

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Pine View Middle**



**St. Tammany Parish Public Schools**

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

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
<ul style="list-style-type: none"> <li>• Our school's <i>Assessment Index</i> was the highest in 2016 with an <i>Assessment Index Score</i> of 83.3 points.</li> </ul>	<ul style="list-style-type: none"> <li>• For the last three years, there has been a decrease in our <i>Assessment Index Scores</i>. In 2017, there was a decline in our <i>Assessment Index Score</i> of 9.9 points (83.3-73.4) and in 2018 a decline of 10.1 points (73.4-63.3).</li> </ul>
<ul style="list-style-type: none"> <li>• The highest <i>School Performance Score</i> was in 2016 with a SPS score of 93.3. There was an improvement in the <i>Assessment Index Trends</i> in grade four in ELA and Science from 2017-2018 of 3.5 points (70.0 to 73.5) and 4.5 points (63.9 to 68.4) respectfully.</li> <li>• The highest <i>School Performance Score</i> was in 2016 with a SPS score of 93.3. There was an improvement in the <i>Assessment Index Trends</i> in grade six in ELA, science, and social studies from 2017-2018 of 1.4 points (63.3 to 64.7), 8.5 points (56.6 to 65.1), and 5.7 points (43.5 to 59.2) respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• There has been a decline in <i>School Performance Index</i> over the last three years (2016-93.3, 2017-73.4, and 2018-63.3).</li> <li>• From 2016-2017, there was a decline in <i>Assessment Index Scores</i> in fifth grade ELA. In the subject area of ELA from 2016-2017 there was a decline of a -.3 points (66.7 to 66.4) and in 2017 to 2018 there was a decline of a -1.4 points (66.4 to 65.0).</li> <li>• From 2016-2017, there was a decline in the <i>Assessment Index Scores</i> in fifth grade social studies. In the subject area of Social Studies -18.5 points (60.0 to 41.4) and 2017 to 2018 -3.3 points (41.5 to 38.2).</li> </ul>
<ul style="list-style-type: none"> <li>• Both fourth and sixth grade showed growth in ELA: fourth grade showed a potential strength in the subcategory of writing with a growth in <i>Writing Performance</i> of 15%, a growth of 17% in <i>Written Expression</i>, and 14% in <i>Knowledge &amp; Use of Language</i>.</li> <li>• Sixth grade showed a potential strength in subcategory of writing with a growth in <i>Literary Text</i> of 10%, a growth of 7% in <i>Informational Text</i>, and 8% in <i>Vocabulary</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School wide weakness in Math with a <i>School Performance Score</i> decline from 2017 to 2018 in the Math subcategory of <i>Additional &amp; Supporting Content</i> as follows: fourth grade from 50% to 30%, fifth grade from 32% to 20%, and sixth grade from 30% to 26%.</li> </ul>
<ul style="list-style-type: none"> <li>• Fourth grade had the highest grade-level index in the areas of ELA for two years: 2016 to 2017 (70.0) and 2017 to 2018 (73.5).</li> <li>• Fourth grade had the highest grade-level index for three years in the areas of Math and Science: 2015 to 2016 in Math (70.5) and in Science (68.4); 2016 to 2017 in Math (64.2) and in Science (63.9);</li> </ul>	<ul style="list-style-type: none"> <li>• Fifth grade had the lowest grade-level index in the area of Social Studies for three years: 2015 to 2016 (60.0), 2016-2017 (46.6), and 2017-2018 (38.2).</li> <li>• Sixth grade had the lowest grade-level in the area of ELA for two years: 2016-2017 (63.3) and 2017-2018 (64.7).</li> </ul>

**Pine View Middle 2018-2019**

<p>2017 to 2018 in Math (64.0) and in Science (68.4).</p>	
<ul style="list-style-type: none"> <li>• School wide the white subgroup had the strongest ELA <i>Index Score</i> for the last three years: 2016 (79.6), 2017 (75.0), and 2018 (79.2).</li> <li>• School wide the white subgroup also had the strongest Math <i>Index Score</i> for the last three years: 2016 (76.0), 2017 (66.6), and 2018 (64.4).</li> </ul>	<ul style="list-style-type: none"> <li>• School wide students with disabilities had the lowest subgroup <i>Index Score</i> in Math for the last three years: 2016 (29.3), 2017 (18.5), and 2018 (19.1).</li> <li>• School wide the following subgroups have had a decline in their Math <i>Index Score</i> for the last two years: Hispanic-2017 (10.4) and 2018 (10.9) Black- 2017 (4.9) and 2018 (13) English Learners-2017 (4.7) and 2018 (8.3) Economically Disadvantage -2017 (8.9) and 2018 (6.5)</li> </ul>
<ul style="list-style-type: none"> <li>• Fourth grade ELA <i>Index Score</i> increased in 2018 (73.5) which is a greater increase from 2016 (72.5). This increase is a gain of 1.0 point according to the <i>Assessment Index Comparison for Student Growth</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• School wide the following subgroups have had a decline in their Math and ELA <i>Index Score</i> for the last two years: <u>Math</u> <ul style="list-style-type: none"> <li>○ Fourth grade Black- (-9, -11.4)</li> <li>○ Fourth grade Hispanic- (-20.7, -1.6);</li> <li>○ Fifth grade English Learners- (-8.1, -23.6)</li> <li>○ Fifth grade Economically Disadvantage- ( -1.5, -15.4)</li> <li>○ Sixth grade Black- (-2.8, -14.7)</li> <li>○ Sixth grade English Learners- (-20, -2)</li> <li>○ Sixth grade Economically Disadvantage- (-10.4, -7.3)</li> <li>○ Sixth grade 2 or more races- (-26, -16.7)</li> </ul> <u>ELA</u> <ul style="list-style-type: none"> <li>○ Fifth grade Hispanic-(-0.6, -8.3)</li> <li>○ Sixth grade Black- (-13, -19.5)</li> <li>○ Sixth grade Economically Disadvantage- (-14.1,-1)</li> <li>○ Sixth grade 2 or more- (-6, -66.7)</li> </ul> </li> </ul>

