

**2018-2019
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).

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
The DCAI Index has been the highest the past 3 years, (2016-127.6, 2017-131.3, 2018-133.5), with the highest year being a score of 133.5 in 2018.	The School Assessment Index has been consistently lower than the DCAI Index from 2016-2018. The Assessment Index Score showed a .5 growth with a score of 59.1 in 2018. (2016-62.4, 2017-58.6, 2018-59.1)
7th grade Social Studies increased from 57.6 in 2017 to 64.0 in 2018 with a growth of 6.4 points. 8th grade Social Studies increased from 56.9 in 2017 to 58.9 in 2018 with a growth of 2.0 points. 7th grade Science showed the greatest growth with an increase of 8.6 points from 64.2 points in 2017 to 72.8 in 2018.	Decreasing trends in data from 2016-2018 indicate a decline of 7 points in ELA scores for 7 th grade. (2016-74.8, 2017-68.6, 2018-67.8) For both grade levels, Math scores have also declined. (7th Math: 2016-51.7, 2017-53.9, 2018-50.4; 8 th Math: 2016-48.2, 2017-51.4, 2018-46.6)
Potential Strength found in 7th grade Science with a score of 72.8 in 2018, which increased from 64.2 in 2017.	Potential Weakness found in 8th grade across all subjects in 2018. Currently, the Math index is the lowest performing subject in both grade levels. (7th Math: 2016-51.6, 2017-53.9, 2018- 50.4; 8 th Math: 2016-48.2, 2017-51.4, 2018-46.6)
8th grade ELA is the highest performing subject area with a score of 64.8 in 2018, which increased from 58.7 in 2017.	7th and 8th grade Math is the lowest performing subject area, with 8th grade scoring lower than 7th grade for the past 3 years. (7th Math: 2016-51.6, 2017-53.9, 2018- 50.4; 8 th Math: 2016-48.2, 2017-51.4, 2018-46.6)
For the past 2 years, the White subgroup has the highest Index Score. In ELA, the White subgroup scored 74.2 in 2017 and 80.7 in 2018 with a growth of 6.5. In Math, the White subgroup scored 62.5 in 2017 and 61.3 in 2018.	SWD subgroup has been one of the lowest from 2016-2018. (SWD ELA: 2016-25.9, 2017-16.3, 2018-15.6; SWD Math: 2016-9.4, 2017-11.8, 2018-10.8) The ELL subgroup was the lowest in 2016 with a score of 0.0 in Math and the lowest in 2018 with a score of 0.0 in both Math and ELA.
The Whole School Subgroup Index Data is a reflection of all subgroups which indicate inconsistencies in growth in ELA and Math from 2016-2018. (Whole School ELA: 2016-72.5, 2017-63.6, 2018-66.2; Whole School Math: 2016-50.0, 2017-52.7, 2018-48.4)	SWD and ELL Subgroup Index Trend Data has shown an overall weakness in both ELA and Math based on the trends from 2016-2018. (SWD ELA: 2016-25.9, 2017-16.3, 2018-15.6; SWD Math: 2016-9.4, 2017-11.8, 2018-10.8) The SWD ELA scores have declined by 10.3 points while Math scores have increased by 1.4 points. ELL has decreased in ELA from 36.0 in 2016 to 0.0 in 2018 while Math has remained at 0.0.

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<p>Math Performance Gap decreased in the Hispanic subgroup from 36.2 in 2016 to 17.6 in 2018. Math Performance Gap decreased in the SWD subgroup from 54.6 in 2016 to 50.5 in 2018.</p>	<p>ELA Performance Gap has increased in the Black subgroup from 29.7 in 2016 to 34.3 in 2018 (2017-30.6), in the Hispanic subgroup from 17.9 in 2016 to 33.7 in 2018 (2017-28.5), in the ELL subgroup from 48.6 in 2106 to 80.7 in 2018 (2017-65.3), and in the SWD subgroup from 58.7 in 2016 to 65.1 in 2018 (2017-57.9). Math performance gaps did not indicate a two-year trend in any subgroup.</p>
<p>When comparing Math and ELA data from 2016-2018, there is a relative strength in ELA across all subgroups. The SWD subgroup Index Score was 15.6 in ELA in 2018 (SWD ELA: 2016-25.9, 2017-16.3). The SWD subgroup Index Score was 10.8 in Math in 2018 (SWD Math: 2016-9.4, 2017-11.8).</p>	<p>The subgroup Index Scores in Math are lower performing than ELA from 2016-2018. (SWD 2016-9.4, 2017-11.8, 2018-10.8; ED 2016-40.0, 2017-45.9, 2018-40.6; White 2016-64.0, 2017-62.5, 2018-61.3; Hispanic 2016-27.8, 2017-43.9, 2018-43.7; Black 2016-30.9, 2017-34.5, 2018-28.1)</p>
<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</p>	
<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> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From the Spring of 2018 to the Spring of 2019, the 8TH grade performance index will increase in all subject areas on LEAP 2025. Math will increase by at least 3 points from 46.6 to 49.6 ELA will increase by at least 6.1 points from 64.8 to 70.9 Science will increase by at least 3.7 points from 50.7 to 54.4 Social Studies will increase by at least 2 points from 58.9 to 60.9</p>	
<p>2. From the Spring of 2018 to the Spring of 2019, students' math index scores on LEAP 2025 will increase by 3 points in both 7th and 8th grade 7th grade 50.4 to 53.4 8th grade 46.6 to 49.6</p>	
<p>3. From the Spring of 2018 to the Spring of 2019, the students with disabilities performance index in ELA will increase by 24% on LEAP 2025 from 15.6 to 20.6.</p>	
<p>4. From the Spring of 2018 to the Spring of 2019, the English Learners performance index on LEAP 2025 in ELA will increase from 0 to 2 points</p>	
<p>5. From the 2017-2018 school year to the 2018-2019 school year, alternatives to suspension will be used to decrease the number of students receiving out of school suspension from 45 to less than 40.</p>	

