

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Carolyn Park Middle



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the 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
Looking at the Whole School Trend Data, the assessment index increased from 53.0 points in 2018 to 59.9 points in 2019. It increased by 6.9 points from 2018 to 2019.	Looking at the Whole School Trend Data, the Student Progress Index did increase from 81.8 points to 84.4 points by 2.6 index points. While we had growth in index points, a growth of 5.0 index points would be ideal.
Using Discipline Data, school wide the suspension rate decreased from 11.1% in 2018 to 5.3% in 2019 which is a decrease of 5.8% points.	According the Whole School SPS Assessment Index, school wide science decreased from 2017 to 2019. 4th grade decreased from 62.0 points in 2017 to 59.4 points in 2019, a decrease of 3 points. 5th grade decreased from 44.8 points in 2017 to 40.5 points in 2019, a decrease of 4.3 points. 6th grade decreased from 58.3 points in 2017 to 57.4 points in 2019, a decrease of 0.9 points.
6th grade shows a potential strength in SPS Grade Level Index for ELA, Math and Social Studies. 6th grade showed growth 2 consecutive years (2017-2019) for ELA from 51.5 points in 2017 to 67.7 points in 2019. In 2017 math was 40.5 points and increased 72.1 points in 2019. Social studies increased 43.0 points in 2017 to 54.2 points in 2019.	5th grade shows a potential weakness on SPS Grade Level Index for ELA and Science. ELA decreased from 73.4 points in 2018 to 59.8 points in 2019, a decrease of 13.6 index points. Science decreased from 44.8 points in 2018 to 40.5 points in 2019, a decrease of 4.3 index points.
According to the SPS Subject Area Index, Social studies showed higher index scores school wide. In 2018-2019 Weekly Studies social studies curriculum was implemented to support student learning. In addition, Achieve 3000 was used to support informational text.	According the SPS Subject Area Index, science showed lower index scores school wide. Since 2017 there hasn't been a state specific curriculum to guide teachers' instruction.
According to the Whole School Subgroup Index, White subgroup has the highest index score in ELA for 2019. In ELA, white subgroup was 3.0 points higher than the next highest subgroup of two or more races with 68.9 points and white subgroup with 71.9 points.	According the Whole School Subgroup Index, English Learners Subgroup has the lowest scores in Math and ELA from 2017 to 2019. In ELA, EL dropped from 32.0 points in 2017 to 17.0 points in 2019, a decreased of 15 points. In Math, EL students were 3.3 points below the next lowest subgroup. Students with Disabilities had 36.3 points in 2019 and EL had 33.0 points in 2019.
According to the Whole School Subgroup Index, Economically Disadvantaged in ELA, increased from 55.5 points in 2016 to 64.5 points in 2019, an increase of 9.0 points. English Learners in Math increased from 10.0 points in 2017 to	According to the Whole School Subgroup Index, Hispanic in ELA decreased from 57.8 points in 2017 to 43.1 points in 2019, a decrease of 14.7 points.

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<p>33.0 points in 2019, an increase of 23.0 points. Black in ELA increased from 55.6 points in 2017 to 68.2 points in 2019, an increase of 12.6 points.</p>	
<p>White Subgroup scored 73.4 points on Subgroup SPS index which is 1.6 points away from a B. Two or more races scored 71.7 points which is 3.3 points away from a B. SPED scored 45.2 points which is 4.8 points away from a D.</p>	<p>LEP subgroup scored 32.7 points on Subgroup SPS index, which is 12.5 points below the next lowest subgroup, SPED which scored 45.2 points.</p>
<p>According to the Subject Level Index, the Black Subgroup increased in ELA from 55.6 points in 2017 to 68.2 points in 2019, an increase of 12.6 points. ELA whole school has increased continuously from 60.1 points in 2016 to 66.0 points in 2019, an increase of 5.9 points. Social Studies whole school has increased continuously from 34.8 points in 2017 to 46.1 points in 2019, an increase of 11.3 points.</p>	<p>According to the Subject Level Index, the EL Subgroup decreased in ELA from 32.0 points in 2017 to 17.0 points in 2019, a decrease of 15 points. According to the Subject Level Index, science whole school has decreased continuously from 54.7 points in 2016 to 52.3 points in 2019, a decrease of 2.4 points.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p align="center">GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From spring 2019 to spring 2020 our whole school math assessment index will increase by 5 points from 63.2 index points to 68.2 index points on LEAP 2025.</p>	
<p>2. From spring 2019 to spring 2020 our whole school science assessment index will increase by 5 points from 52.3 index points to 57.3 index points on LEAP 2025.</p>	
<p>3. From spring 2019 to spring 2020 5th grade ELA assessment index will increase by 10 points from 59.8 index points to 69.8 index points on LEAP 2025.</p>	
<p>4. From spring 2019 to spring 2020 the English Learners subgroup will increase their ELA assessment index by 10 points from 17.0 index points to 27.0 index points on LEAP 2025. From spring 2019 to spring 2020 the Students with Disabilities subgroup will increase their ELA assessment index by 10 points from 37.5 index points to 47.5 index points.</p>	
<p>5. From spring 2019 to spring 2020 the suspension rate of 4th grade students will maintain or decrease in percentage points. In 2018-2019 4th grade suspension rate was 5.0% points. 5th and 6th grade student suspension rate will maintain or decrease in percentage points under 5 % points.</p>	

