St. Martin Parish School District

Title I School-wide Improvement Plan

2019-2020

K-12 **PARKS MIDDLE**

Grades:5-8

1010-A St. Louis Dr. Parks, LA 70582

wanda_phillips@saintmartinschools.org

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District Assurance: SCHOOL NAME: Parks Middle 19-20		
>	*I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.*	
>	*I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated on the writing of the plan.*	
>	*I hereby certify that this plan contains the required components as mandated by the Every Student Succeeds Act (ESSA), Title I, Improving the Academic Achievement of the Disadvantaged, Public Law 107-110, Section 1114, Schoolwide Programs (b):*	
	o	**Comprehensive Needs Assessment**
	o	**Schoolwide Strategies for Improvement:**
		§ provide opportunities for all children, including each subgroup of students, to meet challenging state standards,
		§ use effective methods and instructional strategies that strengthen the academic program
		§ increase the amount and quality of learning time
		§ provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
		§ strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards
	o	**Student Support Services**
	o	**Student Opportunities and Postsecondary Readiness**
	o	**Tiered System of Supports**
	o	**Professional Development**

o	**Early Childhood Transition**					
o	**Consolidation and Integration of Federal, State, and Local Services and Programs**					
>	I assure that the following compliance review components are in place:					
o	Plan aligns with budget					
o	Plan addresses required federal elements					
o	Plan is reviewed and revised on a regular basis					
>	I further certify that the information contained in this assurance is true and correct to the best of my knowledge.					

Chairperson's Signature		Date		School Principal's Signature		Date
		5-24-19				5-24-19
District Federal Program Manager's Signature		Date		Office of Federal Programs Director		Date

Please scan and upload this completed page with signatures into the jdrive School Improvement school folder no later than 8/31/18.

School Vision Statement: A collective vision should include the purpose of the school,

expectations for students and adults, the importance of collaborations, and understanding the

commitment to continuous improvement.

We, the Parks Family, ensure that all students will learn.

School-Wide Planning Team: List members, include roles/responsibilities. Member should

include school and district administrators, teachers representing different grade and content

areas, guidance counselors, curriculum specialists, parents, community members, and students.

However, input from parents and teachers are minimally required.

List members:
Dr. Wanda J. Phillips- Principal
Alicia Breaux- Librarian /I Ready Coach
Jennifer Kately – SBLC/ SSR
Mayor Kevin Kately
Marquita Demouchet -Parent

Comprehensive Profile of the School:

Data Notebook: *Data for Comprehensive Needs Assessment & Summary: Data from these sources will be analyzed using the following charts for each grade level and subject, as relevant to the school's grade level configuration. Conclusions drawn will be used for setting priorities, decision-making and planning, setting goals and objectives, and identifying activities aligned to needs assessment results.*

The following items should make up the school level Data Portfolio documentation and data reports are to be maintained with the plan. The SWIP team is charged with gathering and organizing data, including quantitative and qualitative data gathered from historical (3 previous years), existing and new collection.

Cognitive Student Data
__Dibels
__IReady Data (K-8)
__LEAP 2025 Test Data
__LEAP 360
__End-of-Course (EOC) Test Data
__ACT Test Data
__Dropout/Credit Accumulations
__Graduation Rate
__Cohort Graduation Index Rate
__Student Discipline Data
__Student Benchmark Assessment Data
__School Site Visit(s) Data

I-READY DATA

ELA

I-READY	2 or more below	1 level below	On-above
FALL	59%	20%	21%
WINTER	54%	23%	23%
SPRING	44%	24%	32%

MATH

I-READY	2 or more below	1 level below	On-above
FALL	34%	41%	25%
WINTER	23%	37%	40%
SPRING	16%	28%	55%

Attitudinal Survey Data

Student Survey Spring 19

Strengths:

Q4 I understand most of the materials presented by my teacher during my regular classes, homework and other assignments (math, reading, English, social studies, and science). 91.1 %
Q6 My teachers ask me to show what I have learned in different ways (tests, quizzes, projects, portfolios, presentations). 92.5%
Q11 My teachers tell me how I am doing and how I can improve my knowledge to earn better grades. 88.33%
Q12 I have been taught the expectations or rules about how to behave at

my school. 94.94%
Q17 I learned math, English, science, and social studies that helped me
to do well on state tests and prepare for the next school year. 93.77%

Weaknesses:
Q8 My classroom is a comfortable place to learn. 27.2%
Q13 I feel welcome and safe at my school. **27.63%%**
Q15 Behavior problems interfere with learning in my classes. 38.91%
Q18 I use the school library often.67.32%

Parent Survey Spring 19

Strengths:

Q4 I have a clear understanding of how students are performing
academically at my child's school. 87.95%
Q6 I feel welcomed at my child's school. 91.57%
Q9 The classrooms at my child's school are comfortable and support
learning. 96.39%
Q12 My child is struggling with school/homework. 95.18%
Q16 The administrators (principal and assistant principal[s]) at my child's
school are accessible. 91.57

Weaknesses:
Q10 Teachers regularly communicate with me about my child's progress.20.48%
Q12 My child is struggling with school/homework. 31.33%
Q19 I frequently visit my child's school to support instructional activities. 28.92%
. Q13 I know what to do in the event of an emergency at my child's school. 19.28

Provide a data-driven description of the school's students, staff, and community demographics, programs, and mission. Include information relative to student needs, curriculum and instruction, professional development, family/community involvement, and school context and organization. Include all school-wide programs that support student outcomes. St. Martin Parish Response to Intervention:

SBLC/RTI Action Planning Guide

School: Parks Middle School

School Year: 2019 - 2020

RTI Team Leader: A. Breaux   **SBLC CHAIRPERSON:** A. Breaux

Team Meeting Schedule (day of week/time):   Thursday/8:30 a.m.

Team Members:

Name	School Title	Phone # or Extension
Wanda Phillips	Administrator	3808
A. Breaux	Librarian/Technology Coordinator	3801
J. Kately	Special Ed. Teacher	3826
F. Dalcourt	Behavior Strategist (Special Services)	3815
B. Broussard	Asst. Principal	3802
C. Bob	Speech Therapist	3815
Lisa Martin	Pupil Appraisal (Special Services)	3821

RTI Strengths: Implementation of interventions, established G2 time to address deficit areas, movement between intervention groups

RTI Barriers: Questioning/Discussion: 56% Effective, 14% Emerging/Ineffective, Student Engagement: 93% Highly Effective/Effective, 7% emerging.   Confusion in distinguishing

between a research based intervention, instructional strategy and activity documented on weekly
lesson plans, unfamiliar with parish paperwork, lack of a lesson cycle.

