

**2018-2019  
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).*

3/15/2019

## 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
From 2013 to 2018, the ACT Science Sub-Score has been the highest for 3 of the last 5 years with the highest composite score being 20.0 in 2016.	From 2013 to 2018, the ACT Math Sub-Score was consistently the lowest performing sub-score for 4 of the last 5 years with the lowest being 17.6 in 2018.
The Strength of Diploma Index has been the highest school index for the past 2 out of 3 years with the highest being 107.7 points, which is an increase of 4.7 points in 2018.	The LEAP 2025/EOC Assessment Index has been the lowest school index for the past 2 out of 3 years with a drop of 4.8 points in 2017 and a drop of 8 points in 2018 with the lowest score being 67.9 points in 2018.
PRHS has shown an increase in English III index scores by a total of 21 points from 2016 to 2018 with a score of 86.1 in 2018. The Cohort Graduation Rate Index showed the largest increase of all SPS indexes in 2018 with an increase of 19.6 points from 94.9 points in 2017 to 114.5 points in 2018.	PRHS has shown a decline in US History index scores by 21.6 points from 2016 to 2018 with a score of 53.0 points. The school's composite ACT score has declined from 2015 to 2018 by 0.7 points with an average of 18.6 in 2018. From 2017 to 2018, LEAP 2025 index scores in Algebra 1 declined by 10.1 points (68.8) and Geometry declined by 31.1 points (57.4).
The English III Assessment Index has been on a steady increasing trend for the past 3 years with the highest being 86.1 points in 2018.	The US History Assessment Index has been the lowest index over the past 2 out of 3 years, with the lowest index being 53 points in 2018.
The Strength of Diploma Index has increased from 99.3 points in 2016 to 107.9 points in 2018, an increase of 8.6 points.	With the exception of 2017, High School Diploma Plus (150) has been the lowest performing diploma category with 1,350 points in 2017 and 1,800 points in 2018.
In English II, the Assessment Index for every subgroup, with the exception of the White subgroup, showed an increase from 2017 to 2018. The Assessment Index for every subgroup showed an increase in English III index scores from 2016 to 2018, with the exception of the Homeless subgroup.	The Assessment Index for the subgroups of English Learners and Two or More Races showed consistently low performance in US History and Biology. The Assessment Index for Economically Disadvantaged subgroup has decreased from 2016 to 2018 in every subject area except English III.
The Assessment Index for subgroup of English Learners increased in Algebra I from 2016 (25.0 points) to 2017 (33.3 points) to 2018 (40 points).	The Assessment Index for the subgroup of Hispanics decreased in US History from 2016 (75 points) to 2017 (44.4 points) to 2018 (26.7 points). The Assessment Index for the Homeless subgroup decreased in US History from 2016 (116.7 points) to 2017 (60.7 points) to 2018 (20 points).

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<p>The ELA Assessment Index achievement gaps indicate that the subgroups of English Learners (81 point gap), Blacks (12.1 point gap), and Economically Disadvantaged Students (6.9 point gap) reveal a decreasing trend in their achievement gaps in 2018.</p>	<p>The Math Assessment Index scores indicate that the subgroup of Economically Disadvantaged students have an increasing achievement gap in Math with a gap of 15 points in 2018.</p>
<p>For the subgroup of Homeless, the Assessment Index scores reveal lower scores in Math with a score of 26.7 points in 2018 as compared to ELA with a score of 81 points in 2018.</p>	<p>All subgroups performed lower in US History index scores in 2018, with Hispanics at 26.7 points; Blacks at 24.8 points; Students with Disabilities at 27.4 points; Economically Disadvantaged at 45.1 points, Whites at 59.9 points, and Homeless at 20 points.</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 Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

**GOALS**

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***
- ***Must Include at Least 1 Subgroup Goal***

1. From Spring 2018 to Spring 2019, students in grade 12 will increase their ACT Index Score by 3 points from 78.6 to 81.6.
2. From Spring 2018 to Spring 2019, students in grade 9 will increase their Assessment Index for Leap 2025 scores in Algebra I by 6.2 points from 68.8 to 75.0.
3. From Spring 2018 to Spring 2019, students in the subgroup “Economically Disadvantaged” will increase their Assessment Index on LEAP 2025 as follows:  
 US History: Increase by at least 7 Index points from a 45.1 to a 52.1.  
 Algebra I: Increase by at least 6 Index points from a 65.5 to a 71.5.
4. From Spring 2018 to Spring 2019, students in grade 11 will increase their Assessment Index Leap 2025 scores in US History by 7 points from 53.0 to 60.0.

