

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Pitcher Junior High



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
<p>ELA: The 2020-2021 LEAP data shows that in 7th grade 46% of Pitcher Jr High students scored Strong (Mastery or Above) in reading informational texts while 45% of our 8th grade students scored Strong (Mastery or Above) in reading informational texts. Because students scored highest in these categories, these are our strengths for 7th and 8th grade ELA.</p>	<p>ELA: The 2020-2021 LEAP data shows that in 7th grade only 33% of Pitcher Jr. High students scored strong (Mastery or Above) in Writing Performance and Written Expression while only 41% of 8th grade students scored strong (Mastery or Above) in Reading Vocabulary. Because students scored lowest in these categories, these are our weaknesses for 7th and 8th grade ELA.</p>
<p>Math: The 2020-2021 LEAP data shows that in 7th grade 27% of Pitcher Jr. High students scored Strong (Mastery or Above) in expressions and inequalities & equations, while 25% of Pitcher Jr. High 8th grade students scored Strong (Mastery or Above) in proportional relationships, linear equations and functions. Because students scored highest in these categories, these are our strengths for 7th and 8th grade Math.</p>	<p>Math: The 2020-2021 LEAP data shows that in 7th grade 15% of students scored Strong (Mastery or Above) in modeling and application, while 20% of our 8th graders scored Strong (Mastery or Above) in modeling and application</p>
<p>Discipline: Based on JPams discipline frequency report, there was a 12 % decrease in referrals for tardies at Pitcher Jr. High in the 2020-2021 school year. Student referrals for tardies dropped from 14% in 2019-20 to 2% in 2020-21.</p>	
<p>Social Studies: The 2020-21 LEAP data shows that 44% of Pitcher Jr. High students scored Strong (Mastery or Above) in economics while 52% of Pitcher Jr. High 8th grade students scored Strong (Mastery or Above) in economics. Because students scored highest in this category, it is a strength for 7th and 8th grade Social Studies</p> <p>Science: The 2020-21 LEAP data shows that 39% of 7th grade Pitcher Jr. High students scored Strong (Mastery and Above) in the investigate category making this a strength. 39% of 8th graders scored Strong (Mastery and Above) in the evaluate category making it a strength for 8th grade.</p>	

Pitcher Junior 2021-2024

--	--

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 From Spring 2021 to Spring 2024, the percentage of students in 7th grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of **Written Expression** will increase by 3% percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7 th	33%	36%	39%	41%

Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-based writing
- Various types of writing
- Analyzing student writing

Resources needed:

- ELA Content Leader Module 5 Developing Writing and Language Skills
Session 1: The Culminating Writing Task and the Guidebooks Writing Process

Team Reflection:

Parent and Family Engagement Activity:

- Information on specific Writing Revolution strategies to use at home
- Literary Night activity for parents

Resources needed:

- A Writing Revolution Brochure for home with reference information as well as information about Literary Night.
- ELA Content Leader Module 6 Supporting All Students
- TWR book and website

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Pitcher Junior 2021-2024

	<ul style="list-style-type: none"> ● STPPS Writing Revolution Google Classroom ● GB Grammar Guide (grade level writing samples) ● GB Writing Guide ● GB Language Tasks/Mentor Sentences Session 2: Argument Writing in the Louisiana Student Standards Session 3: Informative/Explanatory Writing: Examine the Progression 													
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Regular PLC meetings ● Guidebook training & support from Instructional Coach ● Curriculum Specialist support 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 5 Developing Writing and Language Skills ● ELA Content Leader Module 6 Supporting All Students ● The Writing Revolution book and website ● STPPS Writing Revolution Google Classroom ● GB Grammar Guide (grade level writing samples) ● GB Writing Guide ● GB Language Tasks/Mentor Sentences 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model writing lessons ● PLC will focus on: planning for writing instruction (within GB lessons/unit) using common assessments to evaluate writing and TWR strategies analyzing student writing using the writing rubric tracking student writing Curriculum Specialist support with PD and observation feedback Instructional Coach-Model writing lessons 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other

	x													
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit Tasks, and teacher created unit assessments ● GB Unit Tasks: CWT-Culminating Writing Task, ET - Extension Tasks, and CRT - Cold Reading Tasks (all include writing and can be tracked for each unit) ● GB 2020 - Section Diagnostics and Culminating Task 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 7th and 8th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric ● Once a year the School Improvement Committee will visit every 7th and 8th ELA classroom to conduct a snapshot using the writing snapshot rubric.
---	--