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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><u>Design:</u></p> <ul style="list-style-type: none"> • At least 2 parents on SIP committee • Parental survey analysis in May • School website has feedback option for parents all year • Comment Cards in front office all year • Committee meets in October, December, and May <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Results were shared through Power-point and hand-outs shown at Open House on September 10th at 5:00 pm. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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: Paper Cardstock Computers</p>	<p>Effectiveness Measure: Title I Spring Survey</p> <hr/> <p>Effectiveness Results:</p>
<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"> • Parents are on the SIP committee • Input from PTA is used in SIP committee meetings • Comment cards in front office • Website and e-mail for parents to leave input. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Website Paper Computer Cardstock</p>	<p>Effectiveness Measure: Title I Survey</p>

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		<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		Effectiveness Results:
<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"> Agendas-Dates for important events are listed, assignments are also listed in the agenda. These are distributed in August Graded student work is sent home in folders called "Eagle Eye" every Thursday during the school year. Serves as parent teacher communication. 	Goal(s): 1,2,3,4,5	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Agendas Plastic Folders</p>	<p>Effectiveness Measure: Title I Spring Survey</p> <hr/> <p>Effectiveness Results:</p>
<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; 	Goal(s): 1,2,3,4,5	<p>Budgets used to support this activity:</p> <input checked="" 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	<p>Items Needed: Translator as needed Paper Ink computer</p>	<p>Effectiveness Measure: Title I Spring Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> 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. 		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<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> <p>Walk in the Park - August 8, 2019</p> <ul style="list-style-type: none"> Inform Parents of SIP through website, newsletter Computers will be set up so parents can complete free/reduced lunch forms 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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>Website Paper Poster Maker Ink Poster Maker Paper Invitation</p>	<p>Effectiveness Measure:</p> <p>Title I Spring Survey Attendance Rates</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <p>Candy Quest Night-October 29th 5:30-6:30</p> <ul style="list-style-type: none"> Activities will be conducted concentrating on science and math standards for all 3 grades. Activity will be conducted in October 2019. 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p> <p>Paper Computers Poster maker Poster ink Poster paper</p>	<p>Effectiveness Measure:</p> <p>Attendance rate Exit Surveys</p>

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<ul style="list-style-type: none"> Parenting tip resources will be shared and discussed at the meetings. 		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 5:</p> <p>Picnic in the Park March 17th 11:00-12:40</p> <ul style="list-style-type: none"> Restorative practices information will be provided for parents by the MHP and Counselor Parents picnic with their child 	<p>Goal(s):</p> <p>5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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> Poster Maker Poster Paper Poster Ink Computers Paper	<p>Effectiveness Measure:</p> Attendance Rate Exit Survey
<p>Parent Family Engagement Activity 6:</p> <p>Reading Rockets at Home Reading Program September 10th at 4:30</p> <ul style="list-style-type: none"> Free leveled book sets sent home with participating students. Powerpoint presentation explaining at home reading procedures and benefits. Students and parents will track progress and it will be collected every 9 weeks. 	<p>Goal(s):</p> <p>3,4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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> Folders Paper Ink Leveled book sets Poster maker Poster paper Poster Ink Website	<p>Effectiveness Measure:</p> Participation rate and reading logs

