2017-2018
SCHOOL IMPROVEMENT PLAN

Fontainebleau Junior High

St. Tammany Parish Public Schools

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
The highest index score of Accumulated 9th grade credits occurred during the 2015-2016 school year, with a score of 144.3. This may have occurred due to careful and deliberate scheduling in an effort to diversify each elective course.	The lowest index score is the CRT Assessment Index, specifically in the 2016-2017 school year with a score of 90.8. This may be due to a variety of reasons, including but not limited to weak math teachers, instructional alignment to the presentation of the state assessment, behavioral concerns, etc.
A potential strength lies in 7th grade ELA's CRT index scores. We see a four year span of growth from 12-13 (98.7) to 13-14 (100.5) to 14-15 (104.3) to 15-16 (107.8), and then there is a 8.3 point decrease from 15-16 to 16-17 (99.5). Also, expulsions are stable at 0% for the last 3 years.	7th grade Math index has decreased 15.8 points from the 12-13 school year (95.2) to the 15-16 school year (79.4). 8th grade Math has decreased 31.1 points from the 12-13 school year (98.7) to the 15-16 school year (67.6). 15-16/16-17 school years (-12.6 points), CRT Score (-8.5), Suspensions (+1.3%)
7th grade - in 2015, the overall index score was 100.8, which was 6.1 points higher than 8th grade. In 2016, the overall index score was 99, which was .2 points higher than 8th grade.	8th grade - in 2015, the overall index score was 94.7, which was 6.1 points lower than 7th grade. In 2016, the overall index score was 98.8, which was .2 points lower than 7th grade.
7th ELA index. When analyzing the data, 7th grade has experienced upward index trends between the 12-13 school year and the 16-17 school year, with 7th grade growing by 0.8 points overall.	7th and 8th grade Math. When analyzing the data, both grade levels of in this content area have experienced significant downward trends between the 12-13 school year and the 16-17 school year, with 7th grade dropping 15.8 points and 8th grade dropping 31.1 points.
Asian Pacific Islander consistently has the higher proficiency scores in both ELA and Math for all grade levels.	LEP subgroup- Lowest in 3 of the last 4 years in ELA (13-14, 30; 15-16, 14.3; 16-17, 20); 7th grade LEP (13-14, 40; 15-16, 11.1; 16-17, 12.5); 8th grade LEP weak four years in a row (13-14, 20; 14-15, 25; 15-16, 20; 16-17, 28.6)
7th grade White - ELA Proficiency (12-13, 87.3; 13-14, 87.8; 14-15, 88.9; 15-16, 89.3; 16-17, 84.5) has shown overall growth since 12-13 (with a decrease in 16-17).	Students with Disabilities, declined in Math (12-13, 54.1; 13-14, 51.4; 14-15, 28.7; 15-16, 26.5; 16-17, 23.5, total of -30.6); 8th LEP Math declined (13-14, 60; 14-15, 50; 15-16, 40; 16-17, 14.3, total of 45.7); 8th grade ED Math declined (12-13, 79; 13-14, 77.3; 14-15, 65.5; 15-16, 51.8; 16-17, 50.9, total of -28.1)
SWD Whole School Math Achievement Gap declined by 5.7% from 15-16 to 16-17.	Students with Disabilities Achievement Gap Increased as follows in ELA 13-14/14-15 (+8.2) and Math 14-15/15-16/16-17 (+2.9); Black Math achievement gap increased in 14-15/15-16/16-17 (+11.2); ED Math gap increased 13-14/14-15/15-16/16-17 (+9.2); SWD Math gap increased 13-14/14-15 (+16.9)

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Asian Pacific Islander higher in Math (4 of 5 years 100%); API 7th grade - higher in ELA (3 of 5 years 100%), higher in math (3 of 5 years 100%); API 8th grade - higher in ELA (2 of 5 years 100%), higher in math (4 of 5 years 100%)	Students with Disabilities - lower in Math (4 of 5 years, deficit of 27.5 points overall; LEP 7th grade - lower in ELA (3 of 4 years, deficit of 27.5 points overall); SWD 7th - lower in Math (3 of 5 years, deficit of 20.7 points overall); SWD 8th - lower in Math (5 of 5 years, deficit of 50.2 points overall)

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/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS
- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From Spring 2017 to Spring 2018, the whole school academics group will increase their index assessment score by 9.2 points from a 90.8 to a 100.0 on the LEAP 2025 and EOC.