**2. PARENT AND FAMILY ENGAGEMENT**

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Bi-annual PTA Board Meetings – December meeting to discuss SIP plan.</li> <li>• Surveys for feedback through school’s website</li> <li>• Quarterly Parental Advisory Committee – meet with administration to discuss progress of goals of the SIP plan. Parents and community stakeholders, who reflect the demographic composition of the school, including at-risk students, are included as a part of this committee.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• PRHS Year-In-Review SIP evaluation to be mailed along with the child’s report card.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Miscellaneous supplies as needed</p>	<p><b>Effectiveness Measure:</b> Feedback from online and in-person Surveys and Parental Advisory Committee Meetings</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA Board Meetings – Bi-Annual meetings to addresses important decisions of the school.</li> <li>• Encourage to join and participate in PTA – PTA Membership Drive. All school families and key community stakeholders are invited to join the PTA.</li> <li>• PTA Meetings – general meetings to make decisions concerning school needs. General Meetings are held a minimum of two times per year. All families and community stakeholders are invited to attend.</li> <li>• Surveys – to collect feedback from parents and community stakeholders as needed</li> <li>• Teacher Parent Conferences – ongoing with parents</li> <li>• SAT Meetings – Student Assistance Team (SAT) meets once per month. The team strategizes ways to support academically and/or behaviorally at-risk students.</li> <li>• Individualized Education Plan (IEP) –federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. An IEP meeting will be held a minimum of one time per year to address each child’s unique learning issues and include specific educational goals. Any member of the IEP team can request a meeting, if deemed necessary, to address the needs of the student.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies as needed</p>	<p><b>Effectiveness Measure:</b> Surveys Tickets Out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Robo-Calls – Automated phone calls by principal to keep all parents informed of school events and curriculum.</li> <li>• Teacher Websites – Include information pertaining to curriculum, assessments, and events</li> <li>• School Website – Includes information pertaining to curriculum and events</li> <li>• PTA Meetings – Board and General- to communicate important information and upcoming events</li> <li>• Reports Cards- to keep parents informed of student progress</li> <li>• Interims - to keep parents informed of student progress</li> <li>• Open House – to inform parents of curriculum and school events</li> <li>• Special Education Transition Meetings – Special Education teachers meet with parents to give information regarding school year transitions and curriculum.</li> <li>• PTA Bi-Annual Newsletters – inform parents of school events and curriculum, and includes photos of activities during the school year.</li> <li>• Student Progress Center – All parents can access the progress center via school’s website to keep informed of student academic progress.</li> <li>• Parent Support Toolbox- Louisiana State Department of Education Website; The Library contains data, documents, forms and other information about education in Louisiana. Families can find more information about the many choices offered by Louisiana to prepare their students for college and careers.</li> <li>• Parent and Teacher Conferences - to keep parents informed of student progress. Conferences are held as needed- parent or teacher request.</li> <li>• Parent Phone Calls and Notes home- to keep parents</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies as needed</p>	<p><b>Effectiveness Measure:</b> Parental Feedback</p>
				<p><b>Effectiveness Results:</b></p>

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<p>informed of student progress on an as needed basis.</p>				
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Parental Feedback</p> <hr/> <p><b>Effectiveness Results:</b></p>

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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. Include the month that the activity will take place if applicable.*

*In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Family Game Night - Parents, students, and teachers will engage in a meaningful night of activities focusing on Math and Social Studies curriculum. The games and activities will emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend Family Game night. (January 2019)</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Game Night Materials Miscellaneous supplies Food and Drinks available for purchase</p>	<p><b>Effectiveness Measure:</b> Parent and Student Ticket Out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Family Arts Night - Parents, students, and teachers will engage in a meaningful night of arts exhibitions and performances focusing on Math and Social Studies curriculum. The arts will emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend Family Arts night. (December 2018)</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Game Night Materials Miscellaneous supplies Food and Drinks available for purchase</p>	<p><b>Effectiveness Measure:</b> Parent and Student Ticket Out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Scheduling Night – Regular education and special education teachers inform parents of strategies, resources, and other techniques used in the classroom and available from home to help students with ACT preparation. This will allow the parents to assist their students with homework and/or projects and to reinforce what is being taught in the classroom. (January-February 2019)</li> </ul>	<p><b>Goal(s):</b> Goal 1</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>PPT ACT Resource Flyer Miscellaneous supplies Food and Drinks available for purchase</p>	<p><b>Effectiveness Measure:</b> Parent and Student Ticket Out the Door</p>
				<p><b>Effectiveness Results:</b></p>

