

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Pitcher Junior High



St. Tammany Parish Public Schools

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

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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
Accumulated 9th Grade Credit Index has been the highest score with a 10.5 point increase over the past 5 years.	The CRT Assessment Index dropped 6.5 points for the current year and 6.9 points over a 5 year span.
The Accumulated 9th Grade Credit Index has improved by 9.5 points over the past five years. 7th grade ELA Index has increased by 10.8 points since 14-15; and 7th Math Index has steadily improved by 5.9 points since 14-15. Also, in 16-17 Algebra I index declined by 32.6 points.	The SPS trend for the whole school has declined by 14 points over the past five years. The CRT Assessment Index data has declined by 6.9 points over the past five years. The CRT index trend in 8th grade Math has consistently declined since 13-14 by 21.2 points overall.
7th grade is a potential grade level strength with higher index scores in all subject areas compared to 8th for 4 of the past 5 years. The ELA subclaim strength in 16-17 was Vocabulary with 52% scoring strong. In the Math the strength is in the subclaim of Additional and Supporting Content with 29% scoring strong.	8th grade potential weakness is in ELA in the subclaim of Written Expression and Knowledge and Use of Language Conventions. The subclaim in ELA had 61% scoring in the Weak range. 8th grade Math subclaim of Expressing Mathematical reasoning was 71% in the Weak range.
ELA has an index score of 82.1 for 7th grade and 70.3 for 8th grade indicating a potential strength in this subject area.	Math has index score of 67.2 in 7th grade and 49.2 in 8th grade indicating a potential weakness in this subject area.
The White subgroup has had the highest percent proficiency in ELA and Math over the past four years compared to all other subgroups. Trend data indicates White subgroup with the highest % proficient with 67.8% proficiency in Math and 77.4% proficiency in ELA.	Trend data indicates that SWD performed lowest in % proficient with only 14% scoring proficient in Math and 22% proficient in ELA in 16-17. Overall the SWD subgroup has the lower proficiency scores in both ELA and Math over the years compared to other subgroups.
The Black and Hispanic subgroups are potential strengths with a growth in Black Math proficiency of 8.7% and a growth in Hispanic Math proficiency of 16% over the past two years.	All subgroups have declined over the past 4-5 years with the largest declines taking place in the following: Black ELA declined by 12.3%, Hispanic ELA by 29.1%, SWD ELA by 10.4%, Whole School Math by 16.1%, White Math by 17%, ED Math by 18.8%, and SWD Math by 37.4%.
Since 14-15, the ELA achievement gap has declined for Whole School by 11.5% and for Hispanic by 24.5%. Also since 14-15, the Math achievement gap has declined for Whole School by 11.8%, Black by 11.8%, Hispanic by 22.4%, ED by 7.6%, and SWD by 5.6%. However, the highest performing subgroup, the White subgroup, has declined in percent proficiency in ELA and Math since 13-14.	ELA subgroup data shows an increase in the achievement gap for Black for 8.5%, ED for 7.8% and SWD for 4.2% in 16-17.

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For the past 3 years, ELA has been the highest performing subject area in all subgroups.	For the past 3 years, Math has been the lowest performing subject in all subgroups.
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	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018 performance on LEAP, the 8th grade ELA Writing Expressions Subclaims, Written Expression and Knowledge and Use of Language Conventions, will increase the percent of students scoring Moderate or above by 26%.</p> <ul style="list-style-type: none"> • 8th grade- 49% to 75% 	
<p>2. From Spring 2017 to Spring 2018 performance on LEAP, each cohort of students in grades 7th and 8th will increase the percent of students index performance in Math by 10%.</p> <ul style="list-style-type: none"> • 7th grade- 67.2%- 73.9% • 8th grade- 49.2% - 54% 	
<p>3. From Spring 2017- Spring 2018 LEAP subgroup performance in Students with Disabilities will increase the assessment index to 50 or above.</p> <ul style="list-style-type: none"> • SWD- 32.9 – 50 • Black – 53.3 - 60 	
<p>4. The Out of School Suspension Rate for grades 7-8 will decrease from 20.1% to 5% in 2017-2018</p>	
<p>5.</p>	