Data-based decision making :(**Available sources are listed below, Please add others you may use.)** i-Ready Universal Screener, Unit Test, State Assessment scores/Webpams-discipline summary/Grades /i-Ready progress monitoring/READ 180/System 44/ Previous Retentions/Attendance Summary/, Teacher/Parent input, Weekly assessments
Core Instruction / Tier I- Explain process: First, the teachers have access to the teacher toolbox in iReady. The lessons are chosen based on the class overall area of weakness (data collected from iReady fall benchmark assessment) and taught during G2/skinny time.   Second, weekly data analysis sheets are completed and submitted to A Breaux or Dr. Phillips. The data list the names of "D" and "F" students indicating the standard in need of improvement and the intervention provided. A. Breaux/Dr. Phillips reviews the data sheet checking for fidelity of intervention. If fidelity is not consistent or evident, the data sheet is returned to the teacher highlighted for correction(s) to be made and/or meet with the teacher one on one for further explanation.   Third, the intervention selected will be implemented for three weeks faithfully for students who show a weakness not whole group instruction. The teacher will keep the intervention if success is evident. If not the intervention needs to change for a continued three weeks of implementation. A total of six weeks' worth of data shall be collected.
Interventions/ Tiers II- Explain process: A review of iReady benchmark data, lack of tier 1 progress, bi weekly progress monitoring, current grades, observation, previous test scores, weekly data sheets and possible failure list is utilized in determining tier movement. A SBLC meeting will be held to explain to the parent the tier process and placement determination.   This G2 time houses all tier students and iReady red zone students for computer assisted instruction in the computer lab (establishment of a RTI Teacher per grade level). iReady begins instruction at the student(s) current performance level. The intervention utilized is evident on the data analysis sheet and will be changed according to lack of progress made.
Interventions/ Tiers III- Explain process: This tier incorporates the addition of weekly progress monitoring with increased frequency and intensity, a K-TEA screener following the fourth week of tried intervention which is unsuccessful. The intervention is determined based on the individual needs of the student(s).
RTI Professional development activities: PLC thus far has included RTI data sheets, established lesson cycle, Upcoming peer observation with SWOT analysis

Family Involvement Activities: Open House, Algebra 1 Parent Meeting, tea with Principal, upcoming fall ELA night, January math night (date to be determined)

RTI Action Planning Guidelines:

Below are listed the 10 critical ELEMENTS required for successful RTI implementation. It is suggested that the RTI team create a binder (or binders) containing documentation of all activities listed below.

1. **RTI Team:** RTi team should consist of members who are able to assist in the decision-making process. Suggested team members may include the principal, assistant principal, instructional coaches, behavior interventionists, pupil appraisal staff, sped behavior strategist, counselor, social worker, nurse, speech pathologist, special education representative, teacher, parent, and any other support person the principal may designate depending on the school situation and needs of the student. The RTI team functions within the SBLC Committee process.

2. **RtI meetings**: An agenda, sign-in sheet, meeting notes, and list of students discussed should be maintained for RtI meeting. RTI meeting s *MUST* be held at least one time per month. Student folders and additional information and reports must be available to assist in the decision-making process. These meetings can be coordinated with your SBLC meetings. It is important that RTI and SBLC remain a collaborative team effort at your school. **Please make sure to invite your Pupil Appraisal person to all Tier II/III meetings once a student begins to fail to respond to tier II interventions.** If they are unable to attend please make every effort to meet with them to discuss the students' RTI plan. It is important that they are involved when a student is not responding to Tier II or III interventions.

3. **RTI Process and Procedures:** Clearly established and followed based on district RTI Policy. A flowchart or process guide describing your school's RTI process outlining each step of the process is recommended. A written explanation either included or separate should be provided to all staff members. Provide a faculty in-service explaining the process at least one time each school year.

4. **Data based decision making:** Student placement into the RTI program should be made based on a variety of data and information. The benchmark test (Dibels/i-Ready) serves as a screener to identify student who are at-risk. All available information should be used in the decision-making process, including **benchmark screenings, LEAP/iLEAP, JPAMS, progress reports, grades and assessment info, retention reports, behavior/attendance info, READ180/i-Ready reports, etc**. Once a student is determined to be at-risk, the team will collect more information to determine if the student should be placed into the RTI process and closely monitored to determine progress or lack of response to the intervention provided.

5. **Tier I Core instruction:** High quality research-based instruction in classroom, available for all students. All Tier I RtI activities (DI, small group, flexible grouping, centers, etc.) should be identified on the teacher's On Course lesson plan for documentation. If more than 50% of students in a class score below benchmark on district universal screener, a Tier I class-wide intervention using research-based core instructional strategies should be implemented.

6. **Multi-tiered Interventions in Academics-ELA/Math, Behavior, Attendance:** Intervention Plans are required for all Tier II and III interventions, and documented and monitored by administrator or curriculum coordinator. I-Ready/READ 180 is an RTI intervention program available at certain schools. READ 180 and System 44 serve as the Tier II and III interventions for students placed into the program. High schools will have a Connections process for students who qualify. I-Ready teacher toolbox lessons could also be utilized for intervention pieces.

7. **Progress monitoring and Progress reporting:** (Tiers I, II, III) All students who showed up in red for the i-Ready benchmark must be progressed monitored. All students placed into RTI must be progress monitored. Tiers II and III require formal progress monitoring that is graphed, and progress in Tiers II-III must be reported to parents at the end of each 9 week reporting period.

8. **Professional Development**: Provide Professional Development activities to faculty at least two times per year, and document via agendas and sign-in sheets (ex: PLC mtgs, faculty mgs, staff in-services, etc).

9. **Family Involvement:** Any family in-services, training, or meetings to inform parents or promote family involvement in the RTI process is encouraged. Please collaborate with your homeschool coordinator to work with their family and track progress. Please work closely with your Homeschool Coordinator to choose families who would benefit from their services. Follow-up with them periodically for progress monitoring.