**Pine View Middle 2018-2019**

<ul style="list-style-type: none"> <li>School wide two or more races subgroup has shown a decline in the <i>Math Achievement Gap</i> by 16.7 points for two years: 2016 (23.3) and 2018 (6.6).</li> </ul>	<ul style="list-style-type: none"> <li>The <i>Achievement Gap</i> (2017 and 2018) in ELA for Hispanic students shows an increase of 10.9 points (16.3-27.2) and an increase of 0.6 points (27.2 to 27.8); 2 or more races an increase of 13.4 points (17.5-4.1) and an increase of 10.6 points (17.5 to 28.1).</li> <li>The <i>Achievement Gap</i> (2017 and 2018) in Math for Hispanic increase of 1.0 point (16.5-17.5) and an increase of 8.7 (17.5 to 26.2); English Learners an increase of 3.3 points (38.6 to 41.9) and an increase of 6.1 (41.9 to 48.0).</li> </ul>
<ul style="list-style-type: none"> <li>School wide the white subgroup consistently scores greater than all other subgroups for the last three years in both ELA and Math.</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Math shows the lowest <i>Index Scores</i>: 2016 (68.0), 2017 (59.3), and 2018 (53.4).</li> <li>English Learners subgroup shows the lowest ELA <i>Index Scores</i>: 2017 (14.7) and 2018 (25.0).</li> </ul>

**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/Sub-category Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, Work-Keys, 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***

- From Spring 2018 to Spring 2019, the subgroup of “Students with Disabilities” for the Whole School in the area of Math and ELA will increase their *Performance Score* by 10.0 points as follows:  
Math: 19.1 points to 29.1 points  
ELA: 31.0 points to 41.0 points
- From Spring 2018 to Spring 2019, the subgroup of “English Learners” for the Whole School in the area of Math and ELA will increase their *Performance Score* by 10.0 points as follows:  
Math: 16.4 points to 26.4 points  
ELA: 25.0 points to 35.0 points.
- From Spring 2018 to Spring 2019, grades 4-6 Whole School in the area of Math will increase their *Performance Score* by 10.0 points from 53.4 points to 63.4 points on the Math LEAP 2025.  
Fourth grade: 64.0 points to 74.0 points  
Fifth grade: 46.0 points to 56.0 points  
Sixth grade: 48.6 points to 58.6 points

**Pine View Middle 2018-2019**

<p>4. From Spring 2018 to Spring 2019, grades 4-6 Whole School in the area of ELA will increase their <i>Performance Score</i> by 10 points from 68.0 points to 78.0 points.          Fourth grade: 73.5 points to 83.5 points          Fifth grade: 65.0 points to 75.0 points          Sixth grade: 64.7 points to 74.7 points</p>
<p>5. <i>The total Out of School Suspension Rate for all grades (4-6) will decrease by at least 6% (from 12.80 to 6.80) in 2018-2019.</i></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><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>Parent participants are able to give feedback regarding School Improvement Plan (SIP) at PTA meetings and through PFE event surveys. The surveys are collected by the PTA at the meetings and the PTA president is responsible from bringing back survey feedback to the SIP committee.</li> <li>There are three parents that will serve on the School Improvement Plan Committee (SIP). The three parents are Jeanne Spell, Tonya Ziegler, and Joy Ross.</li> <li>Parent’s suggestions and recommendations from</li> </ul>	<p><b>Goal(s):</b></p> <p>#1-5</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 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>Paper: Agendas, Sign-in sheets, Invitations, and Meeting minutes</li> <li>Pens, pencils, and highlighters</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Spring 2019 Parent Survey Exit tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<p>“Ticket out the door” are used to improve future events.</p> <ul style="list-style-type: none"> <li>• Five parents will be involved in the design of the Parent/Family Engagement Activities through attendance at the Parent/Family Engagement Committee (PFE) meeting in August 2018 (review/design) and January 2019 (review/revision).</li> <li>• The results of the Parent Survey will serve as feedback and be used when writing the SIP.</li> <li>• Pine View’s website serves as a link which provides parents an opportunity to give constructive feedback about the SIP.</li> </ul> <p><b><u>Implementation:</u></b></p> <ul style="list-style-type: none"> <li>• Parents assist in the implementation of the plan through attendance of family event planning meetings and working at the events.</li> <li>• Home/School newsletters are sent home to educate parents on how to help their student reach targeted school-wide Math and ELA goals.</li> </ul> <p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Parents complete the Title 1 2019 Spring Survey.</li> <li>• A parent letter will be sent home at the end of the school year requesting parent feedback of all programs, including Title I.</li> <li>• “Ticket out the door” and Title I surveys provide feedback from stakeholders.</li> <li>• The results of the SIP will be presented at the 2019-2020 Meet and Greet for parents and students. Parents will be presented with the evaluation results as well as school data information as it relates to our school’s academic performance.</li> </ul>				
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**Pine View Middle 2018-2019**

