

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular with an eagle in the center, surrounded by the text "DEPARTMENT OF EDUCATION" and "CONFIDENCE".

# **School Improvement Plan Pine View Middle School St. Tammany Parish School System**

**Pine View Middle School  
Grades 4-6  
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## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Black Subgroup Performance	1	CRT, NRT, Report Cards, Discipline Data, Survey of Student Achievement
Sixth Grade	2	CRT, NRT, Report Cards, Discipline Data, Survey of Student Achievement
Economically Disadvantaged	3	CRT, NRT, Report Cards, Discipline Data, Survey of Student Achievement
PBS Program	4	CRT, NRT, Report Cards, Discipline Data, Survey of Student Achievement
Attendance	5	CRT, NRT, Report Cards, Discipline Data, Survey of Student Achievement

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>	Black Subgroup Performance		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Black subgroup continues to show growth over 4 years in both ELA & Math.	CRT, NRT,	Cognitive
2.	Black subgroup continues to close the achievement gap at a rate faster than the growth of the white subgroup.	NRT	Cognitive
3.	Black subgroup continues to increase the number of students recognized for honor roll.	Report Card Grades	Cognitive

<b>Contributing Factor 2</b>		Sixth Grade	
<b>Domain/Subdomain</b> (Choose One Only)		220 Culture: Collaboration ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Over 2 years 6 <sup>th</sup> grade has higher grade level index scores.	CRT, NRT	Cognitive
2.	Sixth grade continues to out perform other grade levels in ELA	CRT, NRT	Cognitive
3.	Number of students reaching proficiency in 6 <sup>th</sup> grade has increased.	CRT, NRT	Cognitive
4.	Number of 6 <sup>th</sup> grade students participating in honor roll has increased	Report Card	Archival

<b>Contributing Factor 3</b>		Economically Disadvantaged	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	ED students show growth in ELA over 3 years of data.	CRT, NRT	Cognitive
2.	ED students show significant gains in whole school score and at each grade level in ELA for 2010.	CRT, NRT	Cognitive
3.	2 of last 3 years ED have made gains toward closing achievement gap. 09-10 made a significant gain of 6.4 pts. toward closing the achievement gap.	CRT, NRT	Cognitive

\*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
SWD	1	CRT, NRT, Report Cards, Progress Tracking Sheets, IEP % of Goals Met
Math	2	CRT, NRT, Report Cards, District Math Assessments
5 <sup>th</sup> Grade	3	CRT, NRT, Report Cards, District Math Assessments, STAR Assessment, Fast ForWord Progress Reports,

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>		SWD	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	SWD lowest performing subgroup in all areas	CRT, NRT, District Assessments, CBA's	Cognitive
2.	SWD are making no gains toward closing the achievement gap.	Crt, NRT	Cognitive
3.	SWD declined significantly in ELA in all areas, WS, 4 <sup>th</sup> grade, 5 <sup>th</sup> grade, & 6 <sup>th</sup> grade. School did not meet AYP goals for the state.	CRT, NRT,	Cognitive
4.	6 <sup>th</sup> grade SWD in Math -31.1 pts.	CRT, NRT	Cognitive

<b>Contributing Factor 2</b>		Math	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Mat scores have lowest % proficient over 4 years looking at Whole School scores.	CRT, NRT,	Cognitive
2.	Math is consistently scores lowere than ELA.	CRT, NRT, District Assessments, Math STAR Assessment	Cognitive
3.	The subgroup (black) making the most significant gains over 4 years performs lower in math and is making gains at a slower rate than in ELA.	CRT, NRT	Archival
4.	Math is perceived as the subject students like the least.	Survey	Attitudnal

<b>Contributing Factor 3</b>		5 <sup>th</sup> Grade	
<b>Domain/Subdomain</b> (Choose One Only)		220 Culture: Collaboration ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	5 <sup>th</sup> grade scores are lower than other grade level scores.	CRT, NRT	Cognitive
2.	5 <sup>th</sup> grade shows gains when compared to 5 <sup>th</sup> grade scores, but when compared to other grade levels 5 <sup>th</sup> grade scores are significantly lower than other grade level scores.	CRT, NRT	Cognitive
3.	5 <sup>th</sup> grade scores lower than other grade levels in ELA, Science and Social Studies 4 of 5 years.	CRT, NRT	Cognitive
4.	A strong 4 <sup>th</sup> grade class from 08 failed to show in 5 <sup>th</sup> grade in 09 but reappeared in 6 <sup>th</sup> grade the following year.	CRT, NRT	Cognitive

