

Pearl River High School
Grades 9 - 12
Michael Winkler
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
PRHS earned 7.9 points towards increasing the SPS. Overall SPS increased this year (+2.3).	1	2014-15 DOE School Report Card,
Dual Enrollment college credit score (65%) exceeds the District score (40%) & the State (28%). Increased # of students scoring 3+ on AP Exams to increase college and career readiness.	2	2014-15 DOE School Report Card, Graduation Tracking Report, CATE Report, JPAMs Administrative Report, AP Testing Report
Strong school community that focuses on a positive, safe learning environment. No expulsions in 2014-15, decrease in suspensions & significant decrease in discipline referrals, tardies, & absences in past 3 yrs. PBIS School Score 99%	3	2014-15 DOE School Report Card, Advanced ED Parent & Student Surveys, State PBIS School Report
Increased CRT Index score on 2015 EOC Geometry (+4.0) and Biology (+2.2) which were the lowest scores previous years.	4	School Report Card, SPS Indicators, EOC Proficiency Trend Data
Data driven decision model used for strategic planning to meet “at-risk” student needs. Increased utilization of academic interventions that includes daily Academic Assistance instruction class, Before and After-School Tutoring Programs.	5	QAR Report, JPAMs Administrative Report, Achieve3000 Monthly Reports, Weekly Academic Assistance Conference documentation and Student Tutoring Logs.

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Increased number of overage “At-Risk” 9 th graders entering PRHS the past 4 years (2012: 36%; 2013: 38%; 2014: 58%; 2015: 61%) Grad Support Profile indicates 70% of incoming Freshmen are “Significant” (38%) or “Moderate” (33%) At-Risk of not graduating on time.	1	Dropout Prevention Transition Plan, LEAP Tracking Report, LA Graduation Support Profile, 8 th Grade EXPLORE Data.
EOC Index score has shown decline over the past 2 years. Scores showed significant decrease in Alg. I (-20.5) & English II (-14.1) for first time at PRHS. English III is lowest EOC subject.	2	Whole School CRT Index EOC Trend Data
Scores for ELA & Math for all subgroups showed a decline in 2014-2015, with the biggest decrease in Black (-28.3) subgroup for ELA and SWD (-25.6) for Math.	3	Subgroup % Proficiency Trend Data (EOC) Achievement Analysis, JPAMs Administrative Report
The ACT Index decreased slightly (-.9) and was the lowest of the four SPS indexes this year.	4	2014-15 DOE School Report Card,

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 Collaboration with Junior High feeder schools to develop strategic Transition Plan to target needs of the students and utilize Tops Tech diploma option for “at-risk” students.
2. Increased use of EAGLE, Achieve 3000 reading, Gizmos and academic interventions to close the achievement gap in EOC subject areas. Utilize course options for Tops Tech Pathway diploma to address English III & Geometry EOC scores.
3 Increased focus on differentiated instruction in the classroom and strategic use of all available support resources to increase academic proficiency.
4 Increase use of interventions including ACT Prep and practice; and Work Keys prep for juniors and seniors

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 95%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<i>Professional Learning Communities (PLCs)</i> -(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.) Whole Faculty Study Groups: CCSS, COMPASS, Technology, Differentiated Instruction. (Substitutes for support paid by Title II)	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III	Item(s) to be purchased to support this activity: Paper and copies for handouts

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<p>*Whole School Response To Intervention, Literacy and CCSS Training: All teachers will learn to use Literacy Strategies and Academic Interventions across the content areas to improve student performance. (Administrators, Faculty, Academic Assistance and Literacy Teams)</p> <p>*Whole School Weekly Technology Intervention Training: (Inkie Landry)</p> <p>*Monthly Faculty Meetings: (Administration and District Personnel)</p> <p>*District Teacher Professional Development Days: (Administrators, Faculty, Academic Assistance and Literacy Teams)</p> <p>*Learning Walks: (Administrators, Faculty, Academic Assistance and Literacy Teams)</p> <p>*9th Grade Academy Collaboration: (9th Grade Core Teachers, Special Ed. Coordinator, Administrators, Counselors)</p> <p>*PBIS ongoing Professional Development: (Administration, Faculty, PBIS Team)</p> <p>*Special Education ongoing Professional Development: (Substitutes for support paid by IDEA)</p>	<p>___ Bond Money ___ Other</p>	
<p><i>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</i></p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ SRCL ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>