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #2 From Spring 2021 to Spring 2024, the percentage of students in 8th grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the subcategory category of **Reading Vocabulary** will increase by 3 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
8 th	41%	44%	47%	50%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Indirect Vocabulary Instruction 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● GB Vocabulary Guide ● GB Supports Flow Charts 	<p>Team Reflection:</p>
--	--	--------------------------------

Pitcher Junior 2021-2024

<ul style="list-style-type: none"> ● Direct Vocabulary Instruction - Protocol for Explicitly Teaching Vocabulary ● Academic Vocabulary Instruction ● Using Context Clues to Determine Word Meaning ● Use Mentor Sentences to Support Vocabulary Acquisition 	<ul style="list-style-type: none"> ● GB Diverse Learners Guide ● Vocabulary Instruction within GB lessons ● GB Mentor Sentences 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literary Night 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Brochure with vocabulary activity and/or vocabulary tips 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 2: Building Knowledge to Support Session 5: Direct and Indirect Vocabulary Instruction in the Guidebooks Session 6: The Importance of the Volume of Reading ● ELA Content Leader Module 3 sessions: Session 4: Unpacking Direct Vocabulary Instruction in the Guidebooks ● ELA Content Leader Module 4: Supporting All Students Session 4: Use the Supports Flow Chart to Address Vocabulary ● Using Context Clues to Determine Word Meaning ● Four Strategies for Effective Learning (focus on vocabulary) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● ELA Content Leader Modules/Sessions ● GB Vocabulary Guide ● GB Supports Flow Chart ● GB Diverse Learner’s Guide ● Vocabulary Instruction within GB lessons ● GB Mentor Sentences 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model lessons (focused on vocabulary) ● PLCs will focus on: identifying vocabulary instruction embedded in GB lessons 		

Pitcher Junior 2021-2024

<p>distinguishing between words/phrases to teach and the words/phrases to define applying the protocol for explicitly teaching vocabulary to words/phrases that should be taught within the current GC unit/lesson</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach - Model lessons (focuses on vocabulary) 		
---	--	--

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, CRT (Cold Read Task)/Practice CRT and teacher created unit assessments (analyze specific vocabulary items) ● GB 2020 - Section Diagnostics and Culminating Task 	<p>Observations:</p> <ul style="list-style-type: none"> ● Once administrator will visit every 7th and 8th ELA classroom at least once a month to conduct a snapshot using the snapshot rubric ● Once a year the School Improvement Committee will visit every 7th and 8th ELA classroom to conduct a snapshot using the snapshot rubric

Middle of the Year Monitoring Results/Areas for improvement:
End of the Year Results:

Goal #3 From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (mastery or above) on the LEAP 2025 in the reporting category of modeling and application increase by 3 percentage points each year as follows:

Pitcher Junior 2021-2024

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	15%	18%	21%	24%
8th	20%	23%	26%	29%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> Solve real - world problems engaging particularly in the modeling practice 	<p>Resources needed:</p> <ul style="list-style-type: none"> Tier 1 Curriculum Resources Ready Mathematics & i-Ready District Resources within Guaranteed Curriculum/Google Classrooms Louisiana Believes State Planning Documents 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> Math Learning Night Send home LDOE Parent Support Information 	<p>Resources needed:</p> <ul style="list-style-type: none"> Brochure with i-Ready resource info Information from LDOE 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> Problem-Situations/Contexts-exploration of various types of representations used to model situations Mathematical Practices - MP.1, MP.4 Contextualizing/Decontextualizing supports Build Conceptual Understanding and Fluency to Support Application 	<p>Resources needed:</p> <ul style="list-style-type: none"> Tier 1 Curriculum Resources i-Ready Mathematics District Resources within Guaranteed Curriculum/Google Classrooms Louisiana Believes State Planning Documents Math content leaders model lessons PLCs will focus on planning for assessment review of Type III tasks, student work (analysis of student entry point into solving 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> Math Content Leaders model lessons 		