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>	
<b>Research-Based Strategy 1:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Instructional Strategies/ designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	Each teacher will document in weekly overview/lesson plans the Guaranteed Curriculum unit, lesson, activities and assessments. Administrators will check lesson plans weekly and conduct learning walks to check for implementation of curriculum and instructional strategies aligned to state standards. Examining student work in order to monitor progress and to determine the effectiveness of teaching strategies and/or learning activities will be conducted ongoing by highly qualified classroom teachers. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.	
<b>1.2</b>	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful contexts and to reflect on what they have learned.	Each teacher will document in weekly overview/lesson plans the guaranteed curriculum unit, lesson, activities and assessments. Administrators will check lesson plans weekly and conduct learning walks to check for implementation of curriculum and instructional strategies aligned to state standards. Examining student work in order to monitor progress and to determine the effectiveness of teaching strategies and/or learning activities will be conducted ongoing by highly qualified classroom teachers. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.	

1.3	Use a variety of classroom-based assessment methods and tools before, during, and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	Teachers will use a variety of assessments to evaluate student learning. A minimum of 9 assessments per grading period are required with a performance assessment required at the end of each unit. Rubrics will be used to assess performance projects and tasks. Administrators will check weekly overviews/lesson plans for documentation of assessments. Twice monthly student work is evaluated during WFSG and feedback is provided to help the teacher determine the effectiveness of the assessment, project or activity. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.
<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
1.1	To increase ELA CRT Index Scores in 4 <sup>th</sup> from 100.5 to 107.0 in 2012, 5 <sup>th</sup> from 97.1 to 104.7 by 2012, and in 6 <sup>th</sup> from 102.2 to 108.1 in 2012.	Improvement in the area of read, analyze, and respond to literature in grades 4, 5, and 6.
1.2	To increase SWD (subgroup) ELA percent proficient from 42.3 to 53.3 by 2012.	To close the achievement gap for SWD students and to increase the number of % proficient in ELA for SWD students by 2012.
1.3	To meet AYP in all subgroups in ELA	To close the achievement gap for all subgroups in ELA and to increase the number of students reaching proficiency in all subgroups.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will collect, reroster and analyze their CRT & NRT LEAP & iLEAP test data for the current school year students. They will look at subtest data to identify weaknesses & strengths of the whole class and for individual students in order to make educational decisions in ELA. Progress will be monitored using a variety of classroom based assessments, benchmark data, STAR Testing data, and Fast ForWord progrss reports. Any additional resources and materials will be provided.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Using student performance data and observational data highly qualified teachers will develop and present lessons that are engaging and designed to personalize learning for students within all subgroups. Teachers will evaluate and monitor progress using tiered interventions to determine the effectiveness of targeted instruction. Teachers will align units of the guaranteed curriculum, instructional activities, projects, and performance assessments to state standards and GLE's.

**ACTIVITY 3** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will use data to identify and target students from all subgroups who may benefit from acceleration, enrichment, and /or remediation in ELA. Students from all subgroups will participate in teacher created engaging lessons, state tutoring guides, and computer based learning activities that reinforce literacy skills.

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will promote increased reading and the importance of reading through programs and /or resources such as Accelerated Reader, Weekly Reader, class sets of novels, current events projects , and inclusion of supplemental reading in other content areas. Teachers will help students appreciate and gain more experience with written text to improve motivation, reading fluency and comprehension.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

Each student will participate in a 40 minute protocol in the Fast ForWord program.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will organize student assignments with individualized computer generated practice, enrichment, or reinforcement in targeted skill areas. Teachers will ensure all software and on-line resources are linked to state standards. Administrators will ensure that needed hardware and software is maintained and updated adequately. Any additional resources/materials will be provided.(AR, Reading Coach, LA Pass, EAGLE, Brain Child, Buckle Down On-Line, Kids College,)

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

The Response to Intervention Model will utilized to examine student work to make decisions about their instructions or interventions. Data, student work samples, and teachers' instructional strategies will be discussed and reviewed in effort to plan instruction and track interventions using RTI. Students will be monitored using tiered interventions strategies and activities from FCRR. This will occur through the SAT and RTI process. The literacy interventionist will assist in this process.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers and administrators will participate in job embedded professional development in order to provide lessons rich in student engagement, where critical thinking, reasoning & problem solving skills are addressed, and lessons that are rich in technology. Teachers will share information learned at conferences and workshops with the faculty through WFSG, PD days, and grade level collaboration.