<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>• <b>PBIS:</b> Monthly meetings are held to discuss school-wide discipline goals, positive reinforcements, and community involvement.</li> <li>• <b>PTA Board Meetings:</b> Monthly meetings are held to discuss programs which will bring the community, school, and families together to help every student achieve their potential. Parents are directly involved in the decision making process by informing families of community programs for students such as mentoring, tutoring, and business partnerships.</li> <li>• <b>School Improvement Plan:</b> Meetings scheduled beginning of the year, mid-year, and at end of the year are to review the SIP and the PFE plans.</li> <li>• <b>Data Analysis Review:</b> August 2018 presentation to parents and community members. The draft of the SIP is reviewed by parents prior to submission to supervisors. A review and approval of the SIP draft presented in November 2018 to faculty and staff.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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>• Colored paper</li> <li>• Toner</li> <li>• School compact</li> </ul>	<p><b>Effectiveness Measure:</b> Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• <b>Home Communication Folders:</b> Used to inform 4<sup>th</sup> and 5<sup>th</sup> grade parents of student's progress within grade-level curriculum (graded assignments) and important school-wide information.</li> <li>• <b>Weekly Newsletters:</b> Information is provided about classroom curriculum and important dates.</li> <li>• <b>Teacher Webpage:</b> Information is provided about classroom curriculum and important dates.</li> <li>• <b>Parent Family Engagement Bulletin Boards:</b> Used to communicate between school and the classroom stakeholders: parents, students, teachers, and community</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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>• Communication Folders</li> <li>• Colored Paper for newsletters</li> <li>• Bulletin Board Paper</li> <li>• Poster Maker</li> <li>• Paper for poster maker</li> <li>• Laminating Film rolls</li> <li>• Graphic Arts</li> <li>• Toner</li> </ul>	<p><b>Effectiveness Measure:</b> Parental Surveys Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

Pine View Middle 2018-2019

<p>members.</p> <ul style="list-style-type: none"> <li>• <b>Agendas:</b> All grade levels use agendas to communicate with parent about classwork, homework, and projected assignments for academic purposes.</li> <li>• <b>School Website:</b> updated information is provided regarding events. Easy access to student progress center, school board website, teacher web pages are provided. A Title I video link is also provided on the website.</li> </ul>			<ul style="list-style-type: none"> <li>• Agendas</li> </ul>	
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with Limited English Proficient (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> #1-5</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> <ul style="list-style-type: none"> <li>• Paper for written communication</li> <li>• Toner</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Tickets Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>