10.   **Action Plan and evaluation activities**: Continuous program evaluation and improvement process involving faculty input and based on the 10 elements is required. Surveys of students, parents, and staff may be used. The action plan items should involve specific steps needed to maintain strong fidelity of the school's RTI process to support student's academic, behavioral, and social emotional success.

Parks Middle Gators
2019-2020

1010-A St. Louis Drive
St. Martinville, LA 70582
Ph# 337-909-3800; Fax# 337-845-5532
Dr. Wanda Phillips, Principal
Kortni Nelson, Secretary
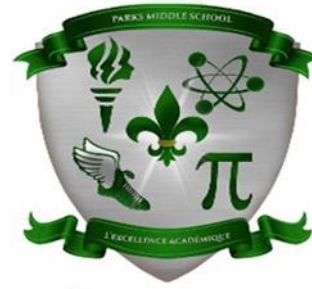
Mission Statement: We, the Parks Family, ensure that all students will learn.

RTI Academic Plan

The Response to Intervention Team initially evaluates student data (universal screener) pertaining to academics to determine whether the problem is curriculum, instructional or student- centered. If student-centered, the RTI team identifies the specific problem, establishes a baseline, develops an intervention plan utilizing research-based interventions through a multi-tiered approach for these students determined to be at-risk, progress monitors and makes informed instructional decisions based on data- based. Implementation fidelity must be monitored and examined at each Tier by the RTI team. Student will be given a universal screener to identify at risk students.

I.   **Tier 1-**

1. The RTI team will review the students' progress for the first four weeks of school along with the students' available data (universal screener, state assessments, grades, etc) to determine whether or not the child needs further assistance.
   a. If so, the RTI team will make contact with the child's parents to develop an intervention plan based on the academic needs of the child.
   b. The team will review the child's progress every four weeks to determine if the research based intervention is successful. (2 interventions per Tier)
2. Flexible grouping within the classroom to meet students' needs. Small groups with focus on targeted skills. (15-20 MINUTES)

3. Progress monitoring will be performed and examined on targeted skills (every 4 weeks)
   a. Students' grades (or probes) will be monitored to determine if additional classroom interventions will be needed.
   b. If the child is not successful with a second research based intervention in Tier 1, then the child will placed in Tier 2 interventions for RTI with parental contact.

II. Tier 2-

1. The RTI team will review students' progress every two weeks utilizing district mandated progress monitoring tool. If the student is not successful with attaining adequate progress academically with the given intervention, then the intervention will be replaced with another research based intervention based on student's needs.
2. Homogeneous small group instruction; small groups of students with the same ability levels. (20-30 M INTUES,

3-4 DAYS A WEEK)

3. Progress monitoring will be performed and examined on targeted skills (every 2 weeks)
    a. Student's progress monitoring data will be analyzed to determine if additional Tier 2 interventions will be needed.
    b. If the child is not successful with a second research based intervention in Tier 2, then the child will placed in Tier 3 intervention for RTI with parental contact.

III.   Tier 3-

1. The RTI team will review students' progress every two weeks utilizing district mandated progress monitoring tool. If the student is not successful with attaining adequate progress academically with the given intervention, then the intervention will be replaced with another researched based intervention based on the student's needs.

2. Individualized instruction; 1-2 students of the same ability (30-60 MINUTES, 4-5 DAYS A WEEK)

3. Progress monitoring will be performed and examined on targeted skills (every 2   weeks)
    a. Student's progress monitoring data will be analyzed to determine if   additional Tier 3 interventions will be needed.
    b. If the student is not successful after the second intervention in Tier 3, then the Team will refer the child TO SBLC a pre-referral meeting for 1508 or 504 evaluation.

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2019-2020

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Discipline

Every 4 weeks, school level disciplinarians will monitor student discipline reports to determine if a student is having difficulty with the school or bus setting.

School-level disciplinarians will meet with the RTI team monthly to discuss patterns of discipline problems students are having within the classroom setting (per teacher/teachers). If an intervention plan will be needed, then RTI meetings will be held to begin the RTI Tier 1 process.

Behavior RTI: Please have your discipline team run a discipline frequency report to identify students in need of BEHAVIOR RTI. Behavior RTI requires interventions, following the same process as Academic RTI. Interventions are planned and scheduled as sessions similar to academic RTI. Students should NOT be sent to JCEP who have not received behavior interventions, unless there are extenuating circumstances. Please meet with disciplinary staff to identify and discuss needs and supports for all students who have chronic and/or moderate to severe behavior concerns, so that interventions can be implemented through RTI.

Tier 1 is PBIS supports with teacher/ classroom interventions.

Tier 2. requires INTERVENTIONS that targeted, and are provided in addition to Tier 1. These MUST be scheduled and documented, similar to your academic interventions, with sessions that focus on social

skills, anger management, bully prevention, bus behavior, peer interactions, etc. For example, it is similar to going to "tutoring" sessions for targeted reading or math intervention. Detention or TOA is NOT an intervention, neither is a SIP or charting. Intervention is proactive and preventative, and provided by an adult. You must
identify staff responsible for providing behavior intervention for RTI and monitor documentation. PBIS Check- in/Check-out is an excellent Tier 2 intervention. Khristy Hulin has sent information on Secondary Team training for PBIS, available in our district in February, through Coursewhere registration. This training is for TIER 2 RTI behavior interventions through PBIS. Please contact her if you would like information to have your team trained or for a refresher training if your PSIS team needs.

Tier 3 is intensive interventions for students who have NOT responded to Tier 2. Tier 3 usually requires additional assistance from outside agencies such as the DAs Early Intervention Program, FINS referral, Counseling (available through Health Center), etc. in addition to school level interventions.

If student currently has an IAP or IEP and a FBA/BIP is written, the plan MUST be attached to it and addressed
on the IAP/IEP. An IEP requires goals on the IEP to address the behavior in which an IEP meeting must be held.