**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Once per month the WOW Design Team, consisting of the principal and three teachers, will attend professional development activities presented by the Schlecty Center and the parish design team. Each school's RHT/TRT and AssistantPrincipal will also attend separate WOW professional development activities. The design team will provide PD to the faculty during WFSG/PD days/Faculty Meetings/Learning Walks in order to educate the faculty on the importance of engaged learning to attain SIP goals.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will establish and maintain literacy work stations inside their classrooms. Students will rotate through these stations which include but are not limited to tiered activities, computer instruction, independent learning, enrichment and /or challenge activities, performance tasks and small group instruction.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Special Education department will provide professional development opportunities for classroom teachers to enhance instruction of inclusion students inside regular classroom.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will present and aid student in the use of graphic organizers such as Thinking Maps and GO Charts to help strengthen reaoning, problem solving, comprehension, and student engagement.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will utilize classroom Promethean interactive white boards in the development of lessons and activities that put technology into the hands of students from all subgroups. Using various resources students of all subgroups will prepare & present technology enhanced projects & presentations that call for the student to decode, analyze, and synthesize information from internet sources. Administrators will maintain and update technology & provide professional development.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified teachers will implement Kagan group structures to all subgroups in order to promote learner engagement. Professional development and follow-up will be provided. Any additional resources will be provided.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Administrators and Highly qualified teachers are committed to open lines of communication between school and home. Each student is provided an agenda which travels back and forth for daily communication between home and school, weekly overviews are sent home, weekly testing papers folder, STI home access, the school website, Teacher Web (individual teacher web pages), and the monthly newsletter are all provided to keep our parents informed.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

School-Wide Positive Behavior Support activities will be ongoing throughout the school year. Our P.A.W. Pride acronym, practice safety, act respectfully, work responsibly, will be reinforced and enhanced as we continue universal interventions. During our second year we will begin secondary interventions (Behavior Education Program) and continue to review behavioral data to develop our action plans and target behavioral areas in need of reinforcement and/or intervention.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

Safe and Drug Free Schools Initiative includes the 5th grade Drug and Alcohol Resistance Education program sponsored by the Covington Police Department, First-Steps, Second-Steps, Ripple Effects, Child Sexual Abuse Prevention, Red Ribbon Week, and School Bus Rider Safety Programs.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

Family involvement activities will begin prior to the first day of school and continue throughout the school year in an effort to encourage family participation in each students' educational experiences. Students and family members are offered numerous opportunities to participate in learning activities and access instructional resources to support state standards at home as well as in school. Literacy and Numeracy events as well as Technology Open House and Title I Open House are some events.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

Students new to PVMS coming from 3rd grade are invited to visit and meet the teachers, the Principal, the Assistant Principal, the Counselor, the RHT, and the office staff. Students are welcomed and then view a short video clip of activities that go on throughout the year at Pine View. They then hear about PBS, uniforms, and recess and lunch procedures and then receive a treat from the staff.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Sixth Grade students attend an assembly conducted by the feeder school that they are scheduled to attend the next school year. The school representative brings a video and information packets. Students receive scheduling cards and pick an elective.

