2019-2020
SCHOOL IMPROVEMENT PLAN

St. Tammany Junior

St. Tammany Parish Public Schools
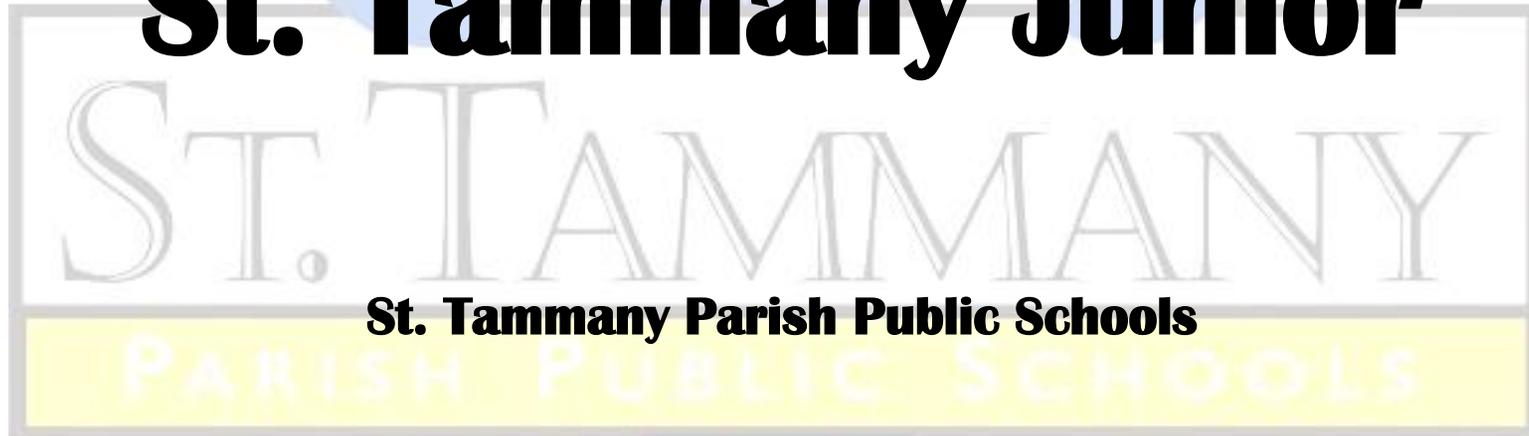
This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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 school wide plan.*

- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The Whole School index score has been growing in the past few years from 2017-2019. For the 2019 school year, the highest index score was the DCAI (Credit Accumulation Index) at 135.0 points. This was also the highest index score in 2018 with 139.2 points and in 2017 with 140.6 points.	For the 2019 school year, the lowest index score was the assessment index at 54.6 points. This was also the lowest index score in 2018 with 50.0 points and in 2017 with 49.9 points.
In the year 2019 the school SPS Assessment Index increased by 4.6 points from 2018. In 2019 the school SPS Progress Index increased by 5.8 points from 2018.	In 2019 the school SPS DCAI (Credit Accumulation Index) decreased by 4.2 points from 2018.
From 2016-2019 8th grade ELA consistently has had the highest Assessment Index Scores out of all grade levels and subject areas. Furthermore, 8th grade ELA shows consistent growth with each year's cohort. From 2018-2019 8th grade ELA increased the cohort of students Assessment Index Scores by 18.9 points.	From 2018-2019 8th grade science decreased in the Assessment Index Scores by 11.7 points. In math for the year 2019, the lowest grade level Assessment Index Score was in 8th grade with 43.2 points.
From 2016-2019 8th grade ELA consistently has had the highest Assessment Index Scores out of all grade levels and subject areas. Furthermore, 8th grade ELA shows consistent growth with each year's cohort. From 2018-2019 8th grade ELA increased the cohort of students Assessment Index Scores by 18.9 points. Furthermore, the highest category score in 8th grade ELA was in Writing Performance at 60% and within Writing Performance Written Expression was the highest subcategory at 60%.	From 2018-2019 8th grade science decreased in the Assessment Index Scores by 11.7 points. The lowest category in 8th grade science was Reason at 19%. In math for the year 2019, the lowest grade level Assessment Index Score was in 8th grade with 43.2 points. Furthermore, the lowest category in 8h grade math was Expressing Mathematical Reasoning at 10%.
According to the Assessment Index Trend Data, Asian/Pacific Islander learners have been the highest scoring subgroup within the ELA, math, and social studies assessment indexes. Asian/Pacific Islander learners have steadily increased in ELA and social studies from the years of 2017-2019 with an increase of at least 8 points each year (50.0 points in ELA in 2017, 76.9 points in ELA in 2018, 85.3 points in ELA in 2019, 51.1 points in social studies in 2017, 71.9 points in social studies in 2018, and 89.4 points in social studies in 2019).	According to the Assessment Index Trend Data, English Learners have been the lowest scoring subgroup in all subject areas' assessment indexes from 2017-2019 (with 16 points in ELA in 2019, 12 points in math in 2019, 16 points in science in 2019, and 5.3 points in social studies in 2019).
According to the Assessment Index Trend Data, the Asian/Pacific Islander	According to the Assessment Index Trend Data, the Whole School subgroup has