3. SCHOOLWIDE PLAN STRATEGIES

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

- Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards
- Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and
- Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <p><u>ELA</u></p> <ul style="list-style-type: none"> • Guidebook 2.0 instruction for all 4th-6th grade students. • 6 Minute Solution program is executed at the beginning of every ELA class to improve reading fluency. <p><u>Math</u></p> <ul style="list-style-type: none"> • Math teachers will work with the state remediation guide and provide problem sets. • Eureka Math for 6th Math • Zearn Math for 4th-5th <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • USA Studies Weekly to assist students in grades 4th-6th in social students with reading and responding to document based questions. <p><u>Science</u></p> <ul style="list-style-type: none"> • Inspire Science Curriculum grades 4th-6th. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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> <ul style="list-style-type: none"> Guidebooks 2.0 Teacher Manuals Guidebook 2.0 Student workbooks Zearn workbook Zearn Teacher Manuals Zearn Subscriptions Weekly Studies Subscription Inspire Textbooks Inspire Teacher Manuals Computers Poster Maker Poster Paper Poster Ink 	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>All Subjects</p> <ul style="list-style-type: none"> • MobyMax- Diagnostic prescriptive program offered to all students. This program will be used to supplement core instruction. • Classroom teachers will be organized as partner teachers where one teacher will teach ELA and the other math/science. Each teacher will teach social studies. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360- Web based assessment program to determine skill gaps in ELA and math (5th-6th grade). 4th grade paper based assessment. • SLT (Student Learning Targets) used to measure teacher effectiveness of students • LEAP 2025 State assessment to measure mastery in Math, ELA, Science, and Social Studies. • LEAP 2025 Writing Rubric- Used to measure student writing skills. • Professional Learning Communities for ELA and Math will meet weekly to assist in planning for common unit assessments for those subjects. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Computers Leap data Paper Ink for title I printers Toner</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 LEAP 360</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • SPED curriculum specialist and school instructional coach will model lessons for teachers. • Adaptive novels are used in ELA resource classes to scaffold the text. • Silvaroli is comprehensive ELA assessment given to students with disabilities to help determine interventions needed in ELA. • Math LEAP 360 diagnostic is an assessment given to students with disabilities to help determine interventions needed in math. • Achieve 3000 provides informational texts at differentiated Lexile levels for all students with disabilities weekly. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Achieve 3000 Paper Folders Binders Computers Printer ink for Title I printers Toner</p>	<p>Effectiveness Measure:</p> <p>LEAP 360 IEP Progress Monitoring</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> LEAP connectors is a curriculum designed and aligned with LA student standards in ELA, math, and science that allows teachers to create equitable educational opportunities for students with significant disabilities. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <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"> ESL teacher provides supplemental instruction to EL students by pushing in the classroom and pulling students when necessary. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Computer Paper Rosetta Stone Ink for Title I printers Toner</p>	<p>Effectiveness Measure:</p> <p>ELPT Scores LEAP 2025-ELA Scores</p> <hr/> <p>Effectiveness Results:</p>
<i>Interventions for At-Risk Students</i>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Overall:</p> <ul style="list-style-type: none"> Interventions schedules will consist of 30 minutes added to each math and ELA block to focus on individual student needs. Interventions take place 4 days a week. <p><u>IRLA- ELA Interventions</u></p> <ul style="list-style-type: none"> Students who scored Basic, Approaching Basic, and Unsatisfactory on LEAP 2025 ELA and assess at least one level below grade level on the IRLA receive IRLA. Students who scored Mastery and Advanced on LEAP 2025 receive state standards based reading activity stations. <p><u>Math Interventions</u></p>	<p>Goal(s): 3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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:</p> <p>IRLA Foundational Reading toolkits IRLA leveled libraries Tutors Interventionist Cardstocks Computers Ink for Title I Computers Toner</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 IRLA Progress Monitoring Reflex Growth Charts IRLA Effectiveness Charts</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Reflex- Students in grades 4-6 with math fact fluency difficulties qualify for reflex. 		<input type="checkbox"/> Other		
<p>Opportunities and Interventions for Students in Need:</p> <p>ELA</p> <ul style="list-style-type: none"> 3 certified tutors will be assigned to work with individual students identified through diagnostic assessments. Tutors and teachers will provide instruction for students during intervention times for ELA. IRLA and the toolkit will be used by the interventionist, tutor and teachers in ELA intervention periods during the day. Teachers will create stations based on student needs, differentiated for all students in the class. <p>Math</p> <ul style="list-style-type: none"> Reflex- Computer program used for identified students to improve math fluency during intervention time. Teachers will create and implement state standard based math stations. Small group instruction will also take place during this time. Intervention is available for all students. Math tutor present to help. <p>Behavior</p> <ul style="list-style-type: none"> Ripple Effects- Computer program that teaches lessons on desired behavior. Required for all students serving in school suspension. ISS-In School Suspension- Students receive instruction and school work in lieu of Out of School Suspension. 	<p>Goal(s): 1,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>IRLA Foundational Reading toolkits IRLA leveled libraries Tutors Interventionist Cardstocks Computers Ink for Title I Computers Toner</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 IRLA Progress Monitoring IRLA effectiveness charts Reflex growth charts JPAMS Discipline data</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • TAT- Teacher assistance team- Committee that meets weekly to assist the teacher providing interventions for students. This team consists of the counselor, sped teacher and regular education teacher. • SAT- Student Assistance Team- Committee that meets weekly to determine special education status. The committee consists of the TRT, Pupil appraisal representative, Speech Teacher, Assistant principal, and referring teacher and parent. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Folders Computers Ink for Title I printers Toner Binders</p>	<p>Effectiveness Measure:</p> <p>TAT/SAT Logs Reflections JPAMS Discipline data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Reflex Math licenses are issued to increase fluency for students with disabilities. Required to be completed in each math intervention block for students with disabilities. • Project Read will be used for students exhibiting dyslexia characteristics. • IRLA Foundational Reading toolkits will be used by students returning to the regular education classroom setting during intervention block. 	<p>Goal(s): 1,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Folders Paper Cardstock Ink for Title I printers Toner Binders</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025 Reflection IRLA Effectiveness Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Rosetta Students computer program for English emersion to be administered by the EL Teacher on an as needed basis. • EL Teacher will provide instructional support in and out of the classroom setting. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>Computers Headset with Microphone Printers Ink</p>	<p>Effectiveness Measure:</p> <p>ELPT Scores ELA LEAP 2025 Scores FastForward</p>