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>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Parent Representation on SIP committee in September <p>Evaluation:</p> <ul style="list-style-type: none"> • Parent Representation on SIP evaluation committee in December and May 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <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 checked="" type="checkbox"/> Other 	<p>Items Needed: Office supplies Technology</p>	<p>Effectiveness Measure: Invitations Agendas Sign- in sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • 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). 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Office Supplies Postage</p>	<p>Effectiveness Measure: SAT Agenda JPAMS- grade report Conference notes</p>

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<ul style="list-style-type: none"> • 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 		<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 checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in 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 • Principal’s monthly newsletter 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 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>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <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 checked="" type="checkbox"/> Other 	<p>Items Needed: Office Supplies Technology</p>	<p>Effectiveness Measure: Documentation of Translation Request</p>
				<p>Effectiveness Results:</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>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, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 checked="" 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"> Meet and Greet held prior to school starting; provides opportunity for students and parents to review schedule and meet teachers 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 checked="" type="checkbox"/> Other	<p>Items Needed: Office supplies Postage</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Open House- held annually within the first month of school. Gives parents an opportunity to meet with teachers to obtain information on the curriculum as well as school and classroom rules and procedures. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 checked="" type="checkbox"/> Other	<p>Items Needed: Office supplies Postage</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Quarterly Honor Roll Breakfast- students and parents invited to celebrate academic success; information presented on parent and student access to LEAP 2025 practice opportunities. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 checked="" type="checkbox"/> Other	<p>Items Needed: Office supplies Postage Refreshments Technology Decorations</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> 7th grade Parent Meeting- held annually in the Spring to present the Sex Education Curriculum. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Office supplies Postage Refreshments Technology</p>	<p>Effectiveness Measure: Attendance</p>