Pitcher Junior 2021-2024

<ul style="list-style-type: none"> ● PLCs will focus on planning for assessment review of Type III tasks, student work (analysis of student entry point into solving application tasks), identification of standards with the intended component of Rigor as Application ● Curriculum Specialist ● Instructional Coach - Model lessons focused on supporting representations of solving problems/tasks 	<p>application tasks), identification of standards with the intended component of Rigor as Application.</p> <ul style="list-style-type: none"> ● Curriculum Specialist ● Instructional Coach - Model lessons focused on supporting representations of solving problems/tasks
---	--

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● LEAP 360 Interim data to track Type III responses ● Assessment items identified as Modeling and Application Mid-and-End of Module Assessment Tasks (Progression to Mastery Rubric used to score student work) ● EOY: LEAP 2025 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 7th and 8th math classroom at least once a month to conduct a snapshot using the math lookfors
Middle of the Year Monitoring Results/Areas for improvement:	
End of the Year Results:	

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

Pitcher Junior 2021-2024

- Schools will be given the label *Urgent Intervention Required for Discipline (UIR-D)* if the out-of- school suspension rate is more than two times the national average for the past three years
- Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 3.25% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
39.75%	36.5%	33.25%	30%

Tier 1 (School wide):

- PBIS, Minor Behavior Tracking Forms, Classroom Management Plan, Regular review of school-wide and classroom rules and procedures, PROUD philosophy, supportive counseling, restorative practices

Tier 2 (Targeted Prevention):

- Behavior contracts, check-in/check-out, peer and teacher mentors, student specific reinforcement system, MHP and counseling services

Tier 3 (Intensive Individual):

- FBAs & BIPs, Safety Plans, MHP and counseling services, Social Skills classes, FINS, YSB, Action CYP

Resources needed:

PBIS tickets, rules posted, school philosophy posted, rewards for students, discipline forms, contract forms

Team Reflection:

Parent and Family Engagement Activity:

- Monthly “Coffee with the Principal”
- Monthly counselor zoom to share parenting strategies

Resources needed:

Coffee, Certificates

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

Professional Development:

- ILP will meet to discuss possible PD for PBIS
- PBIS will meet to create PD for teachers on planning days

Resources needed:

Over head projector, certificates, school improvement plan, teacher rewards and consequences.

Feedback from Teachers:

Follow Up and Support:

- Please complete this section

Budgets used to support this activity:

Pitcher Junior 2021-2024

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Data used to Monitor and Evaluate Goal:

- Please complete this section

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

- Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))

Goal #2 (SWE):
 From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase each year as follows:
 *We do not have SPS data from the LDOE as of 10/20/21; 7.5 is the assessment index for Math for SWE student group, but our district wide goal is to increase the overall SPS for SWE in all subjects.

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

Describe policies and practices to identify disabilities early and accurately:

- Use of SBLC screening
- Data collection, teacher feedback & collaboration

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- Weekly PLC meeting
- Instructional Coach
- ELA & SWE Curriculum Specialists

Team Reflection:

<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● Achieve 3000, Guidebook support, Language Power (EL), News to You (Moderate and Severe) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● GB - Diverse Learners Guide/Supports Flow Charts 	<p>Team Reflection:</p>
---	--	--------------------------------