**Pine View Middle 2018-2019**

*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><b>Meet and Greet</b> This is an opportunity for parents and students to meet their child's teacher for the 2018-2019 school year. Parents will be instructed on how to access instructional resources, teacher expectations for student performance within the grade-level curriculum, positive discipline, and homework procedures. PTA will recruit parent volunteers for the year.</li> <li>This event will be held in August 2018.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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>• Items Needed:</li> <li>• Postage</li> <li>• Colored paper</li> <li>• Printer ink</li> <li>• Envelopes</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Tickets Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li><b>Parent Conference Night</b> Parents will meet with the classroom teachers at least once per year to discuss their child and set academic goals for the school year. Each teacher will communicate the progress of the student and share strategies that may be helpful for the student to achieve their academic goals. Instructional brochure will be given which will provide academic websites, study habit skills, and curriculum practice that will promote school success.</li> <li>This event will be held in September 2018.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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>• Color copy paper</li> <li>• Printer ink</li> <li>• Postage</li> <li>• Envelopes</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Ticket Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Nachos and Numbers</u></b> Students and their families rotate through various places on campus for a variety of shared math experiences. Families participate in math stations designed to deepen understanding of math acquisition.</li> <li>• This event will be held in October 2018.</li> </ul>	<p><b>Goal(s):</b> #1-3</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 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>• Stipend</li> <li>• Color copy paper</li> <li>• Printer ink</li> <li>• Postage</li> <li>• Envelopes</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Ticket Spring 201 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b> <b><u>Targeted SWD Support and Collaboration</u></b></p> <p>Collaborative meeting for students with disabilities including parents, regular education teacher, and SPED teacher</p> <ul style="list-style-type: none"> <li>• Two meetings during the 2018-2019 school year (end of December and beginning of February).</li> <li>• We will have the regular education and the special education teacher hold a collaborative meeting with the parents of the students they share. During this meeting all data available will be given to parents and reviewed. This review will inform parents how to read/interpret their child's academic performance and information.</li> <li>• Parents will then be broken into groups. Individual meetings with the two teachers will be held to review their child's academic progress and potential areas of need.</li> <li>• Parents not meeting with the teachers will work with Administration to review specific activities that can be done at home. They will create make-and-takes to take with them to support students at home.</li> <li>• Meetings will be held throughout the scheduled day (after school meeting times will be made available, if needed) and substitutes/stipends will be provided for participating teachers.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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>• Stipend</li> <li>• Substitutes</li> <li>• Color copy paper</li> <li>• Printer ink</li> <li>• Postage</li> <li>• Envelopes</li> <li>• Parent Activities</li> <li>• Brochure</li> <li>• Folders</li> <li>• Resealable bags</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Ticket Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<ul style="list-style-type: none"> <li>Parents will receive data and a plan of action for support that students are receiving or will receive.</li> <li>Parents will receive updates on student achievement and student progress.</li> </ul>				
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li><b><u>STEM (Science Technology Engineering Mathematics) Family Night</u></b> Students and their families rotate through hands-on science, math and engineering activities to complete together. The event includes a range of activities covering different <b>STEM</b> topics and connections to exciting <b>STEM</b> careers.</li> <li>Activities are aligned with Louisiana State Science Standards</li> <li>This event will be held in November 2018.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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>Stipend</li> <li>Color copy paper</li> <li>Printer ink</li> <li>Postage</li> <li>Envelopes</li> <li>Plastic containers</li> <li>Resealable Bags</li> <li>Paper towels</li> <li>Wipes</li> <li>Binders</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Ticket Spring 2019 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li><b><u>Black History Month Program</u></b> Parents and families are invited to attend the Black History Month Program where students will create their own living wax museum dedicated to accomplishments of famous African-Americans in history. Students will plan a speech, find props and dress as their research topic prior to presenting their findings before a school-wide assembly. Each fourth and fifth grader will be stationed as though they were a statue in a wax museum and give talks to visitors in the first person as they come to them.</li> <li>Activities are aligned with Louisiana State Reading Standards</li> <li>This event will be held in February 2019.</li> </ul>	<p><b>Goal(s):</b> #1, 2, and 4</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 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>Color copy paper</li> <li>Printer ink</li> <li>Postage</li> <li>Envelopes</li> <li>Bulletin board paper</li> <li>Folders</li> <li>Poster boards</li> <li>Glue</li> <li>Card Stock</li> <li>Construction paper</li> <li>Colored Markers</li> <li>Colored Pencils</li> </ul>	<p><b>Effectiveness Measure:</b> Exit Ticket Spring 2019 Parent Survey</p> <hr/> <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> <p><b>Guaranteed Curriculum:</b> These lessons, developed by STPSB, provide differentiated instructional strategies that meet the needs of all students. The curriculum allows teachers to provide evidence-based strategies to meet the challenges of the state academic standards. Document cameras are used in the instruction of the GC to take individual assignments and turn them into class assignments, creating more discussion, interaction, and maintaining students' attention.</p> <p><b>Classroom Size Reduction Teacher:</b> Title 1 5<sup>th</sup> grade teacher that will lower the pupil/teacher ratio. This teacher will teach ELA and Social Studies.</p> <ul style="list-style-type: none"> <li>• Title I 5<sup>th</sup> grade teacher that will lower the pupil/teacher ratio. This will allow students greater interaction with their teacher, as well as increased differentiation of instruction resulting in increased</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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> <ul style="list-style-type: none"> <li>• Poster maker paper</li> <li>• Graphic Arts</li> <li>• Highlighters</li> <li>• Post-It Easel Pad</li> <li>• Dry Erase markers</li> <li>• Copy paper</li> <li>• Laminating film</li> <li>• CSR teacher stipends</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals Walk-throughs Administrative observations Evaluation of programs handout</p> <hr/> <p><b>Effectiveness Results:</b></p>