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learners have the highest assessment index score in ELA for the year 2019 with 85.3 points, and they also have increased steadily from 2017 in their ELA assessment index scores (50.0 points in ELA in 2017, 76.9 points in ELA in 2018, 85.3 points in ELA in 2019).	decreased in their science assessment index scores from 48.7 points (2016) to 47.9 points (2017) to 43.9 points (2019).
According to the 2019 Subgroup SPS, the Asian subgroup is the highest performing subgroup at 82.3 points in their SPS index score.	According to the 2019 Subgroup SPS, the LEP subgroup is the lowest performing subgroup at 31.4 points in their SPS index score.
According to the Subject Level Index data, the white subgroup in ELA has had the highest assessment index scores for the past 4 years (73.6 points in 2016, 73.1 points in 2017, 70.9 points in 2018, and 74.8 points in 2019).	According to the Subject Level Index data, students with disabilities are consistently the weakest subgroup in social studies (21.4 points in 2017, 14.7 points 2018, and 24 points in 2019).

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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 Claim/Subcategory 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*
1. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery or Above in LEAP 2025 Math Assessment in grades 6-8 will increase by 5% points. 6th grade 15% to 20%, 7th grade 17% to 21%, 8th grade 11% to 16%.
2. From Spring 2019 to Spring 2020 the percentage of students achieving Mastery or Above in LEAP 2025 ELA Assessment in grades 6-8 will increase by 5% points. 6th grade 26% to 31%, 7th grade 40% to 45%, 8th grade 45% to 50%.
3. From Spring 2019 to Spring 2020 the students in the subgroup, Students with Disabilities will increase their Assessment Index Scores on LEAP 2025 as follows: ELA: Increase by at least 8index points from 25.2 points to 33.2 points, Math: Increase by at least 8 index points from 28.2 points to 36.2 points.
4. The out of school suspension rate for grades 6-8th will decrease by at least 5% points from 17.3% to 12.3% from spring 2019 to spring 2020.
5.

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
Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place): • **Design:** Opportunity for parents to view SIP and offer feedback- View SIP in office binder and offer feedback through feedback tickets within the binder. Another opportunity for parents to view SIP and offer feedback through a link on the school's website • Title I Committee includes two parents, administration, teachers, and a student. **Evaluation:** • Complete Title I Spring PFE Survey • A summary of the results of the 2017-2018 SIP will be shared during Parent Informational Night • Title I Program evaluation meeting to determine if the allocated funds are successful. Title 1 Meetings planned: September 27, 2019 December 19, 2019	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** postage, copies, paper, color paper, folders, post cards printing, toner, ink,	**Effectiveness Measure:** Title I Parent Survey (Questions 1-5) **Effectiveness Results:**

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- May 14, 2020

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:	Goal(s): 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** postage, copies, colored paper, folders, positive "Wildcat" post cards, Brag Tags, printing, toner, ink, Moving message sign, parent institute booklets and resources, parent institute DVDs	**Effectiveness Measure:** Student survey **Effectiveness Results:**
• Parent Involvement Committee- Parents are invited to help plan new activities to improve the educational component. • PBIS- Positive behavior reward incentives to reward students for academic improvement and disciplinary reduction over a Nine -week period. Parent/Teacher created student store where wildcats bucks are exchange for items donated, purchased, organized, and displayed.				
Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:	Goal(s): 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Agendas, folders, postage, copies, colored paper, "Wildcat" post cards, printing, toner, ink, card stock, signs, laminating, poster paper, poster ink, markers, magnetic tape, packing tape, envelopes, labels, Brag Tags, Brag Patches, Parent Institute Literature and	**Effectiveness Measure:** **Effectiveness Results:**
• Agendas/Planners for all students are purchased for communication of assignments and organization skills. • Teacher and school websites used to communicate upcoming events, projects, school activities, interim and report card dates, test dates, etc. to the parents. • Robotic Phone Calls- Used to communicate important school events • Student Progress Center (JPAMS) - Each parent/student can login to check their student's progress daily. • Printed Interim Report every 4 weeks – We provide our students a hard copy to bring home to their parents and send a robo call home advising the parent they have				