Pitcher Junior 2021-2024

<ul style="list-style-type: none"> ● i-Ready, Unique learning for moderate to severe 	<ul style="list-style-type: none"> ● Ready Gen - Scaffolded Strategies Handbook ● District Resources within Moodle/Google Classrooms ● Louisiana Believes State Planning Documents & Resources ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Ready Math - i-Ready Mathematics ● Springboard ● Louisiana Math and ELA Content Leader ● Actively Learn - Social Studies 	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Fast Forward (Speech and Language), Achieve 3000, Project Read, Guidebook support ● Ready math 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Project Read, Achieve 3000, SRA ● i-Ready/my-path 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Literary/Math Night 	<p>Resources needed: Brochure with ELA resource materials Math i-ready support info</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader ● Math Content Leader ● 4 Strategies of Effective Learning ● Using the Writing Rubric & the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● TWR Overview and focus on specific strategies ● i-Ready ● Achieve 3000/Actively Learn ● Accountable talk/mathematical discourse 	<p>Resources needed: ELA Curriculum Specialist ELA Instructional Coach GB unit tasks TWR website & resources i-Ready platform Achieve 3000 platform Accountable talk stems for ELA & math content areas</p>	<p><u>Feedback from Teachers:</u></p>

Pitcher Junior 2021-2024

<ul style="list-style-type: none"> Monthly SWE consultant's meetings 														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> SWE Curriculum Specialist Instructional Coach PLC ELA & math teams Administrative support 														
		<ul style="list-style-type: none"> Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists ELA & Math Content Leader Module lessons-- Instructional Strategies, pedagogy and scaffolding Purposeful planning for student tracking toward progress or identified standards and/or IEP goals. Analyzing assessments, feedback and next steps Walk through and lookfors 												
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													
Data used to Evaluate Goal: Teacher input from tracking forms, data collected from TAT, data collected for IEP meetings														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- Consider verbally interpreting: 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, meetings; etc.*

Goal #3 (English Learners):

Pitcher Junior 2021-2024

<p>From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. <p>Grades 7-12 scheduling ESL class - up to two class periods for junior high and up to three class periods for high school, depending on the needs of each student.</p> <p>Programs include: Achieve 3000 Rosetta Stone Language Power</p>	<p>Resources needed: Achieve 3000 Rosetta Stone Language Power</p>	<p>Team Reflection:</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> Programs include: Achieve 3000 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. <p>Programs include: Project Read</p>		
<p>Parent and Family Engagement Activity: Welcoming events: EL Parent Night Family PitcherTube</p>	<p>Resources needed: refreshments, brochures, writing rubrics and Iready information</p>	<p>Participation Outcome: <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> Identify ELs and language proficiency levels Differentiating Instruction Modify curriculum to be more accessible to EL students 	<p>Resources needed: Guaranteed Curriculum EL teacher support</p>	<p>Feedback from Teachers:</p>

Pitcher Junior 2021-2024

<ul style="list-style-type: none"> ● Understand and use LEP accommodation effectively ● SBLC considerations for English language learners (environmental, language and cultural) 																																
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Whole campus observations ● Small group observations ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom. ● ELA team visits 																																
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		x													
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																		
	x																															
<p>Data used to Evaluate Goal: Newcomers pre and post test. Ongoing data collected from all teachers as well as from our EL teacher. Pre and post tests for Achieve 3000, i-Ready, Rosetta Stone, and Language Power</p>																																
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																																
<p>End of the Year Results:</p>																																

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Website updates, letters home, Coffee with the Principal, PTA, robocalls, (Virtual) Meet & Greet, (Virtual) Open House, PJH newsletter, PTA

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Regular communication between parents and teachers/admin (emails, phone calls, in-person conversations), Coffee with the Principal, PTA, athletic events, Technology night, EL night, Literacy and Math night, chorus and band concerts, PTA meetings

Resources Needed to Support Parent and Family Engagement:

- School improvement plan posted and available in hard copy for parents to view. Guidebook, textbooks and family support books in “Parent” section of the library.
- Pamphlets made available by guidance counselor to students and parents for health and awareness.
- PTA meetings

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Analyze data collected for TAT from teachers for daily grades and tests.
- Gather input from teacher classroom observations
- Analyze students pre and post intervention results from Achieve 3000, and i-Ready
- Gather parental input

Describe how the school ensures that interventions do not replace core instruction:

- Double blocked math and English classes
- Use Achieve 3000 and other Tier approved interventions aside from core instructions.