Pine View Middle 2018-2019

<p>academic achievement. With the additional teacher, class size is reduced from 30 to 25</p> <p><b>Instructional Aides:</b></p> <ul style="list-style-type: none"> <li>• Title 1 ELA Computer Lab Para This lab services 136 students on Achieve3000. These students scored Approaching Basic, are currently in the SAT process, or are SPED students scoring above the 150 Lexile level. The Title 1 ELA Computer Para supports the certified teacher as she/he implements the software program.</li> <li>• Title 1 Math Computer Lab Para This lab services 136 students on Moby Max. These students scored Approaching Basic, are currently in the SAT process, or are SPED students with a deficit in Math. The Title 1 Math Computer Para supports the certified teacher as she/he implements the software program.</li> <li>• <b>Poster Maker</b>- used to reinforce lessons with poster-size visual aids to increase students' retention. Laminating film rolls are used to preserve digital links and protect against moisture of our school posters.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• <b>SLT (Student Learning Target):</b> Student Learning Targets are detailed measurable ELA and Math goals for students in grades 4-6 which guides instruction throughout the academic school year.</li> <li>• <b>Pre and post Unit test:</b> Grades 4-6 are given a pre-test in both ELA and Math prior to unit instruction to determine prior knowledge of students. A post-test in both ELA and Math is given after completion of a unit of study to determine academic growth of students.</li> <li>• <b>Common weekly assessments:</b> Grades 4-6 use various means of formal and informal ELA and Math assessments to measure student performance meeting criteria for content curriculum within a given time-frame.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>• Color copy paper</li> <li>• Graphic arts</li> <li>• Printer ink</li> <li>• Toner</li> <li>• Post-It Easel Pad</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Attainment of goals</li> <li>• Review of assessment data in PLCs</li> <li>• Evaluation of programs handout</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<ul style="list-style-type: none"> <li>• <b>LEAP 360 Diagnostic:</b> Students in grades 4-6 take a diagnostic assessment for ELA and Math which focuses on preparation for state standardized testing.</li> <li>• <b>LEAP 2025-</b> Statewide standardized testing in all core subjects is taken by students in grades 4-6. Test results are obtained in the summer and used to drive instruction in the following academic school year.</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• <b>CBA:</b> Grades 4-5 special education students are assessed at the beginning of the year to determine academic levels in ELA and Math and needs for intervention. Students are assessed again mid-year and end of year to determine academic growth and needs for intervention.</li> <li>• <b>Achieve 3000:</b> Grades 4-5 on-line reading assessment for ELA and Social Studies, that delivers daily differentiated instruction for non-fiction reading and writing that is tailored to each student’s Lexile reading level.</li> <li>• <b>Learning Walkthroughs:</b> A classroom visit made by administration, RHT, and instructional coach that focuses on the constructive academic feedback aimed at improving teacher’s instructional techniques in core subject matter (Math and ELA) and classroom management. Instructional feedback is given to classroom teachers to allow reflection on student participation and teaching strategies.</li> <li>• <b>Inclusion for fourth and fifth grade for Math and ELA:</b> Special Education Teachers support students in the classroom, collaborate with general education teacher on specific student needs.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>• Color copy paper</li> <li>• Post- It Easel Pad</li> <li>• Graphic arts</li> <li>• Printer ink</li> <li>• Toner</li> <li>• Cardstock</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals Review of assessment data in PLC Evaluation of program handout</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<p><b>Strategies, Curriculum, and Assessments Specific to English Learners:</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 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 and math.</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>Full time Limited English Proficiency Teacher pulls grade level small groups for 45 minutes daily.</li> <li>Limited English Proficiency students will participate in Fast Forward computer program 4 days a week in the computer lab to enhance the acquisition of the English language. A certified teacher will facilitate this program.</li> <li>Limited English Proficiency Teacher meets quarterly with regular education teachers to discuss student progress within the curriculum.</li> </ul>	<p><b>Goal(s):</b> #2, 3, and 4</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 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> <ul style="list-style-type: none"> <li>Renewal of Fast Forward</li> </ul>	<p><b>Effectiveness Measure:</b> LEP Subgroup Data Students are progress monitored by quarterly assessments and progress reports along with teacher feedback.</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Data is reviewed by the Teacher Assistance Team (TAT) which includes administration, grade-level chairpersons, counselor, RHT and SPED coordinator.</li> <li>Administration reviews Possible failure reports</li> <li>RHT and Grade-Level Chairs reviews LEAP scores</li> <li>RHT reviews benchmark assessment scores</li> <li>Counselor reviews MHP (Mental Health Provider) Reports</li> <li>SPED Coordinator Reviews Cum Folders</li> <li>Review Student Profile sheets</li> <li>An action plan is developed by the team after all data is reviewed and interventions are put into place by the classroom teacher. A specified time-frame is given for</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>Color copy paper</li> <li>Ink</li> <li>Highlighters</li> <li>Folders</li> </ul>	<p><b>Effectiveness Measure:</b> LEAP Scaled Score Chart Growth Points Data JPAMS Grade Data (Students with a D or F average)</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Pine View Middle 2018-2019**

