analyzed when developing the School Improvement Plan. Data analysis results will determine the academic needs and programs provided by the school.

Describe how results of this assessment are reported to the school's stakeholders:
- The SIP committee is comprised of ten members. Stakeholders review scores during the first SIP meeting held at the beginning of the school year. Results are also reviewed with school community during Meet and Greet at the onset of the school year.