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2019-2020

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School: Parks Middle___

Behavior Interventionist: _____

RTI Discipline Plan

I.   Tier 1- Student who has 3-5 referrals that are not suspensions within a three week period. Student will remain   in this Tier as long as they are showing progress. The classroom teacher will chart behavior and document on   RTI log.

       a.   Classroom/School/Bus Intervention-PBIS

       b.   Re- Teach Rules and Expectations

       c.   Parent Contact

II.   Tier 2-Student who receives 5-7 referrals or 2 suspensions. Student will remain in this Tier with targeted   interventions as long as they are showing progress. The interventionist will chart

behavior and document on RTI log. List responsible party for providing the intervention and classroom teacher will continue with classroom   intervention as well.

      a.   Revisit Classroom/ School/Bus Intervention(s)

      b.   Construct a FBA and BIP and implement Behavior Plan

      c.   Parent conference

      d.   Pull-Out intervention sessions (20-25 min 2-3 times /wk.)

         i. Example: Second Step/PBIS Check-In Check-Out/Mentoring/Role Play

            1. ANGER MGMT, BULLY PREVENTION, BUS BEHAVIOR, PEER INTERACTIONS, ETC ..

         ii. FBA with parental approval

         iii. Develop and implement a Behavior Plan

         iv. Early Interventions/TASC (depending on grade)

III.   <u>Tier 3-</u> Students who receive 8 or more referral or more than 2 suspensions. Student will remain in this Tier with targeted interventions as long as they are showing progress or 504/1508 evaluation. is recommended The   interventionist will chart behavior and document on RTI log. List responsible party for providing the intervention   and classroom teacher will continue with classroom intervention as well.

      a.   Revisit Classroom/ School/Bus Intervention(s)

      b.   Parent conference

      c.   Intervention-Revisit Behavior Plan

      d.   Pull-Out intervention sessions (30-45 min. 3-5 times /wk.)

         i. Example: Second Step/PBIS Check-In Check-Out/Mentoring/Role-Play

            1.   1. ANGER MGMT, BULLY PREVENTION, BUS BEHAVIOR, PEER INTERACTIONS, ETC •••

         ii. FBA

         iii. Develop and implement a Behavior Plan

      e.   Referral-TASC/FINS/Health Center for counseling
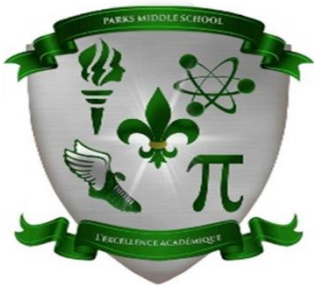
Parks Middle Gators
2018 - 2019

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Mission Statement: We, the Parks Family, ensure that all students will learn.

School: Parks Middle
Attendance Interventionist:

RTI Attendance Plan

Every week, school level administrators will monitor student attendance reports to determine if a student is having difficulty attending school regularly. School-level

Administrator with the RTI team will meet every two weeks to discuss patterns of attendance problems students are having within the school day (check outs/ins, unexcused, excused absences and etc.). If so, then RTI meetings will be held to begin the RTI- Tier I process to address attendance.

a.   Tier 1-
  i.   Students who have three days absence from school and/or check ins/outs.
  ii.   Students receive a 3 day Attendance letter for parent signature.
  iii.   Intervention- Parental Contact
  iv.   Students will remain in this Tier as long as they are showing progress.
  v.   Referral to Early Intervention/TASE (5th-6th)

b.   Tier 2-
  i.   Students who receive seven days absences from school and lor check ins/outs.
  ii.   Administrator schedules a parent meeting to discuss the student's attendance problem.
  iii.   Intervention- Attendance Contract
  iv.   Pull-out sessions (20-25 minute time frame)- Second Step
  v.   Referral to FINS Review Referral (5th-8th)

c.   Tier 3-
  i.   Students who receive ten days absences from school and/or check ins/outs.
  ii.   Student receives a 10 day Attendance letter for parent signature.
  iii.   Intervention - Revisit Attendance Contract /Parental Contact
  iv.   Pull-out sessions (20-25 minute time frame)- Second Step
  vi.   Update on FINS referral/Health Center for Counseling

Our goals for our students focus on increasing student achievement. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, I understanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement. Remediation occurred daily during gator Gains Times 8:00 am -8:30 am (Subgroups and RTI Tiers 1-3 students).

SWIP Team meetings for Review and Revision:	1st Nine weeks: Initial SWIP developed with Stakeholder input	2nd Nine Weeks: Review using any new data (subgroups, RTI, Discipline) available and Revise as needed	3rd Nine Weeks: Review using any new data (subgroups, RTI, Discipline) and address any at-risk populations	4th nine Weeks: Review, Revise, Evaluate, report to parents
Date(s) scheduled: Documented on school calendar; with agenda, meeting notes, data reports, sign-in sheets available	8-30-19	11-14-19; 12-9-19	3-15-19	5-20-20

School Strategic Plan Goal (as measured by school SPS score): (min. 2.5 points growth required)

School Performance Score will increase from **77.5** to **79.5** by the end of the 2019-20 school year

Demographic Data						
Total Students:		Site Number:				
%Female	46.6	%SWD	21	%Asian	0	
%Male	52.8	%ELL		%Am Indian	0	
%Black	41.7	%Foster	1	%Hispanic	2	
%White	46.1	%Homeless	1	%Pac Island	0	
%Econ Disadv	63	%Military	0	%Multi Race	4.9	

School-wide Reform Priorities aligned to Needs Assessment	
ELA	By Spring 2020, ELA Index will increase from 75.55 to 78.05.
MATH	By Spring 2020, Math Index will increase from 72.14 to 74.64

SY 2019-2020 TITLE I SCHOOL LEVEL BUDGET-AT-A-GLANCE

Account Category	Cost	Budgeted Items: List all supplemental educational resources provided for your students	SWP Page
100/200 Salaries/Benefits, Contracted Services, Instructional Materials & Supplies, Professional Development/Travel, Technology Materials & Supplies	List specific cost of supplemental educational resource	Examples: Before, During, or After School Tutoring, IReady, READ 180/S44, STEM, Leader in Me, SIRCL, Grants, Donations, etc.	Page number reference
Teacher Salary	$62,577.00	Daily Instruction	
Web- Based Licenses and Supplies	$4759.00		
Parental Involvement Funds	$1242.00	Parent Workshop, Family Night Meeting	
Web- Based Licenses and Supplies	$4759.00	I-Ready	

SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin #	Date revised	Copy on file at school?	
Crisis Management (emergency/evacuation plan)	§ 339/741	8-15-19	☒ Yes	☐No
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	8-15-19	☐Yes	☐No
Family Involvement Policy	§ 1903/741 and § 1118/Title I	8-29-19	☒ Yes	☐No
Security Procedures (metal detectors, cameras, visitor check-in, etc.)	§ 339/741	8-29-19	☐Yes	☐No
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	10-25-19	x☐Yes	☐No
Student Code of Conduct	§ 1115/741	8-15-19	☐Yes	☐No
Transition Plan for Pre-School Children	§ 1114/Title I	N/A	☐Yes	☐No
School Partnerships (Type the name of each partner in the space provided)				
University				
Technical Institute				
Feeder School(s)	**Parks Primary**			
Community	**Parks Community Service Support and Mayor Kevin Kately of Parks , LA**			
Business/Industry	**Andrew Phillips Construction, LLC ; Coca Cola Company**			

Private Grants	
Other	**American Legion- Parks, LA**

Data Analysis Summary of Strengths and Areas of Concern – Complete one
form per grade level

*Grade Level: 5 _____ Use the Data Analysis Sheet to
complete this form.

STRENGTHS: **AREAS FOR**
IMPROVEMENT:

Which two domains in ELA had the most gains?	Percent of Gain	Which two domains in ELA had the least amount of gains or showed a decline?	Percent of Loss
Written Expression	36	Writing Knowledge	42
Writing Performance	36	Informational Text	40
Literacy Text	42	Writing Performance	33
Which two domains in Math had the most gains?	**Percent of Gain**	**Which two domains in Math had the least amount of gains or showed a decline?**	**Percent of Loss**
Interpreting Fractions	39	Solve Fraction Problems	33
Operations (Decimals)	42	Modeling and Application	30
Additional and Supporting Content	54	Expressing Mathematical Reasoning	37

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on writing performance during the lesson cycle.
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction

	ELA: Implementing more rigorous text during instruction.

Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level

*Grade Level: 6 _____ Use the Data Analysis Sheet to complete this form.

STRENGTHS: **AREAS FOR IMPROVEMENT:**

Which two domains in ELA had the most gains?	Percent of Gain	Which two domains in ELA had the least amount of gains or showed a decline?	Percent of Loss
Written Knowledge & Use of Language Conventions	81	Vocabulary	41
Writing Performance	76	Reading Performance	32
Written Expression	76	Literacy Text	41
Which two domains in Math had the most gains?	**Percent of Gain**	**Which two domains in Math had the least amount of gains or showed a decline?**	**Percent of Loss**
Expressing Mathematical Reasoning	57	Rational Numbers	12
Ratios & Rates	57	Expressions, Inequalities & Equations	55
Expressions, Inequalities & Equations	55	Major Content	57
CONTRIBUTING FACTORS TO THE STRENGTHS		**CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT**	

ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on informal text during the lesson cycle.
Consistent use of Eureka Math , ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction
	ELA: Implementing more rigorous text during instruction.

Data Analysis Summary of Strengths and Areas of Concern – Complete one form per grade level

*Grade Level: 7 _____   Use the Data Analysis Sheet to complete this form.

STRENGTHS: AREAS FOR IMPROVEMENT:

Which two domains in ELA had the most gains?	Percent of Gain	Which two domains in ELA had the least amount of gains or showed a decline?	Percent of Loss
wInformational Text	86	Vocabulary	28
Reading Performance	84	Written Knowledge & Use of Language Conventions	25
Writing Performance; Written Expression	81;81		
Which two domains in Math had the most gains?	Percent of Gain	Which two domains in Math had the least amount of gains or showed a decline?	Percent of Loss
Expressions , Inequalities & Equations	51	Modeling and Application	47

Expressing Mathematical	37	Operational & Radical Numbers	37
Modeling and Application	58	Additional and Supporting Content	38

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on written expression during the lesson cycle.
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction
	ELA: Implementing more rigorous text during instruction.

Data Analysis Summary of Strengths and Areas of Concern – **Complete one form per grade level**

*Grade Level: 8 _____ Use the Data Analysis Sheet to complete this form.

STRENGTHS: **AREAS FOR IMPROVEMENT:**

Which two domains in ELA had the most gains?	Percent of Gain	Which two domains in ELA had the least amount of gains or showed a decline?	Percent of Loss
Literacy Text	66	Written Expression	55
Vocabulary	66	Writing Performance	54
Informational text	62	Written Knowledge & Use of Language Conventions	46
Which two domains in Math had the most gains?	**Percent of Gain**	**Which two domains in Math had the least amount of gains or showed a decline?**	**Percent of Loss**
Additional and Supporting Content	48	Modeling & Application	37
Expressing Mathematical	48	Congruence & Similarities	52
	70	Major Content	30

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on written expression during the lesson cycle.
Math: Algebra I students	Math lack of rigorous standard based instruction
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	ELA: Implementing more rigorous text and focus on written expression during instruction.

Data Analysis Summary of Strengths and Areas of Concern – Complete one

form per grade level

Data Analysis Summary for Subgroups –

Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.

Subgroup: Blacks			
ELA: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
55% **Blacks Scored Mastery in Grade 5**	55%	47% **Blacks Scored Mastery in Grade 8**	47%
		35% **Blacks Scored Mastery in Grade 6**	35%
		31% **Blacks Scored Mastery in Grade 5**	31%
MATH: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
42% **% Blacks Scored Mastery in Grade in Grade 7**	42%	**0% Blacks Scored Mastery in Grade 5**	
		23% **0% Blacks Scored Mastery in Grade 6**	23%
		27**% Blacks Scored Mastery in Grade 8**	27%
CONTRIBUTING FACTORS TO THE STRENGTHS		**CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT**	
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices		ELA: Lack of focus on written expression during the lesson cycle.	

Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction

Data Analysis Summary for Subgroups –

Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.