### 3. SCHOOLWIDE PLAN STRATEGIES

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

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

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Curriculum – all teachers implement the St. Tammany Parish School’s Guaranteed Curriculum to help ensure uniform, high quality instruction in the classroom. The G.C. is based on Louisiana State Standards.</li> <li>• ACT preparation delivered through an Academic Assistance program once weekly.</li> </ul>	<p><b>Goal(s):</b> Goals 1,2, 3 and 4 will be addressed</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Miscellaneous supplies</li> <li>Guaranteed Curriculum materials</li> <li>Guidebooks 2.0</li> <li>Materials</li> </ul>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 360- The LEAP 360 program is designed to determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals; given at the start of the school year or course. LEAP 360 is designed to provide teachers and students with “real time” results in detailed reports that allow for immediate curricular and instructional adjustments as needed.</li> <li>• LEAP 2025- state wide assessment that measure Louisiana's current standards. This assessment is used to measure student growth and progress during the academic school year.</li> <li>• Student Learning Targets- Teachers set goals at the beginning of the year to establish a vision for what students should know or be able to do at the end of the year. These goals then guide instruction throughout the year.</li> <li>• Unit Pre and Post Assessments- pre-tests and post-tests as formative assessments developed by either the district or teacher. Teachers use the assessments to get a quick read on students’ varying readiness for a new lesson or unit and then show progress by the end of the lesson or unit. The pre-test enables the teacher to adjust the lessons and to differentiate the assignments. Upon reviewing the post assessment data, the teachers compare their strategies and determine what worked best. The teachers work with the students on remediation of skills and concepts if necessary.</li> <li>• Common Formal Assessments (CFAs) - Common Formal Assessments are tests that systematically measure how well a student has mastered learning outcomes. Created by grade-level team members, they are used to identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies Up-To-Date Technology, such as student computers, to support LEAP 360</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results CFA Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b>                  Study Skills Classes- These classes provide additional support for students needed remediation.</p>	<p><b>Goal(s):</b>                  Goals 1, 2,3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b>                  Achieve 3000 Subscription                   Odysseyware Subscription</p>	<p><b>Effectiveness Measure:</b>                  2018-2019 LEAP 2025 scores                  ACT scores                  Achieve 3000 Student Lexile Level growth reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each content area. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>“New Comers” classes that allow students to use Project Reading strategies to help introduce students to the basic English language.</li> <li>LEP Program – ELL tutor provides additional support through a pull-out/push-in program.</li> </ul>	<p><b>Goal(s):</b>                  Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> 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 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>	<p><b>Items Needed:</b>                  Achieve 3000 Subscription                   Project Read</p>	<p><b>Effectiveness Measure:</b>                  2018-2019 LEAP 2025 scores                  ELPT results</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Interventions for At-Risk Students**

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b>                  Students are identified for participation in interventions according to the following criteria:                  o LEAP scores – Approaching Basic or Unsatisfactory                  o Classified SPED – Resource or Co-teaching Classrooms                  o Classified 504- Dyslexia or Math Calculation                  o LEP students                  o SAT students – teacher and/or parent referrals; student progress is monitored in the following ways:                  o Achieve 3000                  o Student Progress Reports                  o Failure Report list</p>	<p><b>Goal(s):</b>                  Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input checked="" type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b>                  Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b>                  2018-2019 LEAP 2025 scores                  ACT scores                  Pre and Post Assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• After school tutoring</li> <li>• Tutoring through our Academic Assistance program once weekly.</li> <li>• In-class support provided by the teacher.</li> </ul>	<p><b>Goal(s):</b>                  Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> 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  <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><b>Items Needed:</b>                  Miscellaneous supplies                   Tutoring teachers</p>	<p><b>Effectiveness Measure:</b>                  2018-2019 LEAP 2025 scores                  ACT scores                  Pre and Post Assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Students who continue to experience difficulty after receiving additional classroom support through interventions receive the following additional support: - Teacher Assistance Team (TAT meeting) - TAT members are</li> </ul>	<p><b>Goal(s):</b>                  Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> 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</p>	<p><b>Items Needed:</b>                  Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b>                  2018-2019 LEAP 2025 scores                  ACT scores                  Pre and Post Assessment results</p>