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Professional Development Outside of PLCs <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings 	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	Item(s) to be purchased to support this activity:
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.		
<p style="text-align: center;">At least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p> <p><u>Strategy 1- Parent Instructional Meetings</u> *Freshman Orientation: (PTSA Officers, Parents, Students, Faculty, Administration, Club/Team Tour Guides) *Open House: (PTSA Officers, Parents, Students, Faculty, Administration, Counselors, School Board Member) *Senior Night: (Parents, 12th grade Students, Administration, Faculty, Graduation & Career Coaches, Counselors, College & LOSFA Representatives, District 8 School Board Member)</p>	10. BUDGETS used to support this activity: <ul style="list-style-type: none"> ___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other 	Item(s) to be purchased to support this strategy/activity: <p>Paper and copies for handout.</p> <p>Paper and printing of PRHS Course Description Guidebook</p>

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<p>*PRHS Career Fest: Information provided to all students and parents on Career Pathways and postsecondary options. (PTSA Officers, Parents, Students, Faculty, Counselors, Administration, College & LOSFA, Community Business, and Military Representatives, District 8 School Board Member)</p> <p>*Grade Level Scheduling Nights: (PTSA Officers, Parents, Students, Faculty, Administration, Counselors)</p> <p>*Assemblies: Veterans Day and Awards Ceremonies (PTSA Officers, Parents, Students, Faculty, Administration, College & LOSFA, Community Business, and Military Representatives, District 8 School Board Member)</p> <p><u>Strategy 2. Communication Efforts</u></p> <p>*PRHS Website *School-wide use of Moodle for Lesson Plans *JPAMs Parental Portal *Phone calls home from Teachers, Counselors, and Administration *Parent/Student/Counselor/Administration conferences</p>		
<p><i>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</i></p> <p><i>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</i></p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>

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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students <u>Activity 1 Incoming Students</u> *PRHS Career Fest: Invite 8th grade students and parents from feeder schools to provide information on Career Pathways and postsecondary options. (PTSA Officers, Parents, Students, Faculty, Counselors, Administration, College & LOSFA, Community Business, and Military Representatives, District 8 School Board Member) * 9th Grade Scheduling Night: (Jr High Parents, Students, PRHS & Jr. High Faculty, Administration, and Counselors) **Freshman Orientation: (PTSA Officers, Parents, Students, Faculty, Administration, Club/Team Tour Guides)</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Paper and copies for handout. Paper and printing of PRHS Course Description Guidebook</p>
<p>Outgoing students <u>Activity 2 – Outgoing Students</u> *Senior Night: (Parents, 12th grade Students, Administration, Faculty, Graduation & Career Coaches, Counselors, College & LOSFA Representatives, District 8 School Board Member) *PRHS Career Fest: Information provided to all students and parents on Career Pathways and postsecondary options. (PTSA Officers, Parents, Students, Faculty, Counselors, Administration, College & LOSFA, Community Business, and Military Representatives, District 8 School Board Member) *Senior Meetings: Information on Individual Graduation Plan, TOPS, Completion of Area of Concentration, Industry Based Certifications, Dual Enrollment classes, ACT, ASVAB. (Students, Faculty, Counselors, Administration, Graduation Coach)</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Paper and copies for handout.</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>*Whole Faculty Study Groups: Teachers participate in monthly WFSG sessions and faculty meetings to review and assess student work and testing data and collaborate to design assessments and academic interventions. Teacher Leaders that attend the District Design Team meetings re-deliver to PRHS teachers on Assessment Construction.</p> <p>*Grade Level Cross-Curricular Academy Teams and Department Meetings: Teachers meet during common planning periods to review PARCC, EOC, Explore, PLAN, and ACT data create lists of their at-risk students and students on the cusp of achievement levels (above or below).</p> <p>*Academic Assistance Meetings: Teachers use the data to develop lessons and academic interventions for at-risk students. AA teachers conference with students weekly develop student academic success plans based on standardized test data and weekly progress reports.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout.</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. For example: EAGLE testing, DIBELS, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, etc.</p> <p>EAGLE testing On-line ACT practice testing Achieve3000 Reading Assessments District Mid-Mastery & Mastery Assessments</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout.</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Pearl River High School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration Pearl River High School will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Pearl River High School will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as EOC, PARCC and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout.</p>

