

# School Improvement Plan

2019-2020

SCHOOL: \_\_\_\_\_Rayville Junior High School\_\_\_\_\_

**The following items should make up the *Data Portfolio* (to be kept on file at the school):**

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

I have read and understand that the above information will be kept on file at the school.

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Principal's Signature

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Date

## SIP COMMITTEE

SCHOOL:   RJHS                    

FOR SCHOOL YEAR:   2019-2020                    

NAME (PRINTED)	SIGNATURE	REPRESENTING (Indicate Parent, Community, Teacher, Staff, Leadership)	QUARTERLY DATE(S) attended for Development, Revisions, and Evaluation of SIP				
Nettie Ranel			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
Larry Wilson			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
Nancy Absher			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
Jennifer Cardin			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				
Heather Chappell			<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>				

Kimberly Thornhill				
Tammy Wilson				

This page must be turned in at the end of the school year to Ken Newsom with parent signatures for documentation.

SUMMARY REPORT OF STUDENT ACHIEVEMENT DATA

School Index Indicator Data

grade/subject	2015-2016 proficiency	2016-2017 proficiency	2017-2018 proficiency	2018-2019 proficiency	growth/loss 2018-2019
<b>7<sup>th</sup> Grade</b>					
Math	23	40	36	31%	-5
Science	28	39	N/A	-	
Social Studies	N/A	N/A	32		
ELA	32	52	48	52%	+4
8 <sup>th</sup> Grade					

Math	30	35	44	26%	-18
Science	33	39	N/A		
Social Studies	N/A	N/A	39		
ELA	48	49	48	37%	-11

## Score Distributions and Proficiency Rates 2019

grade/subject	Advanced (150)	Mastery (100)	Basic (80)	App Basic (0)	Unsat (0)	% prof
<b>7<sup>th</sup> grade</b>						
ELA	4	14	13	12	16	52%
Math	0	7	14	27	11	31%
<b>8<sup>th</sup> grade</b>	Advanced (150)	Mastery (100)	Basic (80)	App Basic (0)	Unsat (0)	% prof
ELA	4	13	21	29	31	37%
Math	1	14	12	35	36	26%

SUMMARY REPORT OF STUDENT ACHIEVEMENT DATA  
(High Schools-insert from calculator)

# DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

**Part Ia:** Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 Characters per box)	DATA SOURCE/ INSTRUMENT (100 Characters per box)
1. 100% Growth LEAP Connect	2018-2019 Proficiency Report
2. 5% Growth 7 <sup>th</sup> Grade ELA	2018-2019 Proficiency Report
3. Parental Involvement 7 <sup>th</sup> Grade	Sign in Sheets Parent Teacher Conference, Parent Action Committee

**Part IIa.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. Teacher Collaboration	Redesign Support, learning Walks, Team Meetings, PLCs, Instructional Staff Interviews, questionnaires, and focus group, administrator interviews, archival data

2. Annotated Lesson Plans	Team Meetings, PLCs, Instructional Staff Interviews, questionnaires, and focus group, administrator interviews, archival data
3. Lesson Rehearsals	Team Meetings, PLCs, Instructional Staff Interviews, questionnaires, and focus group, administrator interviews, archival data
4. Inclusion in Regular Education Classroom	Team Meetings, PLCs, Instructional Staff Interviews, questionnaires, and focus group, administrator interviews, archival data
5. JCALL	Title I (Mass Call/Information Tool)

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

**Part Ib:** Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. School wide proficiencies are below 50%	2018-2019 Proficiency Report
2. Teacher and Student Attendance	School WebPams Reports
3. Certified Teacher Retention	Work Force Reports

**Part IIb.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the identified weaknesses:

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. Low Expectations	instructional staff questionnaires, student questionnaires and focus group, parent focus group, administrative questionnaires, contextual observations, archival data
2. Out of School Suspensions	WebPams Report



3. Effective Use of Learning Time	Learning Walks, instructional staff questionnaires, student questionnaires and focus group, parent focus group, administrative questionnaires, contextual observations, archival data
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*The identified weaknesses will lead to the goals. The contributing factors of the weaknesses will lead to the strategies.*

# Richland Parish School Improvement Plan

**STRATEGIES: Data Driven Decision Making**

**FOCUS AREAS: Curriculum and Assessment**

SCHOOL     RJHS    

YEAR     2019-2020    

SUMMATIVE Evaluations will include comparison of state test results & SPS factors including DIBELS, LEAP, iLEAP, EOC, GEE, ITBS, dropout rates and graduation index