<p>the classroom teacher to collect data. Teacher Assistance Team, IEP facilitator, and Behavior Interventionist reconvene to review intervention data and determine its effectiveness.</p>				
<p><b>Opportunities and Interventions for Students in Need:</b></p> <p><b><u>Achieve 3000:</u></b></p> <ul style="list-style-type: none"> <li>Students are identified as at risk, teacher recommendations, and tests scores. Students are expected to use the program 4 days a week for 45 minutes a day scoring a minimum 75% proficiency in each activity. Progress will be monitored by Achieve3000 student performance reports. Intervention is monitored by ELA and Social Studies teachers. Intervention for reading comprehension and writing done by one Title 1 ELA para and the classroom teacher.</li> </ul> <p><b><u>Moby Max:</u></b></p> <ul style="list-style-type: none"> <li>Non-sped students and SWD who scored Basic, Approaching Basic or Unsatisfactory on the 2017-2018 State Assessment in Social Studies, Science, Math, and ELA will use this program. Students are progressed monitored within the program. Students attend computer lab 2xs a week. Intervention for basic math and computational skills done by Title 1 Math para and the classroom teacher. Done 4 days a week for 45 minutes a day.</li> </ul> <p><b><u>Reflex Math</u></b></p> <ul style="list-style-type: none"> <li>Students with a deficit in math as determined by</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>• Licenses</li> <li>• Stipend</li> <li>• Graphic arts</li> <li>• Copy paper</li> <li>• Printer ink</li> <li>• Toner</li> <li>• Moby Max</li> <li>• Achieve 3000</li> <li>• ZEARN</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Leap Scores Student Performance reports for: Moby Max Achieve 3000 Pre/Post Test</p> <hr/> <p><b>Effectiveness Results:</b></p>



Pine View Middle 2018-2019

report card grades are assigned to Reflex Math. Students are progressed monitor by their math teacher. Students with Disabilities use Reflex Math with SPED teacher a minimum of 3 times a week for 30 minutes.

**RACES (Restate Answer Cite Explain Summarize)**

- A step by step response strategy to be used as an intervention for students who struggle with written response.

**Study Skills (Intervention Time)**

- Intervention time built in the master schedule to provide support and remediation for all students.
- Small groups intervention uses Guaranteed Curriculum strategies for academic improvement.
- The Instructional coach and RHT provide strategies during PLC with certified teachers.
- Certified teachers use core instruction to provide small group intervention support for students struggling in academic skills. Small group instruction takes place in the classroom for a minimum of 30 minutes per classroom for 5 days a week.

**Pine View Middle 2018-2019**

<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>• <b>SAT</b> (Student Assistance Team) will perform a complete evaluation of students experiencing continued difficulty academically and/or behaviorally. The SAT committee consists of counselor (chairperson), administrator, Pupil Appraisal, speech therapist, reg. ed. teacher, and parent.</li> <li>• <b>MHP:</b> Students will be selected through a referral process using "Possible Failure Reports", "Discipline Frequency Reports", "Request for Assistance Forms" and TAT referrals. Students will work with the MHP for varying amounts of time depending on need. The targeted student will decrease number of major discipline referrals and maintain or improve grades in the classroom from the 1st to the 4th nine weeks. MHP outcome data sheet (Math and ELA grades/referrals) and JPAMs will be used to determine quarterly progress. The Title 1 committee will progress monitor data collection at midyear (January 2017.). The "Evaluation of Programs" data sheet will be used to measure student success for academic year.</li> </ul>	<p><b>Goal(s):</b> #2, 3, 4, and 5</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 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> <ul style="list-style-type: none"> <li>• Copy paper</li> <li>• Printer ink</li> <li>• Graphic arts</li> <li>• Monthly/quarterly reward items</li> <li>• Folders</li> <li>• Toner</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b> Attainment of goals Evaluation Program Handout MHP Effectiveness Chart</p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• <u>Graphic Organizers /Thinking Maps-</u> Utilizing pictorial or visual representations that help organize academic information.</li> <li>• <u>Computer Assisted Instruction-</u> Drill-and-practice, tutorial, or simulation activities on the computer to enhance learning, reinforce skills, and supplement traditional, teacher directed instruction.</li> <li>• <u>Modification of Text or Curriculum-</u> Adapting the text or curriculum to ensure comprehension. Reduction of non-</li> </ul>	<p><b>Goal(s):</b> #1, 2, and 3</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 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> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Graphic arts</li> <li>• Post- It Easel Pad</li> <li>• Copy paper</li> <li>• Printer ink</li> <li>• Toner</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals LEAP Scores and JPAMS</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Pine View Middle 2018-2019**

<p>essential text outlining, paraphrasing, emphasis on main points, vocabulary review/ review strategies, and use of audio text will be used to facilitate learning.</p> <ul style="list-style-type: none"> <li>• <u>Tutor/Peer Buddy</u>- Students help one or two other students with reading and math activities to assist in achieving learning objectives.</li> <li>• <u>Use of Visuals</u>- Making information comprehensible with concrete or pictorial representations, pictures, and drawings.</li> </ul>		<input type="checkbox"/> Bond Money <input type="checkbox"/> Other		
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• Full time Limited English Proficiency Teacher pulls grade level small groups for 45 minutes daily.</li> <li>• Limited English Proficiency students will participate in Fast Forward computer program 4 days a week in the computer lab to enhance the acquisition of the English language. A certified teacher will facilitate this program. Limited English Proficiency Teacher meets quarterly with regular education teachers to discuss student progress within the curriculum.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Color Paper</li> <li>• Toner</li> <li>• Graphic Arts</li> <li>• Poster paper</li> <li>• Printer ink</li> <li>• Composition Notebooks</li> <li>• Post-It Easel Pad</li> </ul>	<p><b>Effectiveness Measure:</b> LEP Subgroup Data Students are progressed monitored by quarterly assessments and progress reports along with teacher feedback.</p> <hr/> <p><b>Effectiveness Results:</b></p>