Carolyn Park Middle 2019-2020

		<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"/> Other	Toner	Effectiveness Results:
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Support and Extended Learning

<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"> • Kids in Transition (KIT) program to assist homeless students • Chorus in school program to promote individual student success. • Band program to learn to read and play music • Physical Education to learn exercises and sportsmanship. • Music appreciation for all students. • Speech for students to improve communication. • Special Education IEP specific: Adaptive PE for students with specific physical needs to participate in P.E. • Occupational therapy • Physical therapy • Assistive Technology • Library 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Musical sheets Band equipment Sporting equipment Assistive Technology materials Band equipment repair Books</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <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"> • All three grade levels will attend one field trip for 2019-2020 that is aligned with school level weaknesses. • After school Robotics club to promote the development of STEM. All students are eligible to apply for this club but 10 will be identified through the sponsors. • After school Art Club to promote the development of artistic abilities. All students are eligible to apply for this club and 20 will be selected by sponsor. • After school Girls on the Run program to promote positive female empowerment and physical fitness. • PBIS Ambassadors for students who exhibit model behavior. Ambassadors are utilized as tour guides for 3rd grade students and helpers in extracurricular activities 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Funds for trips FIRST Lego League registration and kits FIRST Lego League Regional competition cost Poster Maker, Paper, Ink Badge maker ink</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>