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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"> • Administration distributes via email and school website a monthly activity calendar to inform parents and students of school/ community events. • Communication tools including teacher websites, student agendas, and email are available to students and parents. • Invite families and students to attend the quarterly Honor Roll Breakfast honoring students who meet the requirements for honor roll set by the district. • PTA quarterly meetings are posted on the monthly activity calendar distributed via email and school website. The meetings are open to all family members and students. • Parents are invited to PBIS quarterly meetings as posted on the monthly activity calendar distributed via email and school website. • Parents are encouraged to volunteer in the front office, athletics concessions, and special activities by contacting the front office. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Breakfast Refreshments Decorations Reward Recognitions Office supplies Postage Student Agendas Technology 	<p>Effectiveness Measure:</p> <p>Ticket out of Door Meeting Minutes</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • PTA will meet with administration quarterly to discuss SIP goals and outcomes. • Parents collaborate with IEP team members to develop the student’s individualized education plan, (IEP). • Parent collaborates with Student Assistance Team, (SAT), team members to develop interventions to meet academic, behavioral, and social needs of their child. • Parent collaborates with 504 team members to develop interventions to assist students who qualify for 504 students. • Parent input on student scheduling. Parents have the opportunity to discuss the course of study with their child. • Parents of LEAP connect students will help determine whether or not their child will pursue a diploma or certificate of achievement. • Teachers will hold parent conferences to monitor the academic progress of students. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Office Supplies Postage</p>	<p>Effectiveness Measure: SAT Agenda JPAMs – grade report Conference notes</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • School website communicates the activity calendar, athletic events, PBIS news, lunch menu, and current headlines • Student schedules are distributed at the annual Meet and Greet prior to school starting • Parent/ Teacher Conferences are available by contacting the school office or teacher • Students and parents have access to JPAMS, the grade reporting system available through the school website 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Technology Office Supplies Refreshments</p>	<p>Effectiveness Measure: Parent conference communication log</p> <hr/> <p>Effectiveness Results:</p>

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<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 meetings. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input 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 checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Office Supplies Refreshments Technology</p>	<p>Effectiveness Measure: Attendance Meeting minutes</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicates 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. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Office supplies Technology</p>	<p>Effectiveness Measure: Documentation of translation requests</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local</p>				

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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"> Annual Panther Prowl/ Fall Family Festival brings community members and families together to participate in numerous activities including a 1-mile fun run. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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>Items Needed: Office supplies Equipment rental Rewards Concessions Postage</p>	<p>Effectiveness Measure: Attendance Race Registration Funds raised</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Academic showcase in the winter provides parents an opportunity to explore core curriculum activities through student modeling and displays. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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>Items Needed: Curriculum enhancement supplies Decorations Dinner/concessions Office supplies Invitations Postage</p>	<p>Effectiveness Measure: Attendance Funds raised Student participation</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Parent Night focusing on safe use of technology and the pros and cons of social media. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Technology Guest Speaker Refreshments</p>	<p>Effectiveness Measure: Anticipatory Questionnaire Reaction Questionnaire</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
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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
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum- District created curriculum developed to meet Louisiana state standards, that is scaffold to meet all learners’ needs. ● Guidebooks 2.0- ELA curriculum through the Louisiana Department of Education focuses on increased rigor in ELA 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Internet access Technology Office supplies Textbooks Enrichment needs</p>	<p>Effectiveness Measure: Leap scores SLT assessments Lexile growth Student progress</p>