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		<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 checked="" type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> Coffee with the Principal to disseminate pertinent LEAP 2025 preparation information, including practice websites, upcoming test date, and remediation opportunities. 	Goal(s): 1, 2, 3, 4, 5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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 checked="" type="checkbox"/> Other	Items Needed: Curriculum enhancement supplies refreshments Office supplies Invitations Postage	Effectiveness Measure: Attendance Ticket out the Door
				Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • All students will address the Louisiana State Standards utilizing the guaranteed curriculum. • ELA will enhance their curriculum through guidebook use for three units in 7th grade and two units in 8th grade as well as the utilization of supplemental novels across all grade levels. • Strategies for Eureka Math will be utilized to address Louisiana State Standards for both 7th and 8th grade math. 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" 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> <ul style="list-style-type: none"> Guaranteed Curriculum Guidebooks Eureka Math Resources Technology 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP 2025 data LEAP 360 data District Created Assessments Formative Assessments Summative Assessments <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> LEAP 360 data and District Created Assessments will determine student learning targets and measure student growth throughout school year LEAP 2025 data will be utilized to design instruction specific to student needs and measure effectiveness of instruction Utilize LEAP 360 data as a diagnostic tool to determine individual student deficits and areas of need Formative and Summative Assessment data , such as exit tickets, checks for understanding, unit quizzes/ test, and Kagan strategies to guide instruction and need for remediation/ intervention 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Technology Office Supplies</p>	<p>Effectiveness Measure: LEAP 360 data District Created Assessment data LEAP 2025 data Formative and Summative Assessment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> All students will address the Louisiana State Standards utilizing the guaranteed curriculum. Leap Connect students access the Louisiana Extended Standards in all content areas through the differentiation of individualized instruction. ELA will enhance their curriculum through guidebook use for three units in 7th grade and two units in 8th grade as well as the utilization of supplemental novels across all grade levels. Strategies for Eureka Math will be utilized to address Louisiana State Standards for both 7th and 8th grade math. IEP progress monitoring of standards based goals and objectives. Students access the guaranteed curriculum through the utilization of para support, inclusion classes, resource classes, framing of data for strategic decision making for individualized needs and scaffold instruction. Assessments including Leap 360, Leap 2025, Leap Connect, district created assessments and formative and summative assessments such as exit tickets, checks for understanding, 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input 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: Guaranteed Curriculum Guidebooks Eureka Math Resources Technology</p>	<p>Effectiveness Measure: LEAP 2025 data LEAP 360 data District Created Assessments Formative Assessments Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>unit quizzes/ test, and Kagan strategies, curriculum based assessments.</p>				
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Teacher and paras provide daily instructional support utilizing a push-in and pull-out model. EL students also utilize Achieve 3000. 	<p>Goal(s): 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Technology Guaranteed Curriculum Office Supplies</p>	<p>Effectiveness Measure: Achieve 3000 data Formative and Summative Assessments</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<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, SWD, 504, SAT, and EL students are provided strategic interventions. Teachers progress monitor students to ensure interventions/lessons are addressing students' needs. Teacher recommendation to SAT committee. 	<p>Goal(s): 1, 2, 3, 4, 5</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 type="checkbox"/> Other 	<p>Items Needed: Office Supplies Interventions Technology</p>	<p>Effectiveness Measure: Evaluation of Goals, LEAP scores, review of progress on readiness, interim, and mastery assessments through PLC</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • All students are offered to attend afternoon tutoring weekly or 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 EL, SWD, 504, or SAT utilize ACHIEVE3000 interventions in ELA and Social Studies classes. • Based on LEAP data, math teachers utilize Reflex Math, Math XL and GIMOZS as an intervention for targeted students. • Instructional coaches and Interventionists on site to coach teachers in providing and model best practices for effective instruction for students in need. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input 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 Licenses for Intervention programs Office Supplies</p>	<p>Effectiveness Measure: Web-based Intervention data LEAP 2025 scores LEAP 360 scores PLC Documentation Learning Walks</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • 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 and progress monitoring • 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, 5</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 type="checkbox"/> Other 	<p>Items Needed: Office supplies</p>	<p>Effectiveness Measure: SAT data PLC documentation</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Resource 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. • Fast Forward intervention provided based on IEP team decisions • Students will utilize ACHIEVE3000, Math XL, Reflex Math, Unique Learning, and GIZMOS interventions • Behavior interventions include check-in/check-out, behavior summary reports and point sheets, social skills instruction and behavior education embedded throughout the day 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input 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: Technology Office Supplies Licenses for Intervention programs Reinforcers</p>	<p>Effectiveness Measure: Web-based Intervention data Behavior Point Sheet Analysis Decrease in behavior referrals Attainment of IEP goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Students are provided support through the EL teacher. • 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 EL 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, 5</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 checked="" 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: Technology</p>	<p>Effectiveness Measure: Attainment of goals JPAM report</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • Gifted and talented instruction is available for students who meet the classification through special education. • Accelerated programs such as Honors Instruction, Acceleration to Algebra, and Algebra I classes are offered. • Enrichment programs such as Chorus, Piano, PE, Dance PE, and Art classes are offered. • Kids-In-Transition students are identified through a questionnaire at the beginning of each school year. Once identified, they receive school supplies, uniforms, transportation and tutoring as well as waiver of additional student fees. 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Office Supplies Curriculum Material Enrichment materials</p>	<p>Effectiveness Measure: JPAM report</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 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. • 7th and 8th grade students participate in a field trips relating to core curriculum throughout the school year. 	<p>Goal(s): 1, 2, 3, 4, 5</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: Transportation School Supplies</p>	<p>Effectiveness Measure: Tutoring attendance data Field Trip Participation Attainment of goals for ESYP</p> <hr/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) 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. 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Technology</p>	<p>Effectiveness Measure: MHP Measurement data spreadsheet</p> <hr/> <p>Effectiveness Results: Attendance Student grades Reduction in behavior referrals</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> A counselor is available full time to provide individual counseling for students in need. The counselor provides academic and emotional support for students to increase the academic achievement. Classroom guidance and scheduling support is provided to the staff and students. The counselor leads staff professional development on Child welfare and identifying risk factors of students in crisis. Through classroom instruction, the counselor provides various activities to assist students with future planning and career education. 	<p>Goal(s): 1, 2, 3, 4, 5</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 type="checkbox"/> Other 	<p>Items Needed: Office supplies Technology</p>	<p>Effectiveness Measure: Data spreadsheet on kids being tracked by counselor</p> <hr/> <p>Effectiveness Results: Attendance Students grades Reduction in behavior referrals</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 consists of teachers, students, and parents who establish behavioral expectations, rewards, and consequences. • PBIS team meets monthly to analyze data and target tier 1 and tier 2 students who need intense behavioral interventions. • Response to Intervention 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 every 3- 4 weeks to foster relations 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 redeemable at the Panther store on Thursdays at lunch. Panther Bucks can also be cashed in for free dress day, lunch from the principal, wear a hat to school day, etc. • Students who follow PROUD expectations are rewarded each nine weeks with a free dress day and lunch on the lawn. 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. • PBIS incentives for Faculty/ Staff include free dress days, special parking spot, coffee from the principal, etc. 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Reward items Posters Lessons/videos on positive behavior</p>	<p>Effectiveness Measure: JPAMS data PBIS events Panther bucks CICO point sheets</p> <hr/> <p>Effectiveness Results: Reduction in high frequency discipline issues Utilization of panther bucks Less target behaviors on CICO</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • During the spring, an administrator, counselor, and teacher visit the feeder school to share expectations, information and opportunities offered at the junior high campus. • Sixth grade students from Pine View Middle school visit the junior high in the spring to tour the campus and participate in a pep rally. • In August, students and their parents are invited to attend a Meet and Greet. At this time, students receive their schedules and meet their teachers in order to decrease the anxiety associated with starting a new school. • Students with disabilities have IEP meetings with their receiving schools to assure successful and safe transitions based on their individual needs. • In January, 8th grade students travel to Covington high School to participate in Cub Day. Administration, counselors and student officers present an outline of the expectations and opportunities offered at CHS. • After Cub Day, CHS counselors come to Pitcher Junior High to meet with 8th grade student s regarding their high school schedules and future plans. 	<p>Goal(s): 1, 2, 3, 4, 5</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 type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Buses Office supplies Schedules B days</p>	<p>Effectiveness Measure:</p> <p>Sign in sheets Exit tickets Agendas Transition plans</p> <hr/> <p>Effectiveness Results:</p> <p>Participation and attendance in events IEP meetings</p>