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): 1,2,3,4,5</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>Computer Paper Ink Folders</p>	<p>Effectiveness Measure: JPAMS Data Suspension Rate Threat of Violence (TOV) Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Individual and group sessions occur weekly Peer mediation is taught Classroom counseling sessions weekly 	<p>Goal(s): 1,2,3,4,5</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>Computer Projectors Folders Binders Printer Ink Toner</p>	<p>Effectiveness Measure: JPAMS Data Suspension Rate Threat of Violence (TOV) Data</p> <hr/> <p>Effectiveness Results:</p>

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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"> • Positive behavior interventions and support: PBIS program rewards good student behavior by rewarding them with “eagle bucks” from every staff member that can be used to buy school supplies. • Check in/Check out program: Program that has students evaluated on a daily basis from 0 to 2 on how well they met their behavior targets for each class. • Ripple Effects: Computer program that students will use when in In School Suspension. This program teaches successful social strategies. • In school suspension- Used as an alternative to Out of school suspension. • Friday after School detention- Another alternative to out of school suspension as needed. 	<p>Goal(s):</p> <p>5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>ISS para Computers PBIS materials Printer Paper Folders Ink Poster Maker Poster Paper and Ink</p>	<p>Effectiveness Measure:</p> <p>JPAMS Data Check In/ Check Out Data</p> <hr/> <p>Effectiveness Results:</p>
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"> • 3rd Grade students and parents visit CPMS in early May to familiarize them to our campus • 6th grade students are visited by Slidell Jr. High personnel to describe expectation of 7th graders. 	<p>Goal(s):</p> <p>5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Paper Postage Computers Printer ink cartridges for Title I classroom printers Toner cartridges Folders Poster maker ink Poster maker paper</p>	<p>Effectiveness Measure:</p> <p>Participation Exit Surveys Questions 16 & 17</p> <hr/> <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"> • PLC meet weekly for 45 minutes with grade level and subject content area. • Teachers and Instructional coach will facilitate the PLC. • LEAP 2025 data is reviewed • Data is reviewed from the previous week’s common assessment. • Administration is present at all PLC meetings. • Professional Development is provided on a as needed basis • LEAP 360 results are reviewed • Common assessments for following week are collaborated. • Collaboration for planning of next week’s lessons. • Instructional coach provides support and assistance during PLCs. • Interventionist participate in PLCs to present and analyzed IRLA data. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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>Paper Binders Markers Computers Ink Poster Maker Poster Paper Poster Ink Chart Paper Pads</p>	<p>Effectiveness Measure: Reflections</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Zearn PD- 4th-5th Math Teachers • Intervention Content Leader- 1 Administrator, 1 SWD teacher • ELA Content Leader- 1 teacher, 1 ELA instructional coach • Math Content Leader- 1 Math instructional coach • Mentor Teacher- 1 teacher • Math Instructional Coach • ELA Instructional Coach • Unit Unpacking PD • ELA Content School Leader Training- 1 administrator • Math Content School Leader Training- 1 administrator • ELA and Math Content Leader Redelivery professional development- 12 hours all teachers 	<p>Goal(s): 1,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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:</p> <p>Stipends for PD Binder Paper Ink Toner Substitutes</p>	<p>Effectiveness Measure: Reflections</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Carolyn Park Middle 2019-2020

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:

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • N/A 		<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		<hr/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • N/A 		Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4		

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		<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		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding.

English Learners (EL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

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:

- SIP team used Jpams, TAT, SAT, Reflex, Mobymax, LEAP 360 diagnostic/Interim, LEAP 2025 from 2019 data and common assessments to review student growth. The data is used to guide professional development and instruction for the next quarter.

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:

- SIP committee meets quarterly to plan and review. JPams, LEAP 360 data, mid-year assessment data and SLTs are used to measure the effectiveness of the plan.

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

- Faculty and staff are presented the evaluation results when returning to school in August.
- We create a power-point and present to parents at Open House and October Parent Family Engagement Activity.

2019-2020 Committee Members

<p><u>School Improvement Planning Committee</u></p>	<p><u>Parent/Family Engagement Committee</u></p>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Temeka Smith • AP: Julie Lupo • Teacher: Caroline May • Teacher: Julia April • Parent/Family: • Parent/Family: • Parent/Family: 	<p>Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Temeka Smith • Student: Shelby Cox • Teacher: Caroline May • Teacher: • Parent/Family: Deanna Cox • Parent/Family: • Parent/Family:

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