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<p>instruction. Guidebook 2.0 replaces one unit during the second quarter of the Guaranteed Curriculum in both 7th and 8th grade ELA classes.</p> <ul style="list-style-type: none"> • Math department has a (CSR) Classroom Size Reduction Teacher to decrease the student to teacher ratio in an effort to increase student performance. • Achieve 3000- Reading comprehension program utilized by all students through social studies and targeted students (SpEd, LEP, SAT, 504) through ELA. • Tutoring is available during and after school • High School Credit Courses 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	Interventions CSR Teacher Refreshments	Effectiveness Results:
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP assessment used to determine placement, interventions, and enrichments. • LAA1 assessment used to develop plans for individual growth/needs. • SLT assessments are used to measure student progress towards goals. • Unit assessments are goal based and used to drive instruction and design lessons to meet the needs of the students. • Teachers use collective data to design lessons that are aligned with the state standards and meet the individual student's needs. 	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 <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: Office Supplies	Effectiveness Measure: Attainment of Goals, LEAP scores, Review of assessment data in PLCs, review of progress on readiness, interim, and mastery assessments through PLC <hr/> Effectiveness Results:
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Based on data analysis, students who are non-proficient are targeted for intervention programs. • Based on subgroup data, SPED, 504, SAT, and LEP students are provided strategic interventions. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Office Supplies Interventions Technology	Effectiveness Measure: Evaluation of Goals, LEAP scores, review of progress on readiness, interim, and mastery assessments through PLC

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<ul style="list-style-type: none"> Teachers progress monitor students to ensure interventions/lessons are addressing students' needs 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Resources classes for Students with Disabilities who need more support than the regular classroom. Managed Alternatives to Education (MAE)classes provide support for students with emotional and behavioral challenges. Reduced Number Class (RNC) is provided for atypical behaviors and needs. Moderate and Severe/ Profound classes are provided for students meeting the needs of LEAP Connect. Students with Limited English Proficiency are provided support through the ESL teacher. All students are offered to attend weekly after school tutoring for additional assistance outside the classroom. Qualifying students, Kids in Transition, are offered weekly tutoring in the core content areas. Targeted students are assigned support electives:, such as additional math, reading, and/or study skills. Students who participate in LEP, SPED, 504, or SAT utilize ACHIEVE3000 interventions in ELA and Social Studies classes. Based on LEAP data, math teachers utilize Reflex Math and GIMOZS as an intervention for targeted students. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Reflex Math Gizmos Achieve 3000 Computers</p>	<p>Effectiveness Measure: Program evaluation, LEAP scores, Pre/Post intervention data</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • Parent conferences are available at parent or teacher request. • SAT, Student Assistance Team, meets weekly to discuss students who are at risk and plan for interventions. The SAT Team includes the parent, student, counselor, pupil appraisal representative, 504 coordinator and administration. • During PLC, teachers review students' quarterly progress to identify possible failures and needs for further interventions. • Teachers continuously monitor intervention data. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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: Office supplies Interventions</p>	<p>Effectiveness Measure: SAT documentation Student data</p> <hr/> <p>Effectiveness Results:</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. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Translation material Office Supplies Technology</p>	<p>Effectiveness Measure: Assessment data</p> <hr/> <p>Effectiveness Results:</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"> • Special education instruction is available through MAE, Mild Moderate, Severe Profound, RNC, and Resource classes for students who meet the classification based on Bulletin 1508. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Office Supplies Intervention programs Enrichment materials</p>	<p>Effectiveness Measure: SPED subgroup data</p>

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<ul style="list-style-type: none"> • Gifted and talented instruction is available for students who meet the classification through special education. 		<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		Effectiveness Results:
Extended Learning Opportunities (within and beyond the school day and the school year): <ul style="list-style-type: none"> • Enrichment programs are available for robotics and after school art. • Weekly after school tutoring is available for all students. • Extended school year, ESYP, is available for qualifying Special Education students. • Students who are identified as Kids in Transition, KIT, are offered weekly tutoring in core content areas in which they are in danger of failing. • 8th grade students participate in a walking tour field trip visiting historical locations within their hometown. • 8th grade students participate in a field trip to the Louisiana State Capital. • 7th grade students participate in a field trip presented by the Audubon Institute and focused on STEM standards. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: School bus Admission Substitutes Office Supplies	Effectiveness Measure: Participation Student reflections Effectiveness Results:
<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
Mental Health Provider Services: <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 34 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. 	Goal(s): 1,2,3,4	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 checked="" type="checkbox"/> IDEA	Items Needed: Office for MHP	Effectiveness Measure: MHP progress /outcome measures