2. 7th and 8th grade students will increase overall math achievement by student scoring at or above Mastery on the LEAP 2025 and EOC assessments by 10% from Spring 2017 to Spring 2018. 7th grade: 32% to 42%, 8th grade: 28% to 38%

3. From Spring 2017 to Spring 2018 the Students with Disabilities ELA and Math group will increase their index assessment score by 12 points from a 38 to a 50 on the LEAP 2025 and EOC.

4. The out of school suspension rate for all grades (7 and 8) will decrease by at least 2.5% from 7.35% to 4.85% in 2017-2018.

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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 MEASURE
Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates): • At this time, parents are not involved in the design or implementation of the SIP. • We will invite and include parents to provide feedback on the goals and the achievement of those goals. • We will develop a parent survey to obtain a broader idea of how our parents feel about the culture and climate of the school. • PFE events include Hurricane Highlights, New Parent Orientation, Open House. • Parental Involvement includes PBIS days, Booster Spirit Cart, Registration, Athletic Events, Parent Volunteers, Booster Club. • We will post SIP evaluation results on our website.	**Goal(s):** 1, 2, 3, and 4	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Webmaster Internet Paper Printer Ink Parent/School Contract Meeting locations	**Effectiveness Measure:** Parent Rating Scale **Effectiveness Results:** Positive feedback overall
Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: • PTA meetings are held regularly. We encourage parents to join and participate in the PTA. • Teacher and parent meetings are regularly held. • SAT meetings are held on a weekly basis.	**Goal(s):** 1, 2, 3, 4	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4	**Items Needed:** Webmaster Internet Paper Printer Ink	**Effectiveness Measure:** Parent Rating Scale

	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Results:
• IEP Meetings are held annually and as needed. • Open House allows parents to provide feedback and get a glimpse of our school climate and culture.		☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Parent/School Contract Meeting locations	**Effectiveness Results:** Positive feedback overall
Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: • We will place the SIP on the website for all stakeholders to access. • All teachers post the curricular alignment of their lessons on their teacher websites. • Assessment grades are posted in the Student Progress Center. • Overall student progress is posted in the Student Progress Center. • Parent/Teacher conferences, phone calls and emails, information posted on the school website, IEPS, and 504 meetings are held to inform parents. • A newsletter/calendar informing parents of upcoming information will be included on the website.	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Webmaster Internet Paper Printer Ink Parent/School Contract Meeting locations	**Effectiveness Measure:** Parent Rating Scale **Effectiveness Results:** Positive feedback overall
LA Act 436 Requirements: • 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	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4	**Items Needed:** Webmaster Internet Paper Printer Ink	**Effectiveness Measure:** Parent Rating Scale

events, PTA meetings, and other parent orientation meetings. • Curriculum and how to access teacher lesson plans aligned to the curriculum are addressed in Orientation, Open House, PTA Meetings, Parent/Teacher Conferences, SAT Meetings, and IEP/504 meetings.		☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Parent/School Contract Meeting locations	**Effectiveness Results:** Positive feedback overall
Translation Services: • 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.** *(Title VI of the Civil Rights Act of 1964)* • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Multilingual employee	**Effectiveness Measure:** Parent Rating Scale **Effectiveness Results:** Positive feedback overall