**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>• <b>Library (4-6)</b> All students in fourth through sixth grade visit the library five times a week for library instruction and to check out books. Students learn library skills and selected books and activities support and reinforce grade level curricula. Special thematic events take place, including the celebration of author birthdays. Students in fourth and sixth grades attend a media class for integration of library and technology research skills. The goal of the library is to instill a love of books and reading in our students.</li> <li>• <b>Physical Education (4-6)</b> All students in fourth through fifth grade participate in physical education five times a week. Fourth through sixth grade review and master manipulative skills and begin to apply these skills into games and specific sport activities. The program is designed to assist physical development and coordination.</li> <li>• <b>Music (4-6)</b> All students fourth through sixth grade participate in music class five times a week. Students are taught a basic understanding of music and use a variety of media incorporated into projects throughout the year. A band elective is offered to fifth grade students, and an elementary chorus elective is offered to students in fifth grade.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>• Copier paper</li> <li>• Toner</li> <li>• Dry erase markers</li> <li>• Highlighters</li> <li>• Tape</li> <li>• Post-It Easel Pad</li> <li>• Pens</li> <li>• Laminate film</li> <li>• Two instructional aides salaries and benefits</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals Evaluation of Programs handout</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Pine View Middle 2018-2019**

<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>  <b>Science Saturday:</b></p> <ul style="list-style-type: none"> <li>• Students selected by teacher recommendation will participate in STEM/Robotic activities for 2 hours, one Saturday per month for a total of 7 sessions.</li> <li>• Students will be monitored through a teacher made Pre/Post Test which is aligned to the Science State Standards. This will determine Mastery of the content presented for each session.</li> <li>• Student assessment will include a writing component to enhance writing skills.</li> <li>• This will be evaluated by monitoring and analyzing Pre/Post test data and student attendance.</li> <li>• Classroom Teachers will be expected to recommend potential students who qualify to participate. Also, they will make lesson recommendations based on current classroom curriculum.</li> <li>• Facilitating teachers will need to compile STEM lessons for curriculum, create and analysis pre/posttests, determine effectiveness of program, and use that data.</li> </ul>	<p><b>Goal(s):</b> #1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" 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> <ul style="list-style-type: none"> <li>• Activity consumables for experiments</li> <li>• Stipends</li> <li>• Loose-leaf paper</li> <li>• Pencils</li> <li>• Folders</li> <li>• Highlighters</li> <li>• Post- It Easel Pad</li> <li>• Markers</li> <li>• Colored Pencils</li> <li>• Color Copy Paper</li> <li>• Toner</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals Evaluation of Programs handout</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> #5</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 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> <ul style="list-style-type: none"> <li>Post- It Easel Pad</li> <li>Markers</li> <li>Colored Pencils</li> <li>Color Copy Paper</li> <li>Toner</li> <li>Bulletin Board Paper</li> </ul>	<p><b>Effectiveness Measure:</b> MHP Effectiveness Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Counselor meets with individual students and groups to provide support for needs of students such as anxiety, not making friends, bullying, and grief issues.</li> </ul>	<p><b>Goal(s):</b> #5</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 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> <ul style="list-style-type: none"> <li>Copier paper</li> <li>Toner</li> <li>Dry erase markers</li> <li>Bulletin Board paper</li> <li>Highlighters</li> <li>Tape</li> <li>Pens</li> <li>Card stock</li> <li>Poster-making paper</li> <li>Laminate film</li> </ul>	<p><b>Effectiveness Measure:</b> Counselor Effectiveness Chart Behavior referrals Attendance records Report Card Grades</p> <hr/> <p><b>Effectiveness Results:</b></p>

Pine View Middle 2018-2019

<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 (Positive Behavior Intervention Support) committee meets monthly. A school PBIS committee meets monthly to review discipline data to determine areas that need addressing and areas for celebration. Data is then disseminated to grade levels by PBIS committee members. The Assistant Principal is the administrator assigned to facilitate this committee.</li> <li>• The PBIS committee, along with faculty and staff, sets behavioral expectations for the learning community and is reinforced by student individual, short term and long term incentives.</li> <li>• PBIS or other Social Curriculum variations of the “morning meeting” are used by some Special Education classrooms.</li> <li>• Check-In/Out and individual Behavior Intervention Plans provide support for students in need of behavioral RTI.</li> <li>• Signage around the campus and modeling of student expectations is reinforced by faculty and staff of the school.</li> <li>• A PBIS Binder is kept to monitor and document PBIS initiatives.</li> </ul>	<p><b>Goal(s):</b> #5</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 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> <ul style="list-style-type: none"> <li>• Folders</li> <li>• Copy paper</li> <li>• Toner</li> <li>• Laminate film</li> <li>• Binders</li> <li>• Monthly/quarterly reward items</li> <li>• Bulletin Board Paper</li> <li>• Poster-making paper</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of goals- academic and discipline Evaluation of Programs handout JPAMS reports Percentage of suspensions/expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>