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	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
been distributed. • Academic Folders, Organizational Folders – Struggling students are assigned the academic folder to open the lines of daily communication with students/parents and teachers. Teachers must provide feedback about each day's lesson and student behavior and parents sign and comment daily. • Parent/Teacher Conferences – Each teacher will schedule a conference with students having trouble. • Staff Phone Calls – Teachers call parents to report concerns and positive feedback. • Positive Post Cards – Teachers are encouraged to send home a minimum of two positive cards per month to students and their parents. • Parent Informational Night – Prepares parents and students of the expectations for the coming school year.			brochures	
Translation Services: • Schools must ensure that all staff communicates with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, **to the extent practicable.** *(Title VI of the Civil Rights Act of 1964)* • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-	Goal(s):	**Budgets** used to support this activity: ☒Title I ☐GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Items Needed:	**Effectiveness Measure:** **Effectiveness Results:**

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Wide Announcements over intercom; Special Education meetings; etc.				

Parent Family Engagement Activity 1:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Incoming Parent Meet and Greet and Academic Planning Information: • Title 1 information is distributed to parents • Access to the parent library through DVDs and literature (Parent Institute) • Curriculum Standards and expectation are addressed through Principal's power point presentation. • Computer access for filling out school documentation and lunch forms. • Information about our Parent Resources located in the library for check out. • Parent Institute Literature on display	1,2,3	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Copy Paper, color paper, card stock, ink, toner, computer, projector, microphone, pamphlets, brochures, card stock, Parent Institute resources, outside glass bulletin board, white board easel, crowd control base and tape, student agendas, Outside glass memo board. Marquee, Robo Call	Sign In Sheets **Effectiveness Results:**
Parent Family Engagement Activity 2: **Parent Informational Night** • Pamphlets and brochures (Parent Institute) are provided to enhance parenting skills and academic support. • Parent Computers are set-up in library with Jpams	Goal(s): 1,2,3,4	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4	Items Needed: Copy Paper, ink, toner, computer, printer, projector, microphone, pamphlets, color paper, brochures, card	Effectiveness Measure: Sign In Sheets

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instructions. • Power point presentation reviews Title 1, Carnegie unit planning and requirements, curriculum standards, testing, communication, etc. • Information about our Parent Resources located in the library for check out. •		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	stock, Parent Institute resources, Outside glass memo board, Marquee, Robo call	**Effectiveness Results:**
Parent Family Engagement Activity 3: • **Annual Schoolwide Science Discovery Day -** Science standards will be instructed and practiced through 10 lab stations. Stations may include Matter & Energy, Constructing DNA, Paper Circuits, Robotic Hand, Liquid rainbow, Synthetic Impact, Polymer Lab, meteorology station, Hydrology station, Northshore Technical Community College Star Lab station. Parents are invited to participate in standard based activities and experiments with their students.	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Materials and Supplies for each PFE activity, science stations and supply kits for science discovery day (energy, electricity, volume), Bottle Cloud Apparatus, batteries, LED lights, test tubes, rubbing alcohol, Glue food coloring, zip lock bags, acetone, metallic paper and foil, coffee stirrers, straws, tape, salt, measuring cup, spoons, felt markers cups, Ziploc bags, masking tape, toothpicks, marshmallows/twizzler for DNA construction, plastic gloves, salt, borax, small cups, detergent, pie pans, and other experiment supplies, 3 prong folders, organizational	**Effectiveness Measure:** Sign In Sheets Attendance Count **Effectiveness Results:**

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			folders, color copy paper	
Parent Family Engagement Activity 4: • **Math Mania Evening** – Parent are invited to take part in an evening of hands on math exploration with their student accentuating Tier I curriculum and state standards.	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Math kits, copy paper, ink, card stock, poster maker supplies, Bulletin board paper, pencils, calculators, markers, tape, protractors, compass, graph paper, tracing paper, colored markers	**Effectiveness Measure:** Sign In Sheets Exit Tickets **Effectiveness Results:**
Parent Family Engagement Activity 5: • **Parent Academic Planning Workshop** – 6th and 7th grade scheduling materials will be presented and elective and core subject choices discussed. Proper planning for 8th grade Carnegie Units are discussed in an effort to maximize high school credits earned. Scheduling assistance is given.	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Parent Institute resources, color paper, ink, card stock, laminating paper, projector, microphone, basket containers, display table, parent Institute Resources, desktop computer and printer	**Effectiveness Measure:** Sign In Sheet Scheduling Cards **Effectiveness Results:**