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<p>Activities:</p> <p>*Grade-Level Academic Assistance Class: Every student at PRHS attends a daily Academic Assistance class to receive help with class assignments, make up tests and assignments and conference with the Academic Assistance teacher to review grades. Students complete study skills lessons to improve academic performance.</p> <p>*9th Grade Academy Teams: Core Teachers meet three times per week to review student work and collaborate to develop academic interventions, differentiate instruction and accommodate for individual differences. This team model provide parents the opportunity to meet with four core teachers during this time.</p> <p>*Tutoring: Before-school and After-school Tutoring is provided each day and on Saturday for students that need additional support in the classroom.</p> <p>ZAP (Zeros Aren't Permitted) Support School: Students must attend a mandatory support school tutoring session to make up assignments rather than receive a "0" for any graded assignment.</p> <p>* Achieve 3000 Individualize Reading Program Reading/Literacy is provided for academic support for students that are not reading on grade level as determined by standardized test data.</p> <p>*Gizmos provided for support for students in Math and Science classes.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> <u>Positive Behavior Support (PBS) or other Social Curriculum</u> PBIS program is designed to promote positive behavior taught through: *Daily Rebel News (school broadcasting class)</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ <u>X</u> GFF ___ SRCL ___ Title II ___ LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout.</p>

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<p>*PBIS Monthly Lesson Plans: PBIS committee Members develop monthly lesson plans for social skills curriculum</p> <p>*Rebel Reward Bucks: used for incentive that students can use for food items or privileges for displaying positive behavior</p> <p>*PBIS Celebration: students qualify for free gifts, food, and fun by having no discipline referrals and no Attendance Recovery for the entire school year</p> <p>*Student of the Week: from each Student Team</p> <p>*Red Ribbon Week: School-wide Drug Free education program for students and staff</p> <p>*Yellow Ribbon Week: suicide prevention awareness program</p>	<p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	
<p><u>Instructional Program Enhancements</u> Where applicable discuss how your teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students</p> <p>Paraprofessionals- help to re-deliver individualized instruction and tutor in the Inclusion classes to special education and at-risk learners.</p> <p>T9 Coach- meets weekly with T9 at-risk population to tutor students academically and mentor student with social/emotional skills.</p> <p>Graduation Coach monitors students to improve academic achievement to increase communication between teachers, parents and students.</p> <p>.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout</p>
<p><u>Tutoring Programs-Pull out</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p>

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	<input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p><u>Technology Resources and Personnel:</u></p> <p><u>Technology Resources:</u> *Technology Resources: includes three working computer labs, Activboards and Slates, six wireless laptop computer carts and printers. * Technology Instructional Stations in each classroom the teacher has an internet connect computer, digital camera, and projector to utilize for technology-rich instruction. 12 classrooms have Promethean boards. *School-wide use of Moodle *Achieve 3000 provide for literacy support for those students that are not reading on grade level and to differentiate instruction. *Gizmos provided for support for students in Math and Science classes</p> <p><u>Technology Personnel:</u> Corey Hogue: PRHS Technology Para (daily) Denise Cortez: Media/Technology Specialist (daily) Inkie Landry: STPSB Technology Coordinator (each Thursday)</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Technology equipment</p> <p>Paper and copies for handout</p>
<p><u>Special Education Program Design</u> <u>Special Education Program Design</u> PRHS Special Education provides a continuum of services for the 11% SWD school population. Program Services range from total Inclusion to a combination of resource support classes in ELA, Math, and Social Studies. Our school has 17% of our special ed. students that are classified as Moderate/Severe that are self-contained. This year we had a large number of lower performing (T9) students, so we expanded the size of our Resource program.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout</p>

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<p><u>Student Assistance Team (SAT):</u> The SAT meets on the 2nd Tuesday of each month to address problems brought up as concerns by parents, teachers or other staff through cooperative team effort. The SAT designs interventions for those students who show a need for individual consideration through a SAT Intervention Plan. The SAT reconvenes within 30 days of the initial meeting to review student progress and determine if the student needs an evaluation through the RTI process. Additional support and resources are put in place as needed.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 <u>X</u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Technology support software and equipment</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II</i> State grade and how data supports this decision for this position and how it will be utilized to address student needs.</p> <p>N/A</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

<p>10. COORDINATION OF PROGRAMS</p>		
<ul style="list-style-type: none"> •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 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?

<p>The SIP Stakeholders meet on the 3rd Thursday each month during August-December to analyze data and review the previous SIP goals and determine the effectiveness of the plan. The committee develops goals for the new SIP based on current weakness and challenges that the data reveals and that require interventions that will address student academic and safety needs.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout</p>
<p>The results of the assessment and the developed SIP are presented to all stakeholders through PTSA meetings, WFSG and faculty meetings.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copies for handout</p>