Pine View Middle 2018-2019

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <p><u>Incoming Students:</u></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>Incoming students: Feeder schools Open House for 2019 third graders who will be our incoming fourth graders. This event will take place in May 2019. Students will visit our campus; take a tour, visit classrooms and personnel.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Incoming students: PVM will have a separate Meet and Greet for all incoming students and their parents. This event will take place in early August 2019.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>Special Education teachers from feeder schools will be invited to meet to collaborate on appropriate student placement and needs of transitioning to PVM in April 2019.</li> </ul> <p><u>Outgoing Students:</u></p> <p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>All sixth grade students and parents are invited to a meeting where they will be visited by feeder school personnel to acquaint them with electives offered and academic/behavior expectations of their new school. This event will take place in May 2019.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>Special Education teachers from feeder schools will be invited to meet to collaborate on appropriate student placement and needs of transitioning students from PVM in May 2019.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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> <ul style="list-style-type: none"> <li>Printing of student handbooks to distribute to incoming 4th grade students</li> <li>Folders</li> <li>Color paper</li> </ul>	<p><b>Effectiveness Measure:</b> Completion of activities Self-reflection of activities</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Teachers will meet once weekly for sixty minutes by grade level/subject area where they will analyze data to identify needs. Once the need is identified, teachers will implement instructional strategies and practices to address the needs of all students.</li> <li>• Instructional Coach, RHT, and Curriculum Specialist help support PLC group discussions.</li> <li>• Teachers will bring student work to PLC's to analyze and track data to determine if the strategy is working or needs to be tweaked.</li> <li>• Teachers will meet for an hour during extended PLC time beginning of August 2018 thru December 2018 to implement instructional strategies and practices to address the needs of the students.</li> <li>• Teaching Like A Champion 2.0 Book Study: Teachers will participate in a weekly discussion and reflection of the assigned chapters discussed in PLC in the second semester of the 2018-2019 school year.</li> <li>• <b>PLC (Professional Learning Community):</b> Teachers will meet once a week where they will analyze data to identify ELA and Math. Once the need is identified, teachers will implement Researched Based Strategies to address the needs. Teachers will bring student work to PLC's to analyze and track data to see if the strategy is working or needs to be tweaked.</li> </ul>	<p><b>Goal(s):</b> #1-4</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 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> <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Copy paper</li> <li>• Toner</li> <li>• Dry erase markers</li> <li>• Highlighters</li> <li>• Tape</li> <li>• Post-It Easel Pad</li> <li>• Pens</li> <li>• Binders</li> <li>• Laminate film</li> <li>• Bulletin Board paper</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals Self-reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Pine View Middle 2018-2019**

<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coach provides after-school professional development in Math and classroom management.</li> <li>• Parish required PD Days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>• After-school, before school, and district sponsored professional development: Presentations regarding classroom management, Summer Institute, Guidebooks, DBQ, Project Read, Promethean Board Interactive Lessons, Effective Strategies for Struggling Learners</li> <li>• Monthly Grade Level Meetings: Discuss guidebooks, FBAs/BIPs, instructional strategies, PBIS monthly goals, guaranteed curriculum.</li> <li>• Summer Data Retreat: Focus is to examine spring standardized test results, dissemination of student profile sheets and discipline trends from previous school year.</li> <li>• State/National/Regional Conferences: Teachers attend professional development to remain current on best-practices strategies.             <ul style="list-style-type: none"> <li>○ Great Minds Institute: Eureka Math Workshop- teachers will attend sessions that are designed to address grade-band-specific needs and follow a recommended sequence of professional development learning. The following teachers will attend the Eureka Math Workshop: Fourth grade teachers: D. Mercadel and J. Pitts Fifth grade teachers: K. Allen and M. Beasley SPED: F. Sollberger</li> </ul> </li> <li>• New Teacher Mentors: veteran teachers with ten plus years of experience serve as mentor teachers to teachers new to school or grade-level. RHT meets monthly with new faculty.</li> </ul>	<p><b>Goal(s):</b> #1-5</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 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> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Ink</li> <li>• Highlighters</li> <li>• Post-It Easel Pad</li> <li>• Toner</li> <li>• Composition Notebooks</li> <li>• Bulletin Board Paper</li> <li>• Conference Registration Fees</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of Goals Self-reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>
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## Pine View Middle 2018-2019

### **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.

### ***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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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/sub-claims, and subgroups:

- 

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:

- 

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

- 

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal:** Stacie Trepagnier
- **Student:** Hunter Spell
- **Teacher:** Felicia Sollberger
- **Teacher:** Doris Reeves
- **Parent/Family:** Tonya Ziegler
- **Parent/Family:** Joy Ross
- **Community Member:** Kenneth Ray Reeves

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- **Principal:** Stacie Trepagnier
- **Student:** Asa Ziegler
- **Teacher:** Felicia Sollberger
- **Teacher:** Doris Reeves
- **Parent/Family:** Tonya Ziegler
- **Parent/Family:** Joy Ross
- **Parent/Family:** Jeanne Spell