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Parent Family Engagement Activity 6:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• **Picnic in the Park**– Parents are invited to have a picnic lunch with students examining student's written work. The St. Tammany Parish Public Library presents upcoming events and the summer reading program. Parent resources and tips are available to assist parents in keeping students engaged in their academic knowledge throughout the summer. Parent Institute resources are distributed.	1,2,3	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Parent Institute resources, color paper, card stock, ink, card stock, laminating paper, toner, ink, Crowd control stands, plastic table cloths, picture printing paper, dry erase easel, display (sign) easel, Tracing paper	Sign In sheets **Effectiveness Results:**

3. SCHOOLWIDE PLAN STRATEGIES

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

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*

- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*

- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*

- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: • Teacher lessons aligned with Tier I state curriculum. • ELA teachers will implement Guidebooks 2.0 for 3 units in 6th grade and 3 units in 7th grade and 2 units in 8th grade) • Math teachers will implement Eureka. • All subject area teachers will implement RACE writing format, annotated articles, and computer workstations. • Writing assignments will be done on the computers to align assignments to state standards. • Math Classes- Visit the computer lab regularly to complete assignments and assessments, and using Moby Max to address student weaknesses with state standards. • Social Studies-Each class will have access to a cart of laptops to complete assignments and assessments based upon state standards. • Math 6, 7th and 8th students who score below basic will be mandated to take Math skills class in place of one elective. • One ELA Title I teacher for class size reduction	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Laptops, computers, laptop cart, document cameras, splitters, fuser kits, projector bulbs, printers, printer replacement parts, computer speakers, computer ppt remote controls, surge protectors, extension cords, protractors, compass, color paper, card stock, keyboards, ear phones, mice, projectors, projector pens, colored pens, whiteboards, promethean boards, calculators,	**Effectiveness Measure:** Teacher SLTs JPams Data Reports Pupil Progression LEAP 360 Interim Testing LEAP2025 **Effectiveness Results:**

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- One Math Title I teacher for class size reduction - One certified coach that is working on the implementation of small group instruction within the ELA classroom. One Interventionist that supports small group instruction for struggling learners in ELA for all grade levels by pull outs and pushes in for core instruction. - Discovery Education – Website resource for science and social studies (video clips, articles, etc.) Grade levels 6-8th. - Read, Write Gold Software for students with the accommodation of Test Read Aloud.			Eureka/Great Minds and American Book Company math resources, math classroom library, remote controls, Overlays, Tracing Paper, paper, toner, ink, student binders ELA, student binders math/sci, post-it notes for guidebook annotation, chart easel paper for guidebook instruction, bulletin board paper, composition notebooks for journals, poster maker and supplies, sheet protectors, color paper for centers, card stock, dry erase markers, dry erase boards for ELA, , graph paper, clip boards, scissors, graph paper, paper, graphing maps, ELA, MATH, Science and Social Studies teacher state standard aligned resource books for lesson planning and small group sessions/stations, science classroom	

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			curriculum library, social studies standard aligned resource books and classroom library, Mapping resources, skills practice and puzzle practice, sentence strips for centers, laminating paper, science experiment resources, stem labs, interactive notebooks resources, science lab resources, science USB towers for I-pads, science and social studies curriculum resources to enhance engagement, task cards, White board paddles, flex binders, Flocabulary subscription, task cards, teacher resource standard based books, Whisper-phones, small group instruction resources, high lighters, sheet protectors, index cards, dry erase markers, chart markers, bulletin board, erasers,	

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			Wildcat Folders, 3 prong 2 pocket folders, leveled classroom libraries for ELA and special education classes. All core subjects to have a classroom library containing fiction and non-fiction pertaining to the subject matter.	
Use of Academic Assessments to Improve Instruction: • Weekly Assessment – Teacher created for weekly measurement of skills taught, grades 6-8th. • LEAP 360 Diagnostic Readiness – State created beginning of the year assessment, grades 6-8th measuring strengths and weaknesses. SLT Assessments –Teacher and District created beginning of the year and end of the year measurement on student skills, standard based grades 6-8th. • LEAP 360 Interim testing– State standard aligned assessment, grades 6-8th • LEAP 2025 – Louisiana State Test, grades 6-8th • Moodle BOY Diagnostic – Social Studies and Science classes • Standard based assessments, informal and formal, grades 6-8th. Measuring tool for skills taught by classroom teacher. • Common assessments- Teacher created consistent assessment across the grade level, grades 6-8th. • Alignment to state assessment format – teacher created test to mirror the rigor of the state assessment, grades 6-8th. • The use of Item analysis scantrons– to identify areas of weakness in state standards within grades 6-8th. • Teachers use classroom exit tickets for formative assessment.	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Laptops, document cameras, computers, keyboards, printer, paper, printer replacement parts, remote control for computer, ear phones, mice, color paper, card stock, pencils, scantron papers, scantron machine, calculators, ink, toner, poster maker and supplies, Post it notes (exit tickets) card stock, colored paper, Testing Carrols, remote control presentation, labels, filler paper, high lighters, sheet protectors, index cards	**Effectiveness Measure:** Teacher SLT Assessments JPams Data Reports Pupil Progression LEAP 360 Scores Interim Testing Scores LEAP2025 Scores **Effectiveness Results:**

Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- IEP Progress Monitoring every 9 weeks - Student Framing – Examining student's schedules, assigned classes, and IEP minutes through student's schedule. - Small Group instruction, Scaffolding/ Differentiated instruction - Title I paraprofessionals support 6th, 7th, and 8th grade Science, Math, Social Studies, ELA classes. - Read Write Gold software for students who need Test Read Aloud - Silvaroli assessment for comprehension and word recognition - Math Eureka Curriculum and ELA Guidebooks curriculum based - Four Title 1 tutors to push-into the classrooms. - LEAP Connect – Leap Connectors Extended Standards - Unique Learning Curriculum - Sped Paras are pushed into classes to assist with Students with Disabilities and their accommodations - Achieve 3000- Used in the ELA resource class to increase Lexile level, fluency, read, and respond activities, grades 6th-8th. Students are assigned an activity every other week to accomplish within the classroom period. (47 minutes)	1,2,3	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Laptops, document cameras, computers, printer, ear phones, mice, paper, pencils, pens, highlighters, dry erase markers for paddles, erasers, calculators, ink, toner, poster maker and supplies, Post it notes (exit tickets) card stock, colored paper, Testing Carrols, Flocabulary subscription. Wisper phones, small group instruction resources: high lighters, sheet protectors, index cards, dry erase markers, chart markers, dry erase markers for paddles, order of operations poster, board, erasers, Wildcat Folders, 3 prong 2 pocket folders, leveled classroom libraries	Effectiveness Measure: Pupil Progression LEAP 360 Diagnostic Scores LEAP Interim Scores LEAP 2025 Scores Effectiveness Results:

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Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. **Describe the EL program at your school, including how and what services are provided to the EL students:** • Students are placed in ESL courses with a certified part-time ESL teacher. **Mr. John Veca** is the primary personnel and classroom teachers are the supplemental personnel. • Small group setting for EL instruction • One to two periods per day are provided to each grade level/EL learner • Daily formative and weekly summative assessment given and ESL teacher monitors interventions. • The district ESL Coordinator and ESL Integration Specialist monitor programs fidelity. • Academic Review – Conferencing with core teachers • EL students are paired with another EL student's schedule who understands the English language. • Programs used: Newcomers Literacy Curriculum (base curriculum) Language Power Language Proficiency Program (base curriculum)	1,2,3	☐Title I ☐GFF ☐Title II ☐LA4 ☒IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Computers, mice, earphones, projector, paper, copies, ink, toner	Teacher SLTs JPams Data Reports Pupil Progression LEAP Scores ELPT, ELPS **Effectiveness Results:**

Interventions for At-Risk Students

Process for Determining Student Participation in School and Classroom Interventions:	Goal(s): 1,2,3	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- Interventionist, **Francis Gummere and Instructional Coach Callie Foreman** examine LEAP 2025 data. Those scoring Unsatisfactory or Approaching Basic are given the IRLA Phonic screening followed by the IRLA comprehension screening. Students are grouped based on these findings. - Classroom tutors, Christy Chabreck, Phillis Stallworth, Karen Payne, and Sandra Chavers, and interventionist, Francis Gummere, take 20 minutes, four days a week to work with their IRLA groups while the classroom teachers are working with other students within the classroom. - The purpose and focus of the IRLA intervention is to increase students' reading comprehension level. - Monitoring is accomplished by keeping data detailing students' success and struggles. Progress monitoring and the student's running record are kept on file. - SAT Process Meeting is scheduled if classroom interventions are not gaining results. Grades, accommodations, LEAP 2025 test scores ,LEAP 360 test scores, pupil progression, Silvaroli screening, teacher documentation, language screening, and other assessments used to measure areas of strengths and weaknesses. - Students are chosen to participate in school wide interventions based on pupil appraisal, teacher recommendations, SAT process and screenings. - Students chosen to participate in classroom interventions based on formative assessments, informal teacher observations, progress monitoring, and pupil progression. - Classroom interventions		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Paper, copies, ink, toner, folders, card stock, color paper, reading guide over lays, projector, Projector pens for interactive board, mobile carts	Pupil Progression LEAP 360 Scores Interim Testing Scores LEAP 2025 Scores ------------------------------ **Effectiveness Results:**

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Opportunities and Interventions for Students in Need:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Resource class are scheduled for at risk students • The Reading Interventionist is pushing into ELA classrooms during core instruction doing IRLA/American Reading Company. • American Reading Company's IRLA Foundational Skills Toolkit in ELA during small group instruction by push-in interventionist, it delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills needed to accelerate reading growth. This is utilized in an inclusion class three times per week for a total of 90 minutes per week. • Achieve 3000 Reading Program – Children scoring below basic on LEA are scheduled in a Study Skills Class to participate in Achieve 3000. • 27 math intervention blocks are offered across all grade levels. These blocks are 47 minutes long and are offered to students who scored below basic on LEAP. • Reflex math and Moby Max are used as interventions.	1,2,3	☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	SRA Decoding, color paper, card stock, copies, ink, toner, ear phones, Computers/Laptops, Workbook resources, IRLA Kits, American Reading Company libraries, Mobile carts	Pupil Progression LEAP 360 Interim Testing LEAP2025 **Effectiveness Results:**

Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:
• Teacher monitors Pupil Progression through JPams gradebook and a teacher identifies children at risk.
• Parents are notified of a concern a parent conference is help and additional academic history is gathered.
• Daily Academic Monitoring Folder- daily communication between teacher and parent to evaluate daily productivity.
• Program issued after 1st Nine Weeks to those who earned 2 or more Fs on their report card.
• SAT process:
• Members: Carmen Butler, Jackie Landry, Almecia Dupree, Vincent DiCarlo
    SAT meeting is scheduled if requested by teacher or parent.
    Pupil Progression is examined and
	1,2,3	☒Title I
		☒GFF
		☐Title II
		☐LA4
		☐IDEA
		☐Title III
		☐Title IV
		☐Perkins
		☐JAG
		☐Bond Money
		☐DSS
		☐Other
			Paper, copies, ink, toner, folders, card stock, pocket 3 prong folders	Pupil Progression
				LEAP 360 Scores
				Interim Testing Scores
				LEAP2025
				
				Effectiveness Results:

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accommodations/interventions, LEAP Test Scores, teacher documentation/notes, and other Screening s may be conducted. Scheduling needs are reviewed and is designed as needs. Interventions are provided by teacher, paras, and interventionist staff. Interventions take place throughout the school day within the classroom and as pullouts.				
Interventions Specific to <u>Students with Disabilities</u>: • Read Write Software • Achieve 3000 • LEAP Math Classes (increased math minutes 94 minutes) • Moby Max • Gizmo • School wide PBIS rewards	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Computers, printer, Paper, toner, copies,	**Effectiveness Measure:** Pupil Progression LEAP 360 Interim Testing LEAP2025 **Effectiveness Results:**
Interventions Specific to <u>English Learners</u>: • Small group setting for EL instruction • One to two periods per day are provided to each grade level/EL learner • Specific accommodations are provided for the mainstream classroom teachers. • Interventions are decided based on the ELPS screening results, pupil progression, teacher consult. • The purpose of the interventions is to provide the EL with an ample learning environment and setting. • The focus will differ from student to student based on current language and literacy proficiency level in the new language studied. • Programs used: Rosetta Stone Language Program (supplemental	**Goal(s):** 1,2,3	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Computers, printer, Paper, toner, copies, poster maker and classroom supplies	**Effectiveness Measure:** Pupil Progression LEAP 360 Interim Testing LEAP2025 ELPT, ELPS **Effectiveness Results:**

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curriculum) Language Power Language Proficiency Program (base curriculum) Achieve 3000 Literacy Builder (Supplemental curriculum) Programs are used 47-94 minutes per day. • EL students are paired with another EL student's schedule who understands the English language.				

Support and Extended Learning

| 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):
• **Accelerated Math Class (Pre-Algebra & Algebra)**
• **Gifted Class in ELA, Math & Science**
• **P.A.W.S. - Peer Ambassadors with Self Awareness** Club meets during lunch and after school, speakers from the community leaders are present, plan community outreach, and discuss ways to promote positive social and emotional skills on campus
• **Band**
• **Keyboarding**
• **Journey to Careers**
• **Spanish**
• **Talented Art**
• **Talented Theater**
• **Talented Music**
• **KIT Tutoring –** Carmen Butler (School Counselor) arranges for a KIT tutor for 2 days per week. This tutor pulls from the KIT student's during their PE or elective hour. | **Goal(s):** 1,2,3 | **Budgets** used to support this activity:
☒Title I
☐GFF
☐Title II
☐LA4
☐IDEA
☐Title III
☐Title IV
☐Perkins
☐JAG
☐Bond Money
☐DSS
☐Other | **Items Needed:** Computer, printer, calculators, Paper, copies, ink, toner, folders, card stock, laminating paper, poster paper and supplies, pencils, pens, notebooks | **Effectiveness Measure:** Pupil Progression Reflections Pupil Progression LEAP 360 Interim Testing LEAP2025

Effectiveness Results: |

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Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):	Goal(s): 1,2,3	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Increase in math core minutes – Students scoring below basic on the LEAP 2025 assessment receives 94 minutes of math instruction per day. **KIT Tutoring** – Carmen Butler (School Counselor) arranges for a KIT tutor for 2 days per week. This tutor pulls from the KIT student's during PE or elective hour. **Academic Olympics** – Selected students compete against other junior high schools in the area in subject specific disciplines. **Student Council** – Student application and teacher recommendation - Cheer Team, Dance Team, Soccer, Volleyball, Baseball, Football, Softball		☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Paper, Color paper, copies, ink, toner, folders, card stock, laminating paper, poster paper and supplies	Pupil Progression LEAP Scores **Effectiveness Results:**

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

Mental Health Provider Services:	Goal(s): 1,2,3,4	Budgets used to support this activity:	Items Needed:	Effectiveness Measure: Goal Chart
Due to the transient and often unstable environments that many of our school's students experience, a full-time **Mental Health Provider (MHP), <u>Stephanie Jones</u>,** 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.		☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other		**Effectiveness Results:**

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Counseling Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Full-time School Counselor – <u>Carmen Butler, school Counselor and Stephanie Jones,</u> school MHP have implemented Restorative Practices school- wide. Whole-school lessons are taught monthly through the PE department classes. Restorative Practices are presented daily within the ISS room. This program has been implemented to address our school discipline goal. A Restorative Practice form was created to assist in tracking the progression of student's daily/weekly. **Whole School lessons include but not limited to:** Restorative Practice Bullying Program Cognitive Behavior Therapy Child Sexual Abuse Prevention Suicide Prevention Career Fair Day - Students can ask to see councilors and are referred to council staff by teachers, staff, and parents. Students **Academic Folders -** After the 1st 9- week session, students failing two or more subjects are assigned a Daily Academic Folder. This measures the student's progress daily for student, teachers, and parents. The folder opens a line of daily communication. <u>Carmen Butler</u>, the counselor, is responsible for the tracking of the academic progression using the tracking binder, which logs report card progress.	1,2,3,4	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Paper, folders	Academic Folder Tracking Binder Pupil Progression --- **Effectiveness Results:**
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: **PBIS –** Committee formed to put a plan in place to encourage positive behavior in and out of the classroom. - An economic system is in place to earn **"Wildcat Bucks."** These bucks can be used to purchase items in the Wildcat Store or used in monthly PBIS raffles.	Goal(s): 1,2,3,4	Budgets used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4	Items Needed: Positive post card printing, colored paper, reward bags for celebrations, raffle items for wildcats	Effectiveness Measure: # of students participating in celebrations, teacher use of tags and patches, post card order,

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- Positive Post Cards – mailed to the home - Positive Referrals - Monthly PBIS Celebration - Verbal Recognition - Motivational Banners/Posters - Positive Expectations posted in classroom - Grade Level PBIS Motivational Assemblies – reminders of expectations and appropriate choices to make - Red Ribbon Week (Carmen Butler) - Student Brag Tags, Brag Patches, Brag Bracelets - Restorative Practices (RP) – In an effort to decrease discipline referrals, faculty and staff are implementing RP strategies as a first and second line of intervention.		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	bucks, printing, poster maker and supplies, brag tags, patch bracelets, key chains and neck chains, lanyards, bus rental for 8th grade Salmen High trip.	**Effectiveness Results:**

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: • 5th Grade parents and students 'assembly and campus tour field trip. • 6th Grade incoming Informational Night – Presentation covers procedures, expectations, state standards, state assessments, grading policy, curriculum, agendas, Title 1 resources, etc. • Outgoing 8th graders during the month of April/May attend a scheduling assembly and tour of Salmen High School. • Scheduling workshops for students and parents.	**Goal(s):** 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Paper, Pens, Card stock, colored paper, projector, screen, microphone, copies, ink, toner, laminating paper, poster maker and supplies	**Effectiveness Measure:** Attendance/Sign In Sheets **Effectiveness Results:**