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<p>composed of the following individuals: Administration, Guidance Counselor, Special Education Teacher, and Regular Education Teacher. The team strategizes ways to help the student to become more academically and/or behaviorally successful. - Student Assistance Team (SAT meeting)- SAT members are composed of the following people: Administration, Pupil Appraisal Representative, Speech Therapist, Guidance Counselor, Special Education Teacher, Regular Education Teacher, and Parent. The team develops more intensive interventions to help the student become more successful in the classroom. - 504 Meeting – If a student who is identified 504 is experiencing difficulty with interventions, the 504 plan can be revisited in order to address additional needs through accommodations. - IEP Meeting- If a student is identified with an IEP and is experiencing difficulty with interventions, the IEP can be revisited in order to address additional needs through accommodations and modifications.</p>		<input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level.</li> <li>• Odysseyware- program that provides scaffolding for all content areas.</li> <li>• Para Support within the classroom</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Achieve 3000 Subscription  Odysseyware Subscription</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student's Lexile reading level.</li> <li>• LEP Program – ELL tutor provides additional support through a pull-out/push-in program.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Achieve 3000 Subscription</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ELPT results</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Community (PLCs) – groups include regular education, special education, and gifted teachers. The groups strategize ways to meet the needs of all students in the classroom. The special education and gifted teachers provide support to their students while in the regular education classroom.</li> <li>• Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to raise student achievement.</li> <li>• LEP Program – ELL tutor provides additional support through a pull-out/push-in program.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results PLC Surveys from Teachers</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Extended School Year – Students with Disabilities have the opportunity to participate in the Extended School Year program. This program provides academic instruction throughout the summer to help bridge the gap between grade levels. This provides for additional support and a smoother transition from one school year to another.</li> <li>• EOC Summer Remediation: Students that failed English or Alg. LEAP 2025 participate in the summer remediation program before retesting.</li> <li>• Field Trips- Academic Field Trips . Teachers use field trips as extension lessons for their Math, Science, and ELA curriculum.</li> <li>• Clubs– Broadcasting, Honor Society, Beta Club, Student Council, Mu Alpha Theta, Yearbook, Thespian Troupe, Writer's Club, FFA, Global Travelers, Literary Rally, RADD, Band, P-SAT, Color Guard, Talented Music, Talented Art, Talented Theater, NJROTC</li> <li>• Career Fair- Students will have the opportunity to conduct company research, explore numerous career opportunities, make personal contacts that can lead to a job, gather information from potential employers, find out what an employer values in its employees, and demonstrate an ability to communicate effectively. February 2019</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Miscellaneous supplies School buses for field trips</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP Connect Scores</p> <p>Summer LEAP 2025 scores</p> <p>Career Fair Ticket out the door</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> Analysis of Behavior Referrals 2018-2019 LEAP 2025 scores ACT scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Counseling services with students will help 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.</li> <li>Charting certifications</li> <li>Career Fair exposures</li> <li>College application assistance</li> <li>FAFSA assistance</li> <li>Classroom visits: Discuss scheduling, scholarships, testing, college and career expectations after high school.</li> <li>Monitor students grades and testing data</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS Program – Quarterly PBIS celebrations reinforce positive behavior, and all students are invited to attend. Activities include field-day type games, team-building activities, movies, snacks and rewards. Students may use their Rebel Bucks, (slips are earned for “positive behavior”) that they have accumulated from the nine weeks to “purchase” snacks and to enter in raffles for rewards and prizes.</li> <li>• Tier Two Program – This program is a check-in/out system that allows for students to meet with a behavior mentor (coach) to discuss student goals for behavior. Positive outcomes result in rewards for the student, with the ultimate goal being to exit the Tier 2 program. All students, including special education students, are eligible to be identified for this support.</li> <li>• Social Skills Group – The guidance counselor meets with selected groups of students to address and target. All students, including special education students, are eligible to be identified for this support.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> Analysis of Behavior Referrals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Freshmen Orientation: Students and parents will attend a nightly informative meeting that will address expectations for the upcoming school year. Students will participate in a scavenger hunt to learn about the school. (February 2019)</li> <li>• Newcomers’ Celebration- Students new to PRHS, out of parish or from private school, are invited to a social that is hosted by the guidance counselor, as a way to meet each other and new people. (August 2019)</li> <li>• Special Education transition meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level. (May 2019)</li> <li>• Gifted Meet and Greet- Gifted students and teachers meet</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> Input from parents and students- Ticket out the door</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pearl River High 2018-2019**

<p>at the beginning of the school year to discuss the transition to the next grade level. (August 2019)</p> <ul style="list-style-type: none"> <li>Students entering mid-year will be assigned school buddies from out Ambassadors Team and a teacher buddy to assist in the transition. (January 2020)</li> </ul>				
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***Professional Development***