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.				
Parent Family Engagement Activity 1: • Fontainebleau Junior High will develop and offer one Literacy Night and one STEM night per year. The SIP team and department heads will determine what information and activities will be included in these events. The goal will be to allow parents to learn more about the standards, curriculum, and grade level expectations as well as engage in activities that allows them to put themselves in their students' shoes.	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Webmaster Internet Paper Printer Ink Parent/School Contract Meeting locations	**Effectiveness Measure:** Feedback forms after the Literacy/STEM nights **Effectiveness Results:** Positive overall feedback
Parent Family Engagement Activity 2: • Fontainebleau Junior High will develop a series of Parent Nights designed to support the transition from middle school to junior high school. The SIP team will determine the topics of each meeting and develop the topics covered and activities included. The goal will be to build the bridge between school and home and develop a culture of togetherness.	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Webmaster Internet Paper Printer Ink Parent/School Contract Meeting locations	**Effectiveness Measure:** Feedback Forms from Parent Nights **Effectiveness Results:** Positive overall feedback

Parent Family Engagement Activity 3:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Fontainebleau Junior will develop a plan for students who are failing 3 or more classes each quarter that includes, but is not limited to, holding a parent teacher conference. These conferences will be set up by the TAT team, and each student's mentor will be present in the meeting to discuss how he or she will academically support the student(s) throughout the 9 weeks.	**1, 2, 3, 4**	☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Webmaster Internet Paper Printer Ink Parent/School Contract Meeting locations	TAT Parent feedback forms **Effectiveness Results:** Positive overall feedback

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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
Rigorous, Standards-Based Curriculum: • PLCs twice per month, based on implementing best practices and research-based methods. • Guidebooks 2.0 in ELA, which are aligned to the Louisiana Student Standards. • Implementation of the Guaranteed Curriculum, which is aligned to the Louisiana Student Standards. • LEAP Connect lessons aligned to the rigorous standards-based curriculum. • GIZMOS to support math and science. • Learning Walks to support implementation of rigorous, standards-based curriculum. • School-wide ELA and Literacy Strategies (RACE, Annotations) • Achieve 3000 in Social Studies to support disciplinary literacy and in 8th grade ELA	**Goal(s):** 1, 2, 3	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC

	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Use of Academic Assessments to Improve Instruction: • LEAP 360 • LEAP 2025 • SLT Assessments • Common Formal Assessments	**1, 2, 3**	☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Funding Time Professional Development	LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Process for Determining Student Participation in School and Classroom Interventions: • TAT identification • SAT interventions • IEP/504 determination • Teacher/Parent recommendation • Classroom Progress • SLT assessments	**1, 2, 3**	☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Funding Time Professional Development	LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Opportunities and Interventions for Students in Need: • Fast ForWord • Achieve 3000 • Reflex Math • Math XL • Tutoring	**1, 2, 3**	☐Title I ☒GFF ☒Title II ☐LA4	Funding Time Professional Development	LEAP 2025/EOC

• Check-in/Check-out • TAT intervention		☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: • Students failing 3 or more classes identified every 9 weeks and supported by TAT • If TAT interventions are unsuccessful, student is referred to SAT and TAT data supports need • Student is then evaluated by pupil appraisal • Based on evaluation, SAT determines further intervention	**Goal(s):** **1, 2, 3**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Comprehensive and Coherent Approach to Meet Needs of LEP Students: • 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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.	**Goal(s):** **1, 2, 3**	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC

Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning: • TAT • SAT • SPED • ESL • Check-in/Check-out • MAE • RNC • NJHS Peer Tutoring • ROTC tutoring (high school students support our JHS students)	**Goal(s):** 1, 2, 3	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Extended Learning Opportunities (within and beyond the school day and the school year): • NJHS tutoring • ROTC Tutoring • Field Trips • Builder's Club community opportunities • High school at-risk students visit • Journey to Careers trips • Special Olympics/CBE Opportunities • Athletics • Electives field trips • Talented Arts Program •	**Goal(s):** 1, 2, 3	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:				
Mental Health Provider Services: • Due to the transient and often unstable environments that many of our school's students experience, a **Mental Health Provider (MHP)** will work with students __22__ hours per week. 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	**Goal(s):** 1, 2, 3, 4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC

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.		☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC

Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- The SIP and PBIS teams will look at data and trends to determine target behaviors that need intensive intervention. - Once these target behaviors are identified, the policies of the target behaviors will be assessed to determine if they are conducive to the climate and culture of the school. - If policies are deemed to require adjustment, the committees and administration will determine how the policies should change. - If the discipline tied to the policy is deemed to require adjustment, the committees and administration will determine how the policies should change. - The SIP and PBIS committees will meet to establish restorative practices that will be implemented in lieu of traditional disciplinary methods. - Exclusions will be implemented on an as needed basis as an alternative to out of school suspension. - Classroom management will be addressed through professional development and PLCs, helping to prevent and/or remediate in-class disciplinary concerns.	4	☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Time Meeting locations	Teacher Feedback Forms **Effectiveness Results:** Positive Overall Feedback

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: • Articulation with middle schools and high schools • Team of Admin, counselor, and teacher go to middle school and meet with future FJH students • New Student Orientation at the beginning of the year – presentation for parents, scavenger hunt for students • Freshman Experience at Fontainebleau High School • Pep Rally at Fontainebleau High School for 8th graders • Pep Rally at Lakeshore High School for 8th graders	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
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:				
Professional Learning Communities (PLCs): • Held twice per month • Focused on the following topics: Embedding literacy strategies, understanding the content standards, common formal assessment • Data-driven, results drive instructional decisions • Curriculum Specialists and Supervisors of Instructions attend and support • Learning Walks in our school and other schools	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC

Other Professional Development: • Common planning periods have been established for the 17-18 school year. • COMPASS Rubric Domains PD • The Leader in Me PD • PD based on teacher feedback and/or data-based needs • LEAP Connect PD • Accommodations/Modifications/SPED Best Practices PD • Collaboration between RegEd and SPED teachers to support all students	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Funding Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC
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. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • 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.	**Goal(s):** **1, 2, 3**	**Budgets** used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Time Professional Development	**Effectiveness Measure:** LEAP 2025/EOC Scores **Effectiveness Results:** Meeting target goals on LEAP 2025 and EOC

• 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: • Electives • High School Credit courses • Clubs • High School Visits • JAG introduction • Trip to NASA in Houston • Guest Speakers	**Goal(s):** **1, 2, 3, 4**	**Budgets** used to support this activity: ☐Title I ☒GFF ☒Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** Professional Development Scheduling	**Effectiveness Measure:** Career Interest Assessment **Effectiveness Results:** Alignment of student interest to career
Coursework to Earn Post-Secondary Credit: • NA	**Goal(s):** NA	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:** NA	**Effectiveness Measure:** NA **Effectiveness Results:** NA

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, or Title III funding.

English as a Second Language (ESL):
- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III 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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:
- SIP committee members were assigned.
- SIP team analyzed data and determined areas of need.
- SIP team developed plans of action to support stakeholder needs.
- SIP team will meet on a monthly basis to assess implementation of plans of action.
- At the end of the year, SIP team will determine effectiveness of implemented plans and adjust if needed.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:
- In-class grades
- Exam grades
- SLT/LEAP 360 assessment results
- Common Formal Assessment results
- LEAP 2025/EOC scores
- Discipline data/trends

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:
- Classroom and exam data is used to identify if teachers need assistance with instructional practices
- Teachers use formative, summative, and other classroom assessments to monitor student progress and make instructional decisions.
- Progress reports and report cards allow TAT team to identify students who need academic intervention.
- Assessment and classroom data determines how to place student in specific classes (Resource, on-level, honors, etc.)
- Discipline data/trends determine behavioral interventions and support given.

Describe how results of this assessment are reported to the school's stakeholders:
- The results of the SIP will be posted on the school website once it is evaluated. They will also be posted at the school site.