Interventions/programs available for students in need (include grade levels and skills addressed):

- 7th & 8th Achieve 3000
- 7th & 8th i-Ready/My Path
- Project Read

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Double blocking ELA & math to use 2nd block for intervention time
- Analyzing post data to measure success

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Resources Needed to Support Interventions: screening tools, future tutor or interventionist, chrome books, monitor sheets

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)														Resources needed:	
<ul style="list-style-type: none"> Art classes, band, piano, chorus offered at Pitcher, Family and Consumer science, Quest for Success, Spanish, Project Lead the Way, Broadcast class 														Teachers	
Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):														Resources needed:	
<ul style="list-style-type: none"> Boys and Girls Club Partner with the public library 														Leaders from the Boys and Girls Club in Covington	
														Public librarians	
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	x														
List programs that need to be evaluated and what data will be used to monitor and evaluate:															
<ul style="list-style-type: none"> Classes that obtain a grade will be evaluated and placed into Jpams 															
Middle of the Year Monitoring Results/Areas for Improvement:															
End of the Year Results:															

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):														Resources needed:	
<ul style="list-style-type: none"> Provides direct intervention services, indirect consultative and collaborative services and crisis response services. 														Mental health professional	
Services Provided by Counselor(s):														Resources needed:	
<ul style="list-style-type: none"> Offers social, emotional & academic support for students. Supports individual student planning. Advocates for student needs and offers responsive services to meet student's immediate needs and concerns. 														School Counselor & counseling curriculum	

Pitcher Junior 2021-2024

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x								x					

Team Reflection:

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

Transition Activities for Students:

- Open House
- Meet and Greet
- Drive through Chromebook pick up
- Cub day for our 8th graders

Resources needed:

Teachers
Parents
Chromebooks
CHS coordination plan

Parent and Family Engagement Activity:

- EL Night
- Literacy Night/ Math Night

Resources needed:

I Ready information
Public library information
Writing Rubrics

Participation Results:

Feedback from Parents/Families:

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- Teachers from each content area have common plans so they can meet weekly in the PLC room with the TRT and Instructional Coach.

Resources needed:

projector, agenda, PLC binder, teacher resources

Describe the format of your PLC groups (When? How often? How long?):

- Weekly for one class period

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Teachers in the core content areas are trained and continue training in Guidebooks, i-Ready, Achieve 3000, Actively Learn, and Project Read on PD days at the end of the nine weeks and/or on B days during the school year. NCI training and de-escalation strategies for special education teachers and paraprofessionals. Curriculum specialists enhancing curriculum implementation via PLCs.

Resources needed:

I-ready platform, Achieve platform, Guidebooks and curriculum specialists, Project Read specialists, counselors, NCI specialist

Describe how the Instructional Coach will support your school (if applicable):

- The ELA & math Instructional Coaches are included in developing our SAP goals for their area of expertise. They support our teachers in weekly PLC meetings giving them focus, resources or coaching for pedagogy. They will also analyze school data to ensure student growth and assist in modeling lessons. They will be the liaison between teachers and curriculum specialists, and they will assist in creating common assessments

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Send home a questionnaire for parent input in December and in May
- Post this questionnaire on website as a digital access

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

- Website
- Robo call
- Family PitcherTube

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- ILT will meet monthly to discuss school improvements and to brainstorm any programs to be implemented. A PTA member will be part of this team.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Mr. Frederick, Mr. Daniel
- Teachers: Tammy Stiebing, Callie Foreman, Amy Burckel
- Teacher: Lein, Senez
- Parent/Family: Stephanie Ebersole
- Parent/Family: Charlie Deubler
- Community Member: Misty Lopez
- Student: Abigail Harford

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Mr. Frederick, Mr. Daniel
- Teacher: Charlie Deubler
- Teacher: Tammy Stiebing
- Teacher: Stephen Cefalu
- Parent/Family: Stephanie Ebersole
- Parent/Family: Beth Majoue

Pitcher Junior 2021-2024

DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date