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

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Teachers in each content area meet monthly with their Professional Learning Communities to discuss data, plan for more rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the content and plan for additional instruction, and plan for upcoming State Testing. The Principal, Assistant Principal, and Curriculum Specialists have attended these meetings to provide support and share strategies to enhance rigor and differentiate in all instruction.</li> <li>Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to enhance student achievement.</li> <li>Student Data Meetings: Meetings are held to analyze student LEAP 2025 and LEAP 360 data. The data is used to create instructional goals to enhance achievement and differentiate for all students.</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Substitutes Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results PLC Surveys from Teachers</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Summer Institute – Prior to the beginning of the school year, a Summer Institute provided by St. Tammany Parish School Board is conducted, offering seminars on various topics that will prepare teachers for the new school year.</li> <li>• District Conferences – St. Tammany Parish School Board provides professional development opportunities throughout the year. Sessions are varied in topic, time, location, and delivery mode to address the needs and interests of the certificated as well as non-certificated employees.</li> <li>• Regional and State Conferences- Teachers are chosen to attend regional and state conferences in the areas of English Language Arts, Mathematics, Science, and Technology. Teachers attend the conferences in order to fulfill the need of the teacher, the school improvement plan, and keep up-to-date with curriculum changes. Teachers share knowledge gained at the conferences with the other teachers at the school.</li> <li>• Teacher Leader Conference- During the summer, educators and content experts from across the state share their knowledge, learn new skills, and prepare for the next school year. Educators will have the opportunity to choose from a wide variety of sessions covering role-specific topics.</li> <li>• Learning Walks- a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement.</li> <li>• Mentor Teacher Program – Program designed to support new teachers at PRHS. The new teacher meet monthly with their assigned mentor to discuss student learning, strategies, and classroom management. The new teacher also meets with the Curriculum Assistant Principal at least once a quarter, for additional support. New teachers also</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Substitutes Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b> 2018-2019 LEAP 2025 scores ACT scores Pre and Post Assessment results Professional Development Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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meet at the beginning of the school with the administration.				
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**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.
- 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.

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

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• Scheduling Classroom Visits</li> <li>• Scheduling Nights</li> <li>• Career Fair- community</li> <li>• Senior Night</li> <li>• FAFSA presentations</li> <li>• Career related fieldtrips</li> </ul>	<p><b>Goal(s):</b> Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Coursework to Earn Post-Secondary Credit:</b>          AP Physics          AP English III          AP US History          AP World History          CLEP testing in honor classes          DE- Pre Cal, Cal, English IV, Speech, Psych., Soc.          CTE DE- CNA, Drafting, Carpentry, Welding, First Responder, Health Science II, Emergency Medical Technician</p> <p><b>Certification:</b>          CNA, Welder, Carpentry, EMT, Internet Web Foundations, Prostart, ServSafe Food Protection Manager, National Restaurant, Meat Processing, Welder’s Helper, Customer Service, OSHA 10, First Aid/CPR/AED.</p>	<p><b>Goal(s):</b>          Goals 1, 2, 3, and 4 will be addressed.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b>          Miscellaneous supplies</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

<p><b>McKinney Vento:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Food Services:</b></p> <ul style="list-style-type: none"> <li>• All students whose income qualifies them for free/reduced meals participate in the federal food service program.</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</li> </ul> <p><b>English as a Second Language (ESL):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>21<sup>st</sup> Century Programs:</b></p> <ul style="list-style-type: none"> <li>• Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</li> </ul> <p><b>Headstart Preschool Programs:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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**4. Regular Monitoring and SIP Revision**

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- Our data team monitors testing data monthly. Teachers are instructed to provide either interventions or enrichment for students that we’ve identify.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Our administrative team meets quarterly to review program implementation and to determine if students testing data is increasing towards mastery.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- SIP effectiveness results are reported during the below meetings.
- PRHS Year-In-Review SIP evaluation to be mailed along with the child’s report card.
- Faculty Meeting – May 2019; Stakeholders- During Open House (September 2019)

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- Principal: John Priola
- Assistant Principal: Katie Fuller
- Student: Jessee Gille
- Teacher: Danette Moore
- Teacher: Joy Thigpen
- Teacher: Melanie Saladino
- Parent/Family: Rhonda Smith
- Community Member: Russell-Anne Howard

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- Principal: John Priola
- Student: Zaria Anders
- Teacher: Danette Moore
- Teacher: Joy Thigpen
- Teacher: Melanie Saladino
- Parent/Family: Jill Jeffrey
- Parent/Family:
- Parent/Family: