

2020-21
School Improvement Plan Addendum

Pearl River High School



St. Tammany Parish Public Schools

**2020-21 SIP Disclaimer: Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

Pearl River High School 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
ACT subscore area of Reading had an increase of 0.7 points from 2018-2019 (19.3) to 2019-2020 (20.0).	ACT subscore area of Mathematics had a decrease of 0.4 points from 2018-2019 (18.0) to 2019-2020 (17.6).
Increase of 5% in the number of ACT English of students Who Met College Readiness Benchmarks from 2018-2019 (50%) to 2019-2020 (55%).	Decrease of 4% in the number of ACT Mathematics of students Who Met College Readiness Benchmarks from 2018-2019 (21%) to 2019-2020 (17%).
ACT average composite score had an increase of 0.2 points from 2018-2019 (19.4) to 2019-2020 (19.6).	The SPS Graduation Cohort Rate index score had a decrease of 7 points from 2019 (91.2) to 2020 (82.2).
Strength of Diploma had an increase of 7.1 points of cohort students earning Advanced credentials from 2019 (5.3) to 2020 (12.4).	Strength of Diploma had a decrease of 13.9 points of cohort students earning Advanced and Basic credentials from 2019 (56.5) to 2020 (42.6).
*Due to testing administration concerns, the school has chosen not to include data from LEAP 360 Diagnostic assessments in ELA and Math.	*Due to testing administration concerns, the school has chosen not to include data from LEAP 360 Diagnostic assessments in ELA and Math.
DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8 th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT	

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

Goal #1: From Fall 2020 to Spring 2021 students in grade 11 will increase the ACT subscore area of Mathematics by 1.4 points from 17.6 points to 19 points.

Action Plan:

Parent and Family Engagement:

- Robocalls are made to parents regarding all important information
- School website is updated regularly to include all important information
- ACT Preparation night will be held to encourage parents to reinforce test taking strategies at home (February).
- Teachers communicate with parents regarding curriculum, assessment requirements etc.
- Scheduling Nights- Counselors give a brief overview of Diploma Pathway options, explaining Career Technical Education (CTE) and Academic course choices. Student requests are mailed home in April for an opportunity to make schedule changes.
- Senior Parent Night- Senior Counselor presents information on the FAFSA and other scholarship opportunities, CLEP testing information, IBC information, as well as dual enrollment opportunities for academic and CTE courses.

Core Instruction:

- All teachers use the Guaranteed Curriculum.
- Spring Board curriculum is used for Algebra II and Geometry
- ACT prep embedded in lesson plans (Teachers use ACT questions as bellringers and teach ACT strategies in the classroom)
- ACT and WorkKeys Curriculum (all students have access to the ACT/WorkKeys diagnostic tests)
- Using Math XL dual enrollment students

Effectiveness Measure:

Sign-in sheets, parent/student surveys, ACT classroom exit tickets, ACT achievement data,

Effectiveness Results:

Reflection on Results:

Intervention Instruction:

- ACT Prep class is offered to both juniors and seniors who are trying to increase their ACT composite score.
- Career Coach for any at risk student to keep them on track for graduation
- After School Tutoring
- ACT boot camp
- Teacher Assistance Team (TAT) is used to provide teacher driven intervention
- Student Assistance Team- meet and establish goals for individual student(s)

Special Populations (Sped, EL, etc.):

- Individual Education Plan to determine individualized needs to differentiate instruction to address deficits
- Progress Reports /Progress Monitoring to identify remediation needs
- SPED specific Study Skills Classes
- Subject specific PARAs
- Resource classes with a paraprofessional
- Intensive Algebra I (two hour block)
- EL teacher tracks student progress through grades and test scores.
- Support classes for EL students to help further understanding of English language.
- English certified ESL teacher to be able to assist with core instruction.

Professional Development:

- Subject Specific Professional Learning Communities (PLC) meet to discuss curriculum, including common assessments, rigor, and areas of strengths and weaknesses within the subject and across grade levels
- Teachers are given Professional Development and encouraged to use ACT testing strategies.
- Parish-wide professional development
- Curriculum specialist visits
- Teachers attend Super Summer Institute
- Teachers attend Summer Institute

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Goal #2: Strength of Diploma Rates will increase by 10 points of cohort students earning Advanced and Basic credentials from 42.6 points to 52.6 points.

Action Plan:

Parent and Family Engagement:

- Robocalls are made to parents regarding all important information
- School website is updated regularly to include all important information
- Teachers communicate with parents regarding curriculum and IBC requirements.
- Scheduling Nights- Counselors give a brief overview of Diploma Pathway options, explaining Career Technical Education (CTE) and Academic course choices. Student requests are mailed home in April for an opportunity to make schedule changes.
- Senior Parent Night- Senior Counselor presents information on the FAFSA and other scholarship opportunities, CLEP testing information, IBC information, as well as dual enrollment opportunities for academic and CTE courses.

Core Instruction:

- All teachers use the Guaranteed Curriculum.
- Industry Based Field Trips-Farm to Table, Livestock competition, Day with the Doctors
- Industry Based Guest Speakers- Carpentry, Prostart, Careers Course
- Career Day – professionals from a variety of occupations give presentations to students.
- Recruiters from universities, colleges, technical/vocational schools, and military visit school throughout the year with information from students.
- Jumpstart off campus programs – Spark and Drone Engineering
- Dual Enrollment Courses include English IV, PreCalculus, Calculus
- AP Courses include English III, World History, US History
- CLEP Tests are offered in Biology II, Algebra III, Calculus, Government, English III, World History

Effectiveness Measure:

Sign-in sheets, parent/student surveys, IBC report, Strength of Diploma data, CLEP scores, DE and AP data

Effectiveness Results:

Reflection on Results:

Intervention Instruction:

- Bi-Monthly Career Day committee meetings to discuss career preparation for students
- Teacher Assistance Team (TAT) is used to provide teacher driven intervention
- Student Assistance Team- meet and establish goals for individual student(s)
- Attendance and Failure Report data is used to identify At-Risk Students
- Explanations of Failures is used to determine At-Risk Students
- CTE Bootcamps
- CLEP Prep Bootcamp
- Career Coach—provide academic support and encouragement

Special Populations (Sped, EL, etc.):

- Individual Education Plan to determine individualized needs to differentiate instruction to address deficits
- Progress Reports /Progress Monitoring to identify remediation needs
- SPED specific Study Skills Classes
- Subject specific PARAs
- April Dunn Act Tops Tech Pathways
- EL Teacher tracks student progress through grades and test scores.
- Support classes for EL students to help further understanding of English language.
- English certified ESL teacher to be able to assist with core instruction.

Professional Development:

- Subject Specific Professional Learning Communities (PLC) meet to discuss curriculum, including common assessments, rigor, and areas of strengths and weaknesses within the subject and across grade levels
- CTE Professional development
- AP Workshops
- Parish-wide professional development
- Curriculum specialist visits
- Teachers attend Super Summer Institute
- Teachers attend Summer Institute

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Additional School Actions

- *Include new actions the school is taking to improve overall student growth
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

Additional Actions: (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- ACT Prep is provided afterschool and on specific Saturdays.
- ACT Vouchers are available for seniors
- Individual and group counseling to support students’ academic, personal/social, and college/career exploration.
- Counselor class sessions focusing on College, Career, Test Prep, Financial Aid, and Postsecondary planning.

2020-2021 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: John Priola**
- **Teacher: Joy Thigpen**
- **Teacher: Katie Fuller**
- **Parent/Family: Darla Nave**
- **Parent/Family: Jochen Kranz**
- **Parent/Family: Melanie Saladino**
- **Community Member: Karl Vanleeuwen**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: John Priola**
- **Student: Elyse Nave**
- **Teacher: Katie Fuller**
- **Teacher: Joy Thigpen**
- **Parent/Family: Darla Nave**
- **Parent/Family: Jochen Kranz**
- **Parent/Family: Melanie Saladino**

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

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Pearl River High School

ST. TAMMANY

St. Tammany Parish Public Schools

PARISH PUBLIC SCHOOLS

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

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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
ACT subscore area of Reading had an increase of .4 from 2014-2015 (19.4) to 2018-2019 (19.8).	Act subscore area of Mathematics had a decrease of 1.0 from 2014-2015 (18.3) to 2018-2019 (17.3).
The 2019 strongest school SPS index score is the Cohort Graduation Rate Index at 105.9.	The 2019 weakest school SPS index is LEAP 2025 Assessment index at 66.3.
LEAP 2025 U.S. History Assessment Index had the largest increase from 2017 (53.8) to 2019 (64.9).	LEAP 2025 Assessment index had the largest overall SPS index decline of 14.4 index points from 2016 (80.7) to 2019 (66.3).
LEAP 2025 English II Assessment Index has consistently been the highest scoring subject area index with scores of 77.9 (2017), 79.4 (2018), and 68.4 (2019).	LEAP 2025 Geometry Assessment index has consistently scored lower than the majority of all other subject indexes with scores of 57.4 (2018) and 53 (2019).
The SPS Graduation Cohort Rate index score has increase 10.2 points from 2017 (95.7) to 2019 (105.9).	The SPS Strength of Diploma index decreased 3.5 points from 2017 (103.2) to 2019 (99.7).
Black subgroup in LEAP 2025 ELA Assessment index has been the highest subgroup the past two years with index scores of 93.6 (2018) and 84.9 (2019).	The Students with Disabilities subgroup in the LEAP 2025 ELA and LEAP 2025 Math Assessment index has had consistently low index scores. LEAP 2025 ELA Assessment index points ranges from 16.2 (low) (2017) to 30.8 (high)(2018) & LEAP 2025 Math Assessment Index scores range from 23.3 (low) (2018) to 36.0 (high)(2017).
The black subgroup in LEAP 2025 Social Studies Assessment index has shown an improvement of 20 points from 2017-2019 with index scores of 20 (2017), 24.8 (2018), and 40 (2019).	The economically disadvantaged subgroup has shown a decline in index scores in both LEAP 2025 ELA and Science Assessments from 2017-2019. LEAP 2025 ELA index scores of 75.1 (2017), 71.4 (2018), and 64.9 (2019) show a decline of 10.2 index points overall. LEAP 2025 Science index points of 72.4 (2017), 58.9 (2018), and 57.6 (2019) show a decline of 14.8 index points overall.
The subgroup, Whole School was the overall highest subgroup in LEAP 2025 Assessment index with an index score of (87.4 B) in 2019	The subgroup English Learners(EL) was the overall weakest subgroup in LEAP 2025 Assessment Index with an index score of 46.0 in 2019.
The subgroups, black and white were high performing in ELA LEAP 2025 Assessment index when compared to the other LEAP 2025 subject areas with the highest index scores in 2018 of 93.6 index points for the black subgroup	The subgroup, students with disabilities was the lowest performing in LEAP 2025 ELA when compared to the other LEAP 2025 subject areas with the lowest index score of 16.2 (2017). LEAP 2025 Math was the lowest across 4 subgroups:

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and 86.5 index points for the white subgroup. ELA LEAP 2025 had high index scores across 4 subgroups in Spring 2019: (Whole School (74.7), Black, (84.9), White (72.8), and Economically Disadvantaged (64.9).	(whole school (58.6), Hispanic (52.2), white (59.1), economically disadvantaged (55.7).
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DATA SOURCES: School Demographic Information, 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, WorkKeys, 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 students in grade 12 will increase their ACT index Score by 5 points from 68.6 points to 73.6 points.
2. From Spring 2019 to Spring 2020 students in grades 9 and 10 will increase their Assessment Index on LEAP 2025 as follows:
 Students in grade 9 Algebra I: Increase by at least 9.1 index points from 65.9 index points to 75.0 index points.
 Students in grade 10 Geometry: Increase by at least 7 index points from 53.0 index points to 60.0 index points.
 Students in grade 10 Biology: Increase by at least 13.2 index points from 61.8 index points to 75.0 index points.
3. From Spring 2019 to Spring 2020 students in the subgroup Students with Disabilities will increase their Assessment index on LEAP 2025 as follows:
 ELA: Increase by at least 10 index points from 24.2 index points to 34.2 index points.
 Math: Increase by at least 10 index points from 23.5 index points to 33.5 index points.
4. From Spring 2019 to Spring 2020 students in the subgroup LEP will increase their Assessment index on LEAP 2025 as follows:
 ELA: Increase by at least 10 index points from 0.0 index points to 10.0 index points.
 Math: Increase by at least 10 index points from 20.0 index points to 30.0 index points.
- 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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Bi-annual PTSA Board Meetings – December meeting to discuss SIP plan. • Surveys for feedback through school’s website • Quarterly Parental Advisory Committee – meet with administration to discuss progress of goals of the SIP plan. Parents and community stakeholders, who reflect the demographic composition of the school, including at-risk students, are included as a part of this committee. <p>Evaluation:</p> <ul style="list-style-type: none"> • PRHS Year-In-Review SIP evaluation to be mailed along with the child’s report card (May 2020). 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies as needed</p>	<p>Effectiveness Measure: Feedback from online and in-person Surveys and Parental Advisory Committee Meetings</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTSA Board Meetings – Bi-Annual meetings to address important decisions of the school. • Encourage to join and participate in PTSA – PTSA Membership Drive. All school families and key community stakeholders are invited to join the PTA. • PTSA Meetings – general meetings to make decisions concerning school needs. General Meetings are held a minimum of two times per year. All families, students, and community stakeholders are invited to attend. • Surveys – to collect feedback from parents, students and community stakeholders as needed • Teacher Parent Conferences – ongoing with parents • SAT Meetings – Student Assistance Team (SAT) meets once per month. The team strategizes ways to support academically and/or behaviorally at-risk students. • Individualized Education Plan (IEP) –federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. An IEP meeting will be held a minimum of one time per year to address each child’s unique learning issues and include specific educational goals. Any member of the IEP team can request a meeting, if deemed necessary, to address the needs of the student. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Surveys Tickets Out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Robo-Calls – Automated phone calls by principal to keep all parents informed of school events and curriculum. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Miscellaneous supplies as needed</p>	<p>Effectiveness Measure: Surveys Tickets Out the Door</p>

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<ul style="list-style-type: none"> • Teacher Websites – Include information pertaining to curriculum, assessments, and events • School Website – Includes information pertaining to curriculum and events • PTA Meetings – Board and General- to communicate important information and upcoming events • Reports Cards- to keep parents informed of student progress • Interims - to keep parents informed of student progress • Open House – to inform parents of curriculum and school events • Special Education Transition Meetings – Special Education teachers meet with parents to give information regarding school year transitions and curriculum. • PTA Bi-Annual Newsletters – inform parents and students of school events and curriculum, and includes photos of activities during the school year. • Student Progress Center – All parents can access the progress center via school’s website to keep informed of student academic progress. • Parent Support Toolbox- Louisiana State Department of Education Website; The Library contains data, documents, forms and other information about education in Louisiana. Families can find more information about the many choices offered by Louisiana to prepare their students for college and careers. • Parent and Teacher Conferences - to keep parents informed of student progress. Conferences are held as needed- parent or teacher request. • Parent Phone Calls and Notes home- to keep parents informed of student progress on an as needed basis. 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 		<p>Effectiveness Results:</p>
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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input 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"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p><i>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.</i></p> <p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Family Game Night - Parents, students, and teachers will engage in a meaningful night of activities focusing on Math and Science curriculum. Modified activities will be 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Game Night Materials Miscellaneous supplies Food and Drinks available for</p>	<p>Effectiveness Measure:</p>

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<p>available for students in order to meet the needs of all learners who attend Family Game night. (January 2020)</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Family Arts Night - Parents, students, and teachers will engage in a meaningful night of arts exhibitions and performances focusing on Math and Social Studies curriculum. The arts will emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend Family Arts Night. (December 2019) 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Game Night Materials Miscellaneous supplies Food and Drinks available for purchase</p>	<p>Effectiveness Measure: Parent and Student Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Scheduling Night – Regular education and special education teachers inform parents of strategies, resources, and other techniques used in the classroom and available from home to help students with ACT preparation. This will allow the parents to assist their students with homework and/or projects and to reinforce what is being taught in the classroom. (January-February 2020) 	<p>Goal(s): 1</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed: PPT ACT Resource Flyer Miscellaneous supplies Food and Drinks available for purchase</p>	<p>Effectiveness Measure: Parent and Student Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Pearl River High School 2019-2020

Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				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
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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> Guaranteed Curriculum – all teachers implement the St. Tammany Parish School’s Guaranteed Curriculum to help ensure uniform, high quality instruction in the classroom. The G.C. is based on Louisiana State Standards. Guidebooks in English I, II, and III. ACT preparation delivered through 11th grade English and Math classes. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies Guaranteed Curriculum materials Guidebooks 2.0 Materials</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> LEAP 360- The LEAP 360 program is designed to determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals; given at the start of the school year or course. LEAP 360 is designed to provide teachers and students with “real time” results in detailed reports that allow for immediate curricular and instructional adjustments as needed. LEAP 2025- state wide assessment that measures Louisiana's current standards. This assessment is used to measure student growth and progress during the academic school year. Student Learning Targets- Teachers set goals at the beginning of the year to establish a vision for what students should know or be able to do at the end of the year. These goals then guide instruction throughout the year. Common Formal Assessments (CFAs) - Common Formal Assessments are tests that systematically measure how well a student has mastered learning outcomes. CFA data PLCs are used to identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies Up-To-Date Technology, such as student computers, to support LEAP 360</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 ACT scores CFA Data</p> <hr/> <p>Effectiveness Results:</p>

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<p>adjustments can be made to lessons, instructional techniques, and academic support. CFA data is also used to determine enrichment activities for students that have mastered the standards. In addition, CFA data allows teachers to compare instructional strategies used and determine what strategies were most successful.</p>				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Study Skills Classes- These classes provide additional support for students needing remediation. • Springboard Curriculum for Intensive Math courses • ELA Guidebook companion documents 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Achieve 3000 Subscription Odysseyware Subscription Springboard Curriculum</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 ACT scores Achieve 3000 Student Lexile Level growth reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • “New Comers” classes that allow students to use Project Reading strategies to help introduce students to the basic English language. • LEP Program – ELL tutor provides additional support through a pull-out program. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Achieve 3000 Subscription Project Read</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 ELPT results</p> <hr/> <p>Effectiveness Results: 2019-2020 LEAP 2025 scores 2020 ACT scores 2020 ELPT results</p>

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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions: Students are identified for participation in interventions according to the following criteria:</p> <ul style="list-style-type: none"> • LEAP 2025 scores – students scoring Approaching Basic or Unsatisfactory • Classified SPED – Resource Classrooms • Classified 504- Dyslexia or Math Calculation • LEP students • SAT students – teacher and/or parent referrals • Progress Reports • Failure Report list 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • After school tutoring (Math on Tuesdays and Wednesdays, ELA on Thursdays) • Student Mentoring Program • ELA and Math pull-out remediation through non-core classes. • In-class support provided by the teacher. • Before school tutoring (Most core teachers offer tutoring before school) • ACT Bootcamp • WorkKeys class using WorkKeys Test Prep program • ACT Mastery Prep class 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS 	<p>Items Needed: Miscellaneous supplies Tutoring teachers Mentoring Staff</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>

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		<input checked="" type="checkbox"/> Other		
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Teacher Assistance Team (TAT meeting) - TAT members are composed of the following individuals: Administration, Guidance Counselor, Special Education Teacher, and Regular Education Teacher. The team strategizes ways to help the student to become more academically and/or behaviorally successful. • Student Assistance Team (SAT meeting)- SAT members are composed of the following people: Administration, Pupil Appraisal Representative, Speech Therapist, Guidance Counselor, Special Education Teacher, Regular Education Teacher, and Parent. The team develops more intensive interventions to help the student become successful in the classroom. • 504 Meeting – If a student who is identified 504 is experiencing difficulty with interventions, the 504 plan can be revisited in order to address additional needs through accommodations. • IEP Meeting- If a student is identified with an IEP and is experiencing difficulty with interventions, the IEP can be revisited in order to address additional needs through accommodations and modifications. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level. • Odysseyware- program that provides scaffolding for all content areas. • Para Support within the classroom • Study Skills: targets content area weaknesses • Pull-out remediation by SPED coordinator 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Achieve 3000 Subscription</p> <p>Odysseyware Subscription</p>	<p>Effectiveness Measure:</p> <p>2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level. • LEP Program – ELL tutor provides additional support through a pull-out program. • Spanish II student tutors for ELL students 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Achieve 3000 Subscription</p>	<p>Effectiveness Measure:</p> <p>2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Professional Learning Community (PLCs) – groups include regular education, special education, and gifted teachers. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Miscellaneous supplies</p> <p>“B” days to pay for subs.</p>	<p>Effectiveness Measure:</p> <p>2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data PLC Surveys from Teachers</p>

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<p>The groups strategize ways to meet the needs of all students in the classroom through CFA data.</p> <ul style="list-style-type: none"> • Special Education Team Meetings: The special education team meets once per month to collaborate and provide student support to raise student achievement. • LEP Program – ELL tutor provides additional support through a pull-out program. • KIT Program- KIT mentoring provides additional support to students in transition • Career Coach tracks specific students to monitor course grades, state testing results, and certifications obtained to ensure students successfully graduate. 		<input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Extended School Year – Students with Disabilities have the opportunity to participate in the Extended School Year program. This program provides academic instruction throughout the summer to help bridge the gap between grade levels. This provides for additional support and a smoother transition from one school year to another. • LEAP 2025 Summer Remediation: Students that failed English or Algebra I LEAP 2025 participate in the summer remediation program before retesting. • Field Trips- Academic Field Trips- Teachers use field trips as extension lessons for their Math, Science, Social Studies and ELA curriculum. • Clubs– Broadcasting, Honor Society, Beta Club, Student Council, Mu Alpha Theta, Yearbook, Thespian Troupe, Writer's Club, FFA, Global Travelers, Literary Rally, RADD, Band, P-SAT, Color Guard, Talented Music, Talented Art, Talented Theater, NJROTC • Career Fair- Students will have the opportunity to conduct company research, explore numerous career opportunities, make personal contacts that can lead to a job, gather 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p> <hr/> <p>Effectiveness Results:</p>

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<p>information from potential employers, find out what an employer values in its employees, and demonstrate an ability to communicate effectively. (March 2020)</p> <ul style="list-style-type: none"> JUMP Start afterhours- The district offers CTE courses to allow students to obtain course credit and certifications. 				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Counseling services with students will help 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. Charting certifications 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data</p>

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<ul style="list-style-type: none"> • Career Fair exposures • College application assistance • FAFSA assistance • Classroom visits: Discuss scheduling, scholarships, testing, and college and career expectations after high school. • Monitor students' attendance, grades and testing data. 		<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"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS Program – Quarterly PBIS celebrations reinforce positive behavior, and all students are invited to attend. Activities include field-day type games, team-building activities, movies, snacks and rewards. Students may use their Rebel Bucks, (slips are earned for “positive behavior”) that they have accumulated from the nine weeks to “purchase” snacks and to enter in raffles for rewards and prizes. • Tier Two Program – This program is a check-in/out system that allows for students to meet with a behavior mentor (coach) to discuss student goals for behavior. Positive outcomes result in rewards for the student, with the ultimate goal being to exit the Tier 2 program. All students, including special education students, are eligible to be identified for this support. • Social Skills Group – The guidance counselor meets with selected groups of students to address and target. All students, including special education students, are eligible to be identified for this support. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: Analysis of Behavior Referrals</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Freshmen Orientation: Students and parents will attend a nightly informative meeting that will address academic expectations for the upcoming school year. Explanation of the two different pathways. Students will participate in a scavenger hunt to learn about the school. (February 2020) • Newcomers' Celebration- Students new to PRHS, out of parish or from private school, are invited to a social hosted by the guidance counselors and Ambassadors Team, as a way to meet each other and new people. (August 2019) • Special Education transition meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level. (August 2019) • Gifted Meet and Greet- Gifted students and teachers meet at the beginning of the school year to discuss the transition to the next grade level. (August 2019) • Students entering mid-year will be assigned school buddies from out Ambassadors Team and a teacher buddy to assist in the transition. (January 2020) 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: Input from parents and students- Ticket out the door</p>
				<p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Teachers in each content area meet monthly with their Professional Learning Communities to analyze and discuss data, plan for rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the content area, plan for additional instruction, and plan for upcoming State Testing. The Principal, Assistant Principal, and Curriculum Specialists will attend these meetings to provide support and share strategies to enhance rigor and differentiate in all instruction. Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to enhance student achievement. Student Data Meetings: Meetings are held to analyze student LEAP 2025 and LEAP 360 data. The data is used to create instructional goals to enhance achievement and differentiate for all students. Curriculum AP, counselors, SPED coordinator, and departmental heads participate in the Student Data Meetings. (August 2019 and January 2020) 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data PLC Surveys from Teachers</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Summer Institute – Prior to the beginning of the school year, a Summer Institute provided by St. Tammany Parish School Board is conducted, offering seminars on various topics that will prepare teachers for the new school year. 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: 2019-2020 LEAP 2025 scores 2020 Pre ACT and ACT scores CFA data PLC Surveys from Teachers</p>

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<ul style="list-style-type: none"> • District Conferences – St. Tammany Parish School Board provides professional development opportunities throughout the year. Sessions are varied in topic, time, location, and delivery mode to address the needs and interests of the certificated as well as non-certificated employees. • Regional and State Conferences- Teachers are chosen to attend regional and state conferences in the areas of English Language Arts, Mathematics, Science, and Technology. Teachers attend the conferences in order to fulfill the need of the teacher, the school improvement plan, and keep up-to-date with curriculum changes. Teachers share knowledge gained at the conferences with the other teachers at the school. • Teacher Leader Conference- During the summer, educators and content experts from across the state share their knowledge, learn new skills, and prepare for the next school year. Educators will have the opportunity to choose from a wide variety of sessions covering role-specific topics. • Learning Walks- a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are learning, learning strategies, student interaction with the content, and student engagement. • Mentor Teacher Program – Program designed to support new teachers at PRHS. The new teachers meet monthly with their assigned mentor to discuss student learning, instructional strategies, and classroom management. The new teachers also meet with the Curriculum Assistant Principal at least once a quarter, for additional support. New teachers meet at the beginning of the school with the administration. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- 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.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Scheduling Classroom Visits • Scheduling Nights • Career Fair- community • Senior Night • FAFSA presentations • Career related fieldtrips 	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: Exit tickets after each educational event.</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <p>AP Chemistry AP English III AP US History AP World History CLEP Testing in English, US History, and Biology</p>	<p>Goal(s): 1,2,3, and 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Miscellaneous supplies</p>	<p>Effectiveness Measure: Number of Dual Enrollment hours obtained by students. Number of certifications obtained by students.</p>

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<p>DE- Pre-Calculus, Calculus, English IV CTE DE- CNA, Drafting, Carpentry, Welding, First Responder, Health Science II, Emergency Medical Technician, Prostart, Drone Engineering Certification: CNA, Welder, Carpentry, EMT, Internet Web Foundations, Prostart, ServSafe Food Protection Manager, National Restaurant Association, Meat Processing, Welder’s Helper, Customer Service, OSHA 10, First Aid/CPR/AED, Micro Enterprise, PowerPoint and Word, Certified Guest Services, FEMA, Adobe, AutoCAD, First Responder, Fundamentals of JAVA script, Drone Agriculture</p>		<p><input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other</p>		<p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> 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. <p>Food Services:</p> <ul style="list-style-type: none"> All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding. <p>English Learners (EL):</p>

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- 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.

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:

- Our data team monitors testing data monthly. Teachers are instructed to provide either interventions or enrichment for students that have been identified.

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:

- Our administrative team meets quarterly to review program implementation and to determine if students’ testing data is increasing towards mastery.

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

- SIP effectiveness results are reported during the below meetings.

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- PRHS Year-In-Review SIP evaluation to be mailed along with the child’s report card.
- Faculty Meeting – May 2020
- Stakeholders- During Open House (September 2020)

2019-2020 Committee Members

<u>School Improvement Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: John Priola• AP: Katie Fuller• Teacher: Joy Thigpen• Teacher: Amy Dantoni• Parent/Family: Dawn Sharp• Parent/Family: Elizabeth Kaske• Parent/Family: Jochen Kranz	<p>Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none">• Principal: John Priola• Student: Jesse Gille• Teacher: Joy Thigpen• Teacher: Amy Dantoni• Parent/Family: Dawn Sharp• Parent/Family: Elizabeth Kaske• Parent/Family: Jochen Kranz

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

9/30/2019

Principal Signature

Date

9/30/2019

Chairperson, School Improvement Team Signature

Date