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>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLC meetings are held every Thursday throughout the school year. • PLC teams meet based on their planning times and content areas. • Instructional Coaches, Resource Helping Teacher, and administration participate in weekly PLC meetings. • Each semester, curriculum specialists will provide support to teachers by participating in PLC discussions to develop rigorous instructional plans and Curriculum aligned assessment. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Office supplies Technology</p>	<p>Effectiveness Measure: Agenda Sign in sheets</p> <hr/> <p>Effectiveness Results: Lesson plans Common assessment LEAP 360 LEAP 2025 District created assessments</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teachers/ Staff participate in professional development at the beginning of the school year and quarterly. PDs focus on student engagement, enrichment, and developing rigorous lesson plans and activities. 	<p>Goal(s): 1, 2, 3, 4, 5</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 type="checkbox"/> Other 	<p>Items Needed: Technology Office supplies refreshments</p>	<p>Effectiveness Measure: Agenda Sign in Data from student performance</p> <hr/> <p>Effectiveness Results: LEAP 360 Leap 2025 District created assessments Lesson plans</p>

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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>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Basic Career Readiness is offered to 7th and 8th graders for high school credit and introduces them to the workforce options • Broadcast elective gives students an opportunity to explore the career of broadcast journalism. 	<p>Goal(s): 1, 2, 3, 4, 5</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 checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Laptops Computers Various items in broadcast studio including cameras, Digital mixing board, and video editing software</p>	<p>Effectiveness Measure: Earned high school credit Weekly broadcasts</p> <hr/> <p>Effectiveness Results: DCAI</p>
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Pitcher Junior High 2018-2019

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.*

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:

- The SIP will be monitored quarterly at leadership meetings and PTA meetings with stakeholders using data from the effectiveness measures to ensure progress toward the goals.

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:

- After the leadership and PTA meeting, the committee will reconvene in the spring to address feedback from the stakeholders to ensure that student growth is being shown throughout the content areas. The master schedule will be adjusted for the upcoming year to reflect areas of need.

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

- The results will be shared with faculty and staff at the end of the current school year and the beginning of the next school year through professional development. Students, parents and community members will be able to access the results through the district website.

2018-2019 Committee Members

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Amy Burns • Student: Hailey Vogt • Teacher: Sandy O’Bryant • Teacher: Natasha Stephens • Parent/Family: Beth Smith • Parent/Family: Tracy Doescher • Community Member: Les Heidelberg 	<p align="center">Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Amy Burns • Student: Hailey Vogt • Teacher: Sandy O’Bryant • Teacher: Natasha Stephens • Parent/Family: Kristin Vogt • Parent/Family: Beth Smith • Parent/Family: Tracy Doescher