<b>Activity (include PD, implementation, &amp; follow-up steps)</b>	<b>Timeframe</b>	<b>Person(s) responsible &amp; Person(s) involved</b>	<b>Funding source &amp; amount</b>	<b>Procedure for documenting/evaluating/ Student outcomes</b>
Teacher leaders will participate in ELA, Math, Science, and Social Studies state standard training.	June 26-28, 2019 (Teacher Leader Summit;New Orleans) And throughout 2019-2020 school year	Teacher Leaders District Support Team	Title I	Sign-in sheets Feedback
Teacher Leaders will redeliver information from Teacher Leader Summit.	August 12 or 13, 2019 and ongoing	Teacher Leaders District Support Team Teachers and Paras Principals Math Coach Instructional coaches	GF/Title I	Sign-in sheets Agenda  Evaluations conducted by District Support Team

Implement state standards throughout the school year	August 14, 2019 and ongoing through May 2020	Teachers	GF	<p>Walk- around forms completed by teacher leaders, principals &amp; supervisors indicating Common Core Standards and fidelity checks conducted by principals and supervisors</p> <p>Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>
State standard follow-up through PLCs	Bi-monthly	Teacher leaders Principals District Support Team	Title I	<p>PLC logs checked monthly by principals</p> <p>Walk around forms completed by principals and supervisors</p>
3 <sup>rd</sup> -12 <sup>th</sup> grade ELA teachers will participate in Guidebooks 2.0 training conducted by ELA Content Leaders. They will share their knowledge about the importance of effectively using guidebooks.	<p>Veteran Teachers Grades 3-12 August 1<sup>st</sup> – 2<sup>nd</sup></p> <p>New Teachers Grades 3-12 Aug. 5<sup>th</sup> – 7<sup>th</sup></p>	<p>ELA teachers Instructional coaches District Support Team</p>	Title I	<p>Sign-in sheets Agenda Feedback/evaluations</p>

<p>Implement Guidebooks 2.0 throughout the school year</p>	<p>August 14, 2019 and ongoing through May 2020</p>	<p>ELA teachers Instructional Coaches District Support Team</p>	<p>Title I School Funds (Novels)</p>	<p>Walk- around forms completed by teacher leaders, principals &amp; supervisors indicating implementation of Guidebooks 2.0.</p> <p>Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>
<p>Follow-up by lead teachers during Teacher Leader Collobarations. Lead teachers will redeliver to ELA teachers during PLCs or content specific meetings.</p>	<p>Quarterly August 2019-May 2020</p>	<p>ELA teacher leaders District Support Team</p>	<p>Title I</p>	<p>Agendas from collobaration Sign-in sheets and agendas from redelivery</p>
<p>K – 8<sup>th</sup> grade math teachers will participate in Eureka Math training conducted by RPSB Math Coach and Math Content Leaders.</p>	<p>Veteran Teachers Grades 3-12 July 8<sup>th</sup> – 11<sup>th</sup></p> <p>New Teachers Grades 3-12 July 29<sup>th</sup> – Aug. 1<sup>st</sup></p> <p>Ongoing throughout the</p>	<p>Math teachers Principals Math Coach Instructional Coaches District Support Team</p>	<p>Title I</p>	<p>Sign-in sheets Feedback</p>

	year provided by Network			
TNTP Math and ELA curriculum overview	August 12 or 13, 2019	Math and ELA teachers Principals Assistant Principals Math and Literacy Coaches District Support Team	GF/Title I	Sign-in sheets Agenda  Evaluations conducted by District Support Team
Implement Eureka Math and Guidebook curriculum throughout the school year	August 14, 2019 and ongoing through May 2020	Math and ELA teachers Principals Assistant Principals Math and Literacy Coaches District Support Team	GF	Walk- around forms completed by teacher leaders, principals & supervisors indicating Common Core Standards and skillful implementation checks conducted by principals and supervisors  Lesson plans turned in weekly to principals  Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments
Eureka Math follow-up through PLCs	Bi-monthly	Math Teachers Principals	Title I	PLC logs checked monthly by principals

		District Support Team		Walk around forms completed by principals and supervisors
K-8 science/social studies teachers will participate in developing their scope and sequence and unit 1 planning conducted by Teacher Leaders and District Support Team	August 12 and 13, 2019	Science/Social Studies teachers Principals District Support Team		Sign-in sheets Agenda Feedback/evaluations
Implement science/social studies content standards	August 2019-May 2020 Ongoing throughout the year	science/social studies teachers Principals District Support Team		Walk- around forms completed by teacher leaders, principals & supervisors indicating Common Core Standards and skillful implementation checks conducted by principals and supervisors  Lesson plans turned in weekly to principals  Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments

Follow-up by lead teachers during Teacher Leader Collaborations. Lead teachers will redeliver to science/social studies teachers during PLCs or content specific meetings.	Quarterly August 2019-May 2020	Science/social studies teacher leaders District Support Team	Title I	Agendas from collobaration Sign-in sheets and agendas from redelivery
Teachers meet bimonthly on Thursdays to collaborate. Meetings should address our priority goal in school redesign of skillful implementation of curriculum through instructional best practices: Skillful curriculum use, high expectations, and demonstration of learning	Bimonthly September 2019-May 2020	Teachers and paras Instructional Coaches Data Coach Principals Assitant Principals District support		PLC logs checked monthly by principals
Implementation of strategies discussed during collaborative meetings	Daily September 2019-May 2020	Teachers and paras		Lesson plans Walk around forms completed monthly by principals and supervisors  Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments
As a result of the School Redesign work, teachers will focus on skillful use of curriculum, high expectations, and demonstration of learning. An	August 14, 2019	Title I Supervisor Teachers Principals Math and ELA Coaches		PLC logs checked monthly by principals

overview will be given during the Back-to-School assembly.				
Implementation of skillful use of curriculum, high expectations, and demonstration of learning	Monthly during the school year there will be learning walks with the redesign team and TNTP.	Teachers Principals Math and ELA Coaches TNTP		Walk around forms completed monthly by principals and supervisors  Time on text tracked by student(s)/math coach/instructional facilitator  Student discourse and students use of academic language measured through Compass Rubric 3c
After-school tutoring program will assist struggling students through small group instruction by highly qualified teachers in after school tutoring	Monday – Thursday Sept. 2019 - April 2020	Teachers	21 <sup>st</sup> CCLC	Student progress from pre-test, benchmarks, and post test; six weeks grades; improvement on state assessment.
Follow-up through PLCs and district collaborations	Bi-monthly PLCs District Collaborations Sept. 3, 2019 Jan. 31, 2020	Teachers Principals Math and ELA Coaches		PLC logs Sign-in sheets Agendas
Principal and Principal Intern will provide an overview (rewards and consequences	August 2019	Principal Principal Intern		Sign-in sheets Agenda Copy of SWPB Plan



of actions) of the School Wide Positive Behavior Plan.				
Principal, Principal Intern, Instructional Facilitator will provide monitoring and written feedback to teachers in the implementation of the plan by completing walk around forms.	Ongoing August 2019 - May 2020	Principal Principal Intern Supervisors Instructional Coaches		Walk around forms completed monthly by principals and supervisors
Teachers will establish and monthly review individual classroom behavior plans, follow the guidelines of the school behavior plan daily, and use the JPAM system to assist with documentation. (SWPB team monthly meetings)	Monthly August 2019 - May 2020	Teachers		JPAMS reports  Classroom behavior plans  Meeting logs from SWPB team  Improved student behavior
Students with good behavior and without office referrals will be rewarded during an assembly with privileges/prizes/ and certificates each six weeks. Teachers will provide, written or verbal, positive feedback to parents of each student every six weeks.	Each six weeks August 2019 - May 2020	Teachers Principal Principal Intern		Copy of parent log kept by teacher
The Principal Intern will work an additional month to	June and July 2019 or June and August 2020	Principal Intern Assistant Principal	Title I	Test analysis forms

ensure test scores are analyzed				
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**\*Each school must add all Title I funded activities that correlate with identified weaknesses from LANA and attach the parent action plan.**

Blue Signature Pages for \_\_\_\_\_ School

2019-2020

Should be signed in August 2019 by all faculty members

and sent to Shelly Crawford by Sept. 6, 2019.

*I have read and understand my role in the school improvement process.*

*I agree to implement the strategies and activities in the school improvement plan.*

<b><i>Name (printed)</i></b>	<b><i>Signature</i></b>	<b><i>Position</i></b>
<b>Nettie Ranel</b>		<b>Principal</b>
<b>Larry Wilson</b>		<b>Assistant Principal</b>
<b>Nancy Absher</b>		<b>Teacher</b>
<b>Andrea Bailey</b>		<b>Teacher</b>
<b>Torrie Britton</b>		<b>Teacher</b>
<b>Jennifer Cardin</b>		<b>Teacher</b>
<b>Heather Chappell</b>		<b>Teacher</b>
<b>Penny Magnuson</b>		<b>Teacher</b>
<b>Kimberly Thornhill</b>		<b>Teacher</b>
<b>Tammy Wilson</b>		<b>Teacher</b>
<b>Sharon Gee</b>		<b>Parent</b>

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_