Subgroup: SWD			
ELA: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
33% **SWD Scored Mastery in Grade 5**	33%	No students **SWD Scored Mastery in Grade 6**	
30% **SWD Scored Mastery in Grade 8**	30%		
28 %**SWD Scored Mastery in Grade 7**	28%		
MATH: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
50% **SWD Scored Mastery in Grade 8**	50%	No students **SWD Scored Mastery in Grade 6 and7**	
		20% **SWD Scored Mastery in Grade 5**	20%

CONTRIBUTING FACTORS TO THE STRENGTHS		**CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT**	
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices		ELA: Lack of focus on written expression 57% during the lesson cycle.	
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence		Math lack of rigorous standard based instruction	

Data Analysis Summary for Subgroups:

Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.

Subgroup: ED			
ELA: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
ED Students scored Mastery in 6th	27%	ED Students scored AP/US in 5th grade	39%
ED Students scored Mastery in 8th	28%%	ED Students scored AP/US in 6th grade	17%
ED Students scored Mastery in 7th	25%	ED Students scored AP/US in 7th grade	17%
MATH: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**

ED Students scored Mastery in 5th	30%	ED Students scored	59%
ED Students scored Mastery in 6th	27%	ED Students scored AP/US in 7th grade	38%
ED Students scored Mastery in 8th	14%	ED Students scored AP/US in 8th grade	

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on written expression during the lesson cycle.
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction

Data Analysis Summary for Subgroups:

Use data analysis of ELA and Math LEAP2025 reporting categories to complete this form.

Subgroup: SWD			
ELA: Which areas are a strength?	Gain	Which areas are a weakness?	Loss
86% Whites Students scored Mastery in Grade7	86%	32% % Whites Students scored Mastery in Grade 8	32%
72% % Whites Students scored Mastery in Grade6	72%		

55% % Whites Students scored Mastery in Grade 5	55%		
MATH: Which areas are a strength?	**Gain**	**Which areas are a weakness?**	**Loss**
65% % Whites Students scored Mastery in Grade 8	65%	43% % Whites Students scored Mastery in Grade5	43%
68% % Whites Students scored Mastery in Grade6	68%		
53% % Whites Students scored Mastery in Grade5	53%		

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
ELA and Math: Standard based Lesson cycle development and implementation and including of DOK Questioning instructional practices	ELA: Lack of focus on written expression during the lesson cycle.
Consistent use of Eureka Math, ELA Guidebooks, and LDOE Scope and Sequence	Math lack of rigorous standard based instruction

Data Analysis Summary of Strengths and Areas of Concerns: Discipline

Percentage of Student Body with an OSS Action Code	Trend Year:	Trend Year: 2017-18	CHANGE	Infractions with the Highest Number of Referrals	# Referrals		% Students

Grade: 5	1%	0	1%	Code 10	12		4%
Grade:6	1%	1%	0	Code 02	17		5%
Grade:7	6%	3%	3%	Code 10	9		3%
Grade:8	3%	2%	1%	Code 16	16		5%
Grade:							
Grade:							
Grade:							

CONTRIBUTING FACTORS TO THE STRENGTHS	CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
PBIS	Peer Pressure
Strong Parental Involvement	Social Media
Consistent Restorative Practices	
`	

Science & Social Studies (SPS Calculator - Assessment Index)

Use data analysis of LEAP2025 reporting categories to complete this form.

STRENGTHS: **AREAS FOR IMPROVEMENT:**

SCIENCE	15-16 SPS	16-17 SPS		CHANGE	SCIENCE	15-16 SPS	16-17 SPS		CHANGE
Grade:5Science and the Environment	67.4	75.4		8	Grade:5 Science as an Inquiry	37.6	24.6		-13
Grade:6 Science as an Inquiry	89.3	85.5		-3.8	Grade:6 Physical Science	10.7	19.4		8.7
Grade:7 Science as an Inquiry	85.1	71.3		-17.1	Grade:7 Life Science	14.9	14.9		0
Grade:8 Science as an Inquiry	72.8	69.9		-2.9	Grade:8 Earth and Space	27.2	27.2		0
SOCIAL STUDIES	15-16 SPS	16-17 SPS		CHANGE	SOCIAL STUDIES	15-16 SPS	16-17 SPS		CHANGE
Grade:5 History	53.2	38	42	4	Grade:5 History	53.2	38	42	4
Grade:6 Geography	60.0	38	45	7	Grade:6 History	60.0	9	55	44
Grade:7 Geography	53.9	48	65	33	Grade:7 History	53.9	48	65	23

Grade:8 Geography	65.1	49	30	-19	Grade:8 History	65.1	49	34	-15

	CONTRIBUTING FACTORS TO THE STRENGTHS		CONTRIBUTING FACTORS TO AREAS FOR IMPROVEMENT
	Science: Science as Inquiry and Life Science was the instructional focus for the school year.		Science and Social Studies: Some curriculum and assessment alignment to current State Science and SS standards.
	Social Studies: Instructional practices focused on implementing DBQ questions.		

School-wide Goal ELA:

Evidence-based Strategy: Our goals for our students focus on increasing student achievement utilizing Data Driven Decision Making and through Professional Learning Communities. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, I understanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students).

WEAKNESS:	Weakness(es) (state area):
ELA Sub-category: 1. Reading Literary Text (RL) Students read and demonstrate comprehension of fiction drama, and poetry. 2. Reading Informational Text (RI) Students read and demonstrate comprehension of grade-level non-fiction. 3. Reading Vocabulary (RV) Students use context to determine the meaning of words and phrases in texts. Writing 4. Written Expression (W) Students compose well-developed, organized, and clear writing, using details from provided texts. 5. Knowledge/ Use of Language Conventions (L) Students compose writing that correctly uses the rules of Standard English (including those for grammar, mechanics, and usage).	Reading Vocabulary (RV) Students use context to determine the meaning of words and phrases in texts.

Target Objective(s):	Target Objective(s):
	ELA: By the end of the 19-20school year, the percent of students on target in Growth to Mastery the ELA LEAP Assessment will increase from75.6 % to 78.05%.

School-wide Goal MATH:

Evidence-based Strategy: Our goals for our students focus on increasing student achievement utilizing Data Driven Decision Making and through Professional Learning Communities. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, I   understanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement. Remediation occurred daily during gator Gains Times/ Skinny (Subgroups and RTI Tiers 1-3 students).