<b>GOAL 2</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input checked="" type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Instructional Strategies/designed learning activities are aligned with state standards and address essential understanding, knowledge, and skills.	Each teacher will document in weekly overview/lesson plans the guaranteed curriculum unit, lesson, activities and assessments. Administrators will check lesson plans weekly and conduct learning walks to check for implementation of curriculum and instructional strategies aligned to state standards. Examining student work in order to monitor progress and to determine the effectiveness of teaching strategies and/or learning activities will be conducted ongoing by highly qualified classroom teachers. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.	
<b>1.2</b>	Accurate knowledge is presented through meaningful contexts and connected disciplines, and students are assigned projects and tasks that require the integration and application of learning in meaningful contexts and to reflect on what they have learned.	Each teacher will document in weekly overview/lesson plans the guaranteed curriculum unit, lesson, activities and assessments. Administrators will check lesson plans weekly and conduct learning walks to check for implementation of curriculum and instructional strategies aligned to state standards. Examining student work in order to monitor progress and to determine the effectiveness of teaching strategies and/or learning activities will be conducted ongoing by highly qualified classroom teachers. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.	
<b>1.3</b>	Use a variety of classroom-based assessment methods and tools before, during, and after units of study to monitor student progress. Assessments require students to use knowledge, comprehension, application and reasoning skills.	Teachers will use a variety of assessments to evaluate student learning. A minimum of 9 assessments per grading period are required with a performance assessment required at the end of each unit. Rubrics will be used to assess performance projects and tasks. Administrators will check weekly overviews/lesson plans for documentation of assessments. Twice monthly student work is evaluated during WFSG and feedback is provided to help the teacher determine the effectiveness of the assessment, project or activity. Teachers will then adjust instruction, implement interventions, remediate, or enrich to meet the needs of all learners.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase Math CRT Index Scores in 4th from 102.7 to 108.5, 5th from 101.8 to 107.8, and in 6th from 90.3 to 100.2 by 2012.	To increase grade level percent proficient scores by 2012.
<b>1.2</b>	To increase SWD (subgroup) Math percent proficient from 47.0 to 57.1 by 2012.	To close the achievement gap for SWD in Math and to increase the percent proficient scores for SWD in Math by 2012.
<b>1.3</b>	To meet AYP for all subgroups in Math.	To close the achievement gap in Math for all subgroups and to increase the number of students reaching proficiency in Math.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will collect, reroster and analyze their CRT & NRT LEAP & iLEAP test data for the current school year students. They will look at subtest data to identify weaknesses & strengths of the whole class and for individual students in order to make educational decisions in Math. Progress will be monitored using a variety of classroom based assessments, benchmark data, Math STAR Testing data. Any additional resources and materials will be provided.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Using student performance data and observational data, highly qualified teachers will develop and present lessons that are engaging and designed to personalize learning for students within all subgroups. Teachers will evaluate and monitor progress using tiered interventions to determine the effectiveness of targeted instruction. Teachers will align units of the guaranteed curriculum, instructional activities, projects, and performance assessments to state standards and GLE's.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will use data to identify and target students from all subgroups who may benefit from acceleration, enrichment, and /or remediation in Math. Students from all subgroups will participate in teacher created engaging lessons, state tutoring guides, and computer based learning activities that reinforce numeracy skills.

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will organize student assignments with individualized computer generated practice, enrichment, or reinforcement in targeted skill areas. Teachers will ensure all software and on-line resources are linked to state standards. Administrators will ensure that needed hardware and software is maintained and updated adequately. Any additional resources/materials will be provided.( LA Pass, EAGLE, Brain Child, Buckle Down On-Line, Kids College,)

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

The Response to Intervention Model will be utilized to examine student work to make decisions about their instructions or interventions. Data, student work samples, and teachers' instructional strategies will be discussed and reviewed in effort to plan instruction and track interventions using RTI during WFSG.. Students will be monitored using tiered interventions strategies and activities. This will occur through the SAT and RTI process. Any additional resources and materials will be provided.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers and administrators will participate in job embedded professional development in order to provide lessons rich in student engagement, where critical thinking, reasoning & problem solving skills are addressed, and lessons that are rich in technology. Teachers will share information learned at conferences and workshops with the faculty through WFSG, PD days, and grade level collaboration.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Once per month the WOW Design Team, consisting of the principal and three teachers, will attend professional development activities presented by the Schlecty Center and the parish design team. Each school's RHT/TRT and AssistantPrincipal will also attend separate WOW professional development activities. The design team will provide PD to the faculty during WFSG/PD days/Faculty Meetings/Learning Walks in order to educate the faculty on the importance of engaged learning to attain SIP goals.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will establish and maintain literacy work stations inside their math classrooms. Students will rotate through these stations which include but are not limited to tiered activities, computer instruction, independent learning, enrichment and /or challenge activities, performance tasks and small group instruction.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Everyday Counts Calendar Math will be utilized by highly qualified teachers to elicit exploration of number sense and number relations through discussions in all math classrooms. Any other resources, professional development, and materials needed will be provided.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Special Education department will provide professional development opportunities for classroom teachers to enhance instruction of inclusion students inside regular math classroom.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Assessment tools and performance tasks will be developed by highly qualified teachers to include constructed response items for formal and informal evaluation of problem solving skills and application of knowledge. Students will receive instruction on how to write well constructed response items. Thinking Maps, graphs, tables, diagrams, Go Charts, and other graphic organizers will be taught to aide students in becoming more proficient.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will utilize classroom Promethean interactive white boards in the development of lessons and activities that put technology into the hands of students from all subgroups. Using various resources students of all subgroups will prepare & present technology enhanced projects & presentations that call for the student to decode, analyze, and synthesize information from internet sources. Administrators will maintain and update technology & provide professional development.

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Sixth Grade students attend an assembly conducted by the feeder school that they are scheduled to attend the next school year. The school representative brings a video and information packets. Students receive scheduling cards and pick an elective.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified Teachers will implement Kagan Structures to all subgroups in order to promote learner engagement. Professional development and follow-up will be provided. Any additional resources will be provided.