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Professional Development

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

Professional Learning Communities (PLCs):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- Once a week three times a month during subject specific common planning time, PLC meetings take place through core subject area for 45 minutes. - Meetings discuss a variety of topics: state standards, classroom assessments, strategies, shared resources, writing structure, student work, etc. - Online Assessments through Moodle is used to track students' progress towards mastery and core instruction. In PLC, LEAP 360 Diagnostic, Interim data along with Moodle and teacher created assessments are reviewed and utilized to form small group within the core blocks. - Collaborative Planning of weekly lessons and assessments between core subject areas - Assessment alignment to state standards and state testing Assessment data is tracked to find areas of weakness to structure our small group instruction around areas of weakness. - Jennifer Hutchinson PLC – **Science** Teachers - Angie Beach PLC – **Math** Teachers - Callie Foreman (Instructional Coach), Jessica Kastner, Francis Gummere (Interventionist) PLC – **ELA** Teachers - Theresa Earhart PLC – **Social Studies** - Curriculum Specialist Visitation to PLC as requested - Administration monitors meetings and meets with PLC leaders periodically. - ELA Content Leader – **Callie Foreman** - Providing content rich resources to new and current teachers. - Math Content Leaders – **Angie Beach** - Providing content rich resources to new and current teachers - Two Intervention Content Leaders – **Theresa Earhart** and **Shalone LaCoste** 9 day training teaching how to support	1,2,3	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	Paper, charts, color paper, chart markers, dry erase markers, pens, card stock, projector, screen, copies, ink, toner, laminating paper, poster maker supplies	Reflection **Effectiveness Results:**

students who are struggling in English and math.				
Other Professional Development: • Plain Talk Conference- All ELA teachers attend • Jan Latino assists with online testing through Moodle for social studies and science content areas. • Curriculum Specialist Support - Specialist assist in PLCs to give updates and dissemination of curriculum instruction and assessment planning. • Quarterly Professional Development Days – These days are used to review prior assessments to identify areas of weakness and plan small group instruction to meet the needs of struggling learners. • Monthly Faculty Meetings - Title 1, Curriculum Updates, Discipline strategies, classroom management tips, and student data breakdowns are covered, etc. • Sped teachers participate in PLCs with traditional core subject teachers. • Restorative Practices – PD was offered to faculty and staff.	**Goal(s):** 1,2,3,4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:** Paper, pens, card stock, projector, screen, copies, ink, toner, laminating paper, poster maker supplies, Brag Tags, Patch bracelets, patch incentives, key chain, tag chains.	**Effectiveness Measure:** Reflection **Effectiveness Results:**

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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.

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- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**
Coursework to Earn Post-Secondary Credit: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐DSS ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**

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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, Title III, or DSS funding.

English Learners (EL):
- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

21st Century Programs:
- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:
- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

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4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*

- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:
- Pull discipline report periodically, SLT data documentation, Common assessments, LEAP 360 Interim Data

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:
- Once completed the SIP will be shared during a faculty meeting, posted on school website, and posted in SIP binder within school office.
- Three meeting per year are planned to revisit SIP – September 27, 2019, December 19, 2019 and May 14, 2020.

Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):
- Once effectiveness measures are completed, the SIP evaluation results will be shared during a faculty meeting, posted on school website, and posted in SIP binder within school office.

2019-2020 Committee Members

School Improvement Planning Committee **Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**	**Parent/Family Engagement Committee** **Responsible for the Implementation of the PFE Activities in the SIP**
Members Include: • **Principal: Vincent E. DiCarlo** • **AP: Shalone LaCoste** • **RHT: Karen Dufrene** • **Teacher: Sharon Watson** • **Teacher: Caitlyn Parker** • **Parent/Family: Tanya Williams** • **Parent/Family: Shannon Lipps**	**Members Include:** • **Principal: Vincent E. DiCarlo** • **Student: Ronnie Poiroux** • **RHT: Karen Dufrene** • **Teacher: Sharon Watson** • **Teacher: Caitlyn Parker** • **Parent/Family: Tanya Williams** • **Parent/Family: Shannon Lipps**

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DISTRICT ASSURANCES

☐   I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

☐   I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

☐   I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Measurable goals
- Parent and family engagement activities aligned with assessed needs
- Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Plans for transitioning incoming and outgoing students in the school community
- Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
- Coordination and integration of federal, state, and local resources, services, and programs
- Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
- A schoolwide action plan with timelines and specific activities for implementing the above criteria

☐   I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

_____   _____

Superintendent Signature   Date

_____   _____

Principal Signature   Date

_____   _____

Chairperson, School Improvement Team Signature   Date

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