WEAKNESS: Math Sub-category: 1. Major Content: solve problems involving major content 2. Additional & Supporting Content: solve problems involving additional and supporting content 3. Expressing Mathematical Reasoning: express mathematical reasoning by constructing mathematical arguments and critiques 4. Modeling & Application: solve real-world problems engaging particularly in the modeling practice	**WEAKNESS: (state area):** Modeling & Application: solve real-world problems engaging particularly in the modeling practice
Procedures for evaluating:	**Final evaluation date: May 15, 2020** **This plan was effective as per our comprehensive data review of I -Ready Growth report.** **Summative Evaluation: LEAP 360 Diagnostic and LEAP Assessment** **Based on our Leap result our Math index di exceed our projection.**
Target Objective(s):	**Write an objective that is specific per grade/subject based on the data.**

Example:				
	G By the end of the 19-20school year, our Math Assessment Index will increase from 72.14% to 74.4%.			
School Action Plan Steps for ELA and MATH				
Elements: **Schoolwide Reform Strategies (aligned to the strategy(ies) selected):** (ESEA/ESSA.1114(b)	**Strategies for Improvement:** (Using the information from the Comprehensive Needs Assessment, describe the strategies the school will implement to address areas of need) **List Reform Strategies below:**	**List Subgroup(s) addressed by each relevant element B,W,SWD, ELL, A. H, AI, PI, MR, F, M, H, ED**	**Coordination and Integration of Funding Source(s) and Cost** (budget must align to evidence-based school-wide strategies)	**Evidence of Effectiveness** (indicate data instrument to be used, what will be measured, by whom, and frequency) *Plan MUST be monitored for effectiveness at least once per 9 weeks*
Staffing: Recruitment and retention of effective teachers, particularly in high need subject areas and schools. Instructional coaches to provide high quality school-based professional development (Master and mentor teachers, lead teachers, reading/math facilitators, etc.) (ESSA.1114(b).	**School will actively recruit staff members using Applitrack program. Also that Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective instructional practices. New teachers and teachers who need additional support will conduct peer visitation and are mentored by highly effective teachers.**	**B,W,SWD, ED**	$62,577.00 Teacher Salary $4759.00 Web-Based Licenses and	Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation,

			<mark>Supplies</mark>	**coaching on effective instructional practices. Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**
Use of Academic Assessments: Formative & summative measures to provide information on, and to improve, student achievement and the overall instructional program. Include data instrument to be used, what will be measured or assessed, by whom, and frequency (ex: LEAP2015, LEAP360, IReady,, benchmark and curriculum assessments, EAGLE, etc.)**(ESSA.1114.b.6)**	**Data analysis protocol instrument utilized on a weekly basis. The following data will be analyzed to ensure a clear alignment to LDOE State Assessment test. Staff members will utilize the following : Plan/ School Wide PBIS LEAP2025, LEAP360, I-Ready,, benchmark and curriculum assessments, LDOE Resources**			**RTI Action Plan/ School Wide PBIS LEAP2025, LEAP360, I-Ready,, benchmark and curriculum assessments, LDOE Resources**
Addressing School Needs: Curricula and Instruction; Provide opportunities for all students to have access to high quality Curricula and Instruction to meet challenging State academic standards **(ESSA.1114.b.7.A.i)** ELA: MATH:	**Parks Middle stakeholders will analyze data to determine which students are students having academic deficiencies and provide intervention based on need. Response to Intervention strategies reflective of the following: RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gain.**		<mark>$62,577.00 Teacher Salary</mark>	**Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus**

			on planning, collaboration, consultation, coaching on effective instructional practices. **Continuous PD on Diversity Teaching and Positive Behavior Interventions which supports student achievement.**
Academic Supports and Services: Methods and instructional strategies to strengthen academic program, increase amount and quality of learning time, and to provide a well-rounded education (Increased learning time, before/after school tutoring, summer programs) **(ESSA.1114.b.7.A.ii)**	**The intervention will take place during both classroom instruction and Gator Gains Remediation. Students who are not successful with classroom interventions will receive more intensive classroom interventions which will include tutoring or I-Ready interventions.**	==**$4759.00 Web-Based Licenses and Supplies**==	**RTI Tiers 1-3 Interventions READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gains**
Postsecondary Outcomes/Student Opportunities: preparation for and awareness of opportunities for postsecondary education and workforce preparation, which may include career and technical programs, and activities designed to increase access and prepare	**High Credit courses: Alg. I, French and Journeys to Careers will be offered to students as a means to increase high school graduation rate.**		

students for success in high quality advanced coursework (AP, IB, DE, CLEP/WorkKeys, etc.) **(ESSA.1114.b.7.iii.II).**				
Tiered schoolwide system of support (RTI): Strategies to provide effective and timely interventions and supports to struggling students **(ESSA.1114.b.7.iii.III).**	**Stakeholders will provide students with learning opportunities supported by RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gains.**		**$4759.00 Web-Based Licenses and Supplies**	**RTI Tiers 1-3 Interventions, READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gains**
Professional Development and Data Modules: Plans for providing high-quality and ongoing professional development for teachers, paraprofessionals and other staff to improve instruction and use data from academic assessments to monitor progress, alert the school of struggling students, and drive decision making. Equipment, materials, and training needed to compile and analyze student achievement data **(ESSA.1114.b.7.iii.IV).**	**Stakeholders will be provided with Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective.**		**$62,577.00 Teacher Salary**	**Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective mathematical instructional practices**
Transition: Strategies to facilitate the transition from early learning programs and facilities to elementary education programs. May also include transitions to	**Transitional opportunities will be provided to students to high school.**			

feeder schools/programs **(ESSA.1114.b.7.iii.V)**.				
Strategies to Increase Parent and family engagement (ESSA 1116): Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy/numeracy programs. **(ESSA 1116).**	Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings and Parent Center resources. Staff member will provide extra support to parents to ensure that a partnership is maintained between parents and school.		==$1242.00 Parental Involvement Funds==	Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings
Technology Integration: Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities).**(ESEA/ESSA.1114(b).**	Students will be provide with I-Ready Intervention Computer program, 1:1 Chromebooks, Computer Lab Visitations			I-Ready 1:1 Chromebooks, Computer Lab

Action Plan for School Improvement

1.Focus Area: ==ELA==

2. Focus Area: <mark>MATH</mark>

School-wide Goal: By the end of the 2019-2020 school year, the schools' Out of School Suspension rate will decrease from 3.82 % to 2.82%.