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<p>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 administration will monitor implementation of the MHP program.</p>		<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>Effectiveness Results:</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"> • Positive Behavior Support team, PBIS, consists of teachers, students and parents who establish school wide behavioral expectations, rewards and consequences. • PBIS team meets monthly to analyze data and target tier 1 and tier 2 students who needs intense behavioral interventions. • Response to Intervention (RTI) strategies are used for targeted students. • Check in/Check out interventions are used for regular and special education students who are struggling socially, emotionally or academically. • PRIDE families meet monthly to foster relationships between students and faculty members. • MHP services are provided for SPED and tier 1 students and counselor services are available for all students. • Panther bucks are issued to students who model PROUD expectations and are redeemable at the Panther store on Thursdays at lunch. • Students who follow PROUD expectations are rewarded quarterly by attending PBIS incentive events. • Administration will utilize supportive consequences such as lunch detentions, after school detentions, Saturday detentions, in school suspension, community service, exclusions and other alternatives to suspension. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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>Items Needed:</p> <p>Supplies Rewards; treats Concessions Decorations Stipend Pay</p>	<p>Effectiveness Measure:</p> <p>PBIS data JPAMS reports Suspension rate</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

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<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> Incoming 6th graders participate in a field trip in the spring with a tour of the school and guest speakers. The counselor and administration present information regarding scheduling and expectations for the upcoming year. Outgoing 8th graders participate in CUB Day with the receiving high school in the spring semester. Information is presented regarding scheduling and expectations for the upcoming year. All students are given the opportunity to participate in Meet and Greet prior to the start of school to meet their teachers, get their schedule, purchase uniforms and tour the school prior to the first day. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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>Items Needed: School Bus Sound system Office Supplies Refreshments</p>	<p>Effectiveness Measure: Participation Student reflection</p> <hr/> <p>Effectiveness Results:</p>
<p><i>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:</i></p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> PLCs meet weekly with the RHT and administration to review data, plan lessons and assessments that align with the standards and to discuss any concerns regarding specific students or areas of need for the teacher. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Office Supplies Substitutes Technology</p>	<p>Effectiveness Measure: Agendas Notes Attendance Student progress</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Professional Development is provided at least twice a year on the designated days by the district. In addition, PD is scheduled by administration to address specific needs within each department. Fast ForWord , Read, Write and Gold, and Achieve3000 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Supplies Substitutes Technology</p>	<p>Effectiveness Measure: Student progress Tickets out the door for PD Meeting agenda/notes</p>

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<p>training is offered for teachers working with students who qualify for the intervention.</p> <ul style="list-style-type: none"> • Curriculum specialist will present the 5E method training during the first semester to all science teachers. • Teachers participate in professional development during the summer at Summer Institute which is offered through the district and offers a variety of PD activities. • Three teachers were selected to attend the Kagan training during the summer and present the information to the faculty. • Prior to the start of school, a faculty retreat is held to foster and enhance relationships among faculty members. In addition, breakout sessions are offered on topics such as: classroom management, creating standard aligned assessments, and PBIS strategies. • Leadership team meets monthly with administration and is represented by core subject and elective teacher representatives, paraprofessional, counselor and RHT. 		<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>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites. • 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 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</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>Items Needed:</p>	<p>Effectiveness Measure: Recruitment</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • 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. 				
<p><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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		<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:
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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:

- Members of the SIP committee are included in the Leadership team and during the monthly meetings they will discuss and assess the effectiveness of the SIP.

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:

- Through PLC meetings, teachers will review diagnostic, interim, and summative assessment data to determine any necessary adjustments needed to increase student learning.
- Teachers utilize ongoing progress monitoring within the classroom to determine students' needs.
- Discipline data is reviewed through PBIS Committee meetings to address specific students whose behaviors are escalating and determine interventions for those specific behaviors.
- Discipline data is used to monitor school wide behaviors and PBIS committee used the data to determine school wide interventions.
- LEAP data is used to measure student progress.
- Data gathered from intervention programs will be used to monitor student progress.
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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:

- During bimonthly PLC meetings, teachers use the data to measure progress of targeted subgroups, subclaims, grade levels, and content areas. Patterns of success are shared and teachers collaborate to plan and design lessons that are effective for the targeted students.

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

- Stakeholders can access LEAP data through the state website.
- School report card provides stakeholders with information regarding the students /schools progress.
- PBIS committee provides a celebration for those students who meet their projected growth targets with a Community Fun event.