Out of School Suspension rate state target: Elementary (K-4) is 5.2% and M.S./H.S. is 20.2%.	

Research-based Strategy(ies): Our goals for our students focus on increasing student achievement utilizing Data Driven Decision Making and through Professional Learning Communities. Supporting teachers as they plan, instruct, and assess in a way that aligns to higher academic standards focused setting a clear vision of expectations. Teachers at our schools understand that heartbeat of our schools lies in the classroom, not the front office. As an instructional leader, I   understanding that there is a need for staff collaboration to be mutually supportive. We seek to develop a community of learners among ourselves, always looking toward continuous improvement.

Procedures for evaluating:	Final evaluation date: May 15, 2020 Summative Evaluation: J CAMPUS Data; We achieved a 5% Out of School Suspension rate state target.
Target Objective(s): **Write an objective, based on school-wide PBIS data reports, which will improve overall climate and culture for improving student outcomes.** ***At least one objective should target Out of School suspensions, aligned to state and federal guidance.**	School-wide Discipline School-wide Discipline Objective: By the end of the 2019-2020 school year, the schools' Out of School Suspension rate will decrease from 3.82 % to 2.82%.

Elements Schoolwide Reform Strategies (aligned to the strategy(ies) selected): (ESSA.1114(b)	Strategies for Improvement: (Using the information from the Comprehensive Needs Assessment, describe the strategies the school will implement to address areas of need) List Reform Strategies below:	Coordination and Integration of Funding Source(s) and Cost (budget must align to evidence-based school-wide strategies)	Evidence of Effectiveness (indicate data instrument to be used, what will be measured, by whom, and frequency) *Plan MUST be monitored for effectiveness at least once per 9 weeks*
Use of Data: Quantitative and qualitative measures to			**LDOE SS Scope and**

provide information on, and to improve, student behavior and the overall educational environment. Include data instrument to be used, what will be measured or assessed, by whom, and frequency **(ESSA.1114.b.6)**		**$4759.00 Web-Based Licenses and Supplies**	**Sequence and Units, DRC resources and Diagnostic I-Ready Benchmark Testing, LEAP**
Addressing School Needs: Curricula and Instruction; Provide opportunities for all students, including each subgroup, to have access to high quality Curricula and Instruction to meet challenging State academic standards. School climate interventions:ex: Second Step, Life Skills, Ripple Effect, DARE, etc. **(ESSA.1114.b.7.A.i)**		**$62,577.00 Teacher Salary**	**Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective instructional practices**
Academic Supports and Services: Methods and instructional strategies to strengthen academic program, increase amount and quality of learning time, and to provide well-rounded education **(ESSA.1114.b.7.A.ii)**		**$1242.00 Parental Involvement Funds**	**Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. PTO Meeting and Parent Night Meetings**
Professional Supports and Services: Counseling/Mental Health/School-Based & Community-Based Health Centers. Provide counseling and school-based mental health programs specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject area**s (ESSA.1114.b.7.iii.I)**			Collaborative partnerships with Saint Martin Parish school based health centers and other community and support agencies for behavioral and mental

			health needs
Tiered Schoolwide System of Support (RTI): Activities to provide effective, timely additional assistance to struggling students, including a school-wide tiered model to address problem behavior and early intervening services **(ESSA.1114.b.7.iii.III).**		**$4759.00 Web- Based Licenses and Supplies**	**PBIS Assessment, Social Skills Session, PBIS Videos, SBO Resources. READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gains**
Professional Development and Data Modules: Plans for providing high-quality and ongoing professional development for teachers, paraprofessionals and other staff to improve instruction and use data from academic assessments **(ESSA.1114.b.7.iii.IV)**			**Data analysis protocol instrument utilized on a weekly basis. Job Embedded PD: Weekly PLC will focus on planning, collaboration, consultation, coaching on effective instructional practices**
Transition*:* Strategies for assisting preschool children in the transition from early childhood education programs to elementary programs. May also include transitions to feeder schools/programs **(ESSA.1114.b.7.iii.V).**			
Strategies for Parental Engagement: Increase parent capacity and on-going communication		**$1242.00 Parental Involvement Funds**	**Parents will receive Remind calls, newsletters, JCALLS, parent command center notifications on student progress weekly. Student data**

			protocol will be utilized measuring progress on domain specific area of improvement. . Students will present to parent during Math and Science Night.
Technology Integration: Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities) **(ESEA/ESSA.1114(b).**		**$4759.00 Web- Based Licenses and Supplies**	**PBIS Assessment, Social Skills Session, PBIS Videos, SBO Resources. READ180/S44, I-Ready, Computer lab, 1:1/small group tutoring intervention and Gator Gains**

Action Plan for Improvement

4. Focus Subject Area: Discipline

All

Plan Revision Documentation

The Schoolwide Plan should be revised, when needed, due to assessment data (midterm benchmark data, EOC data, etc.) and/or budget matters, etc.

Area for Revision	Date Presented to Committee	Change/Resolution	Date Action Plan, Budget, etc., Revised
Data	8-30-19	Update data	Revised
Data	11-1-19		
Data	12-9-19	Analyze data	Revise SPS
Data	3-14-20		Review
Data	5-20-20	Review	Closure evaluation

2019-2020 St. Martin Parish Documentation Page: Title I Schoolwide Improvement Plan

This page is to be revised/updated on SWIP at the end of each 9 weeks. Copy kept in school binder with current updated SWIP

School Name: Parks Middle

Grade Span: 5-8

Annual EVALUATION of 2018-19, date submitted: 5-22-19

Initial Plan 2019-20, date submitted: 5-22-19

SY 19-20SWIP **Leadership Meeting** dates: Documentation kept in school binder	SY 19-20SWIP **Family Informational Meeting** dates: Documentation kept in school binder	SY 19-20SWIP **Revision dates** (document revisions on SWIP Plan revisions page) Documentation kept in school binder
Quarter 1:	Quarter 1:	Quarter 1:
Quarter 2:	Quarter 2:	Quarter 2:
Quarter 3:	Quarter 3:	Quarter 3:
Quarter 4:	Quarter 4:	Quarter 4: