

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Lee Road 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
Kindergarten has consistently decreased the number of students in the Intensive category with a decrease range from 1% in 2016 to 11% in 2017.	From Spring 2014 to Spring 2017 1st Grade has had an increase in the number of students needing Intensive assistance with a range of 3% in Spring of 2015 to 11% in Spring 2016.
The CRT Assessment Index in 2015-16 was 89.8. This was a growth of 1.7 points from 2014 to 2015. The DCAI was 147.4/150 for 2016-17.	The CRT Assessment Index for 2016-17 was 82.1. This is a drop of 7.7 points from 2015-16.
5th Grade ELA Index increased from 88.8 in 2014-2015 to 97.8 in 2016-2017.	SPS has decreased from 95.8 in 2015-2016 to 85.6 in 2016-2017. The CRT Assessment Index decreased from 89.8 to 82.1 over the same time period.
For the five year trend, 4th Grade Math and ELA grade level indexes indicates a strength.	Three year trend of decline in 6th Grade Math ELA indexes overall any with greatest weakness in subclaims of Additional and Supporting Content (Math) and Written Expression (ELA).
ELA grades 3-5 has a strength in the subclaim Vocabulary with it being the highest area.	Lowest Sub claims in Math & ELA are Additional and Supporting Content (Math) & Written Expression (ELA), and Expressing Mathematical Reasoning (Math).
Since 2013-2014 ELA Hispanic Subgroup averages 82.8 with the strength in Grades 5,6,7,8 Since 2013-2014 Math White Subgroup averages 79.4 with the strength in Grades 3, 4, 5, 7, 8	There has been a steady decline in ELA Subgroup SWD with a 12% decrease in ELA proficiency from 14/15 (46.9%) to 16/17 (34.9%) (Grades 4,5,6,7, 8).
Students with Disabilities have improved from 30.9% proficient to 45.8% over a 2 year period from 14/15 to 16/17.	Economically Disadvantaged subgroup has declined for 2 years in ELA from 77.2 % proficient in 14/15 to 68.9% in 16/17. They have also declined for 3 years in Math from 81.5% proficient in 13/14 to 71.0% in 16/17.
Over the last 2 years, the Students with Disabilities achievement gap has declined from 45.5% gap to 31.8 % in Math.	Over last 3 years Economically Disadvantaged gap has increased in ELA w/ highest gap in 16/17 of 12.9%. Over last 2 years Economically Disadvantaged gap in Math is 6.6%.
Economically Disadvantaged subgroup score at or above the whole school % proficient in both ELA and Math with the largest deviation being 3.6% in ELA and Math.	Students with Disabilities have struggled with ELA across all grade levels. SWD average 13.6% lower on ELA than Math over last 5 years.

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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. 6th and 8th grade students will increase math achievement by increasing their Assessment Index by 5% in the overall Math score on LEAP from Spring 2017 to Spring 2018. 6th Math from 83.9 to 88.1; 8th Math from 67.0 to 70.4
2. 6th and 8th grade students will increase ELA achievement by increasing their Assessment Index by 5% in the overall ELA score on LEAP from Spring 2017 to Spring 2018. 6th ELA from 68.6 to 72.0; 8th ELA from 74.4 to 78.1
3. From Spring 2017 to Spring 2018, the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index Score by at least 8.7 points from 41.3 to 50.0 on LEAP.
- 4.
- 5.

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
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • SIP Feedback Meeting-September 15. 2017-Proposed SIP plan discussed/feedback given. • Regular meetings are held with the Parental Involvement Committee to discuss the design, implementation and evaluation of the school wide program. October 20th, November 17th, December 8th, January 19th, February 9th March 16th and April 13th of the 2017-18 school year are our planning meeting dates. • Parents volunteer at the school and through the PTA. PTA holds parent involvement events throughout the year. • Volunteer survey- Included in beginning of the year materials to determine the capacity of each family to volunteer throughout the school year. 	<p>Goal(s): 1, 2, 3</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"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Snacks *Survey Materials (paper, postage, etc.) 	<p>Effectiveness Measure:</p> <p>Parent Survey Volunteer Sign In Log</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: Parents/families are encouraged to participate in decision making opportunities about their child’s education through:</p> <ul style="list-style-type: none"> • SAT meetings- Point of entry for concern effecting student progress. • IEP/IAP meetings- Yearly review to determine effectiveness of student accommodations. • Parent/family/Teacher Conferences- Meeting to maximize student success. • Newsletters- Monthly principal communication to inform and request feedback. • PTA Board Meetings- Plan and implement parental involvement activities. • SIP Meetings- Review and provide feedback on SIP. 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Paper *Postage *Snacks 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: Parents/families are informed about the curriculum, assessments and proficiency levels students are expected to meet at:</p> <ul style="list-style-type: none"> • Grade level Literacy Breakfasts- ELA or Math literacy activity in classroom, grade level expectation discussion with administrators. • Open House- Classroom teacher expectations regarding curriculum access. • Meet and Greet- General school welcome and parental involvement opportunities discussed. • New Family Orientation- Overview of school/curriculum expectations. • Parent/family/teacher conferences- Student progress and suggestions for greater success 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Plastic communication folders *Snacks *Schoolwires *JPams *Paper *Literacy activity supplies *Breakfast food *Student agendas/planner *Postcards *Postage 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Monthly principal newsletters- Monthly overview of school wide activities and curriculum/assessment reminders/updates. • School website- Links to student progress center, district and state websites, parent and student resources, and PTA page. Administration, faculty, and staff contact information. • Teacher websites- Weekly memos and homework assignments, curriculum updates, teacher contact information. • Weekly communication folder- Weekly memo, student work, curriculum updates, information on upcoming school wide events. • Student Progress Center- real time access to academic progress, attendance, and discipline records regarding individual students. • Robocalls- Upcoming school wide activities • Student Agendas- Students grades 3-8 are provided with an agenda for daily home school communications regarding assignments and tests. • Good News Postcards- Teacher communication mailed to parent to recognize student successes. 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • 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 	<p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>*Snacks</p> <p>*Paper</p>	<p>Effectiveness Measure:</p>

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<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 checked="" type="checkbox"/> Other		<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; 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. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Grade Level Literacy Breakfasts (8 total)- Administration conducts presentation to families related to grade level expectations followed by families participating in classroom ELA or Math literacy activities with student. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <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 checked="" type="checkbox"/> Other	<p>Items Needed: *Breakfast food *Paper *Activity Supplies</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open House- At Open House each teacher does a presentation which includes curricular demands of each grade level, opportunities for involvement in their child's classroom, and how to access Student Progress Center. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <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 checked="" type="checkbox"/> Other	<p>Items Needed: *Paper</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Parent/family/Teacher Conferences- Each teacher will conference with the parents/families of every student in their class to discuss plans to best meet the needs of that student. These conferences had to be conducted prior to September 15, 2017 with written documentation submitted to the principal when all were complete. 	<p>Goal(s): 1, 2, 3</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"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Parent demographic information *Parent Contact Log 	<p>Effectiveness Measure: Parent Survey</p>
				<p>Effectiveness Results:</p>

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
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum- District Wide Curriculum used by teachers at all grade levels to ensure alignment to LA state standards. • T-1- Yearlong readiness program to ensure first grade success for students who have completed kindergarten but have not met readiness requirements for first grade. • Enrichment Class- Daily supplemental ELA and Math instruction provided to students who are excelling in the grade level curriculum designed to push them to advanced achievement level. • Moby Max- An online individualized diagnostic student assessments which lead to guided lessons which documents progression toward student mastery of skills. • Brain Pop- Online supplemental resource for curriculum based instruction. • RACE- School wide writing strategy to help students construct more thoughtful and thorough responses. Restate, Answer, Cite, Explain • ADD- Daily practice of a standardized assessment released test item in the form of a bell ringer. 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Online subscription to Moby Max *Online subscription to Brain Pop *Paper *Laminating Film *Blackboard/ Guaranteed Curriculum Access 	<p>Effectiveness Measure:</p> <p>GC- LEAP 2025 T1- Pupil Progression EC- LEAP 2025 MM- Growth Data (Moby Max) BP- Usage Report RACE- LEAP 2025 ADD- LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360- Online Standards Aligned Assessment designed to track growth from readiness to mastery over the course of the school year. • DRDP- Assessment designed to track Kindergarten growth from readiness to mastery. • Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students • Teachers are to progress monitor these students to ensure interventions/lessons are addressing student needs • EAGLE, DIBELS, Achieve 3000, Fast Forward, Moby Max, Unit pre and posttests Guaranteed Curriculum assessments, district mid-year benchmark assessments, and standardized test scores are used to progress monitor students. 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed: Substitutes for PLC Paper Printing supplies Light refreshments</p>	<p>Effectiveness Measure: LEAP 2025 DRDP EOY Assessment DIBELS EOY Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students are identified for intervention based on prior year (LEAP) assessment data, Moby Max BOY placement test, DIBELS BOY benchmark scores for Fast Forward participation, and teacher observation/recommendation. • Progress is monitored using bi-weekly DIBELS progress monitoring, monthly Moby Max progress report, monthly Fast Forward progress reporting, and quarterly report cards. 	<p>Goal(s): 1, 2, 3</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 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 checked="" type="checkbox"/> Other 	<p>Items Needed: *Online Moby Max subscription *Online Fast Forward subscription</p>	<p>Effectiveness Measure: LEAP 2025 DIBELS EOY</p> <hr/> <p>Effectiveness Results:</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Achieve 3000, Fast Forward, Moby Max, KIT Tutoring, and Reflex Math are programs in place for struggling learners. 	<p>Goal(s): 1, 2, 3</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 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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Online subscription for Achieve 3000 *Online subscription for Fast Forward *Online subscription for Moby Max *Online subscription for Reflex Math *Tutor 	<p>Effectiveness Measure: LEAP 2025 Report Cards Online subscription reports DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<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"> SAT Student Assistance Team- This team meets weekly to identify at risk students based on teacher or parent concerns. The team consists of an administrator, counselor, speech therapist, resource teacher, pupil appraisal services representative and a parent of the identified student. At this meeting appropriate research based interventions are discussed and implemented for six weeks. After this time, the team meets again to determine the effectiveness of the interventions and to recommend a plan for continued student success. 	<p>Goal(s): 1, 2, 3</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 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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Intervention materials *Moby Max *Reflex Math *Achieve 3000 *SAT Log 	<p>Effectiveness Measure: SAT Log LEAP 2025 Report Cards</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus 	<p>Goal(s):</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>Effectiveness Measure:</p>

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p>		<input type="checkbox"/> IDEA <input checked="" 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		<p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., MHP, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion- Special Education exposed to regular education curriculum with the support of teacher or paraprofessional. • ESL- A part time instructional aid is provided to support LEP students in the classroom. • MAE Teachers- Teachers in place offer support for students with social and emotional issues. • Gifted Teachers- Teachers in place to offer support for students performing above grade level. • 2nd – 6th grade intervention class- Students receive supplemental instruction (during break out groups) based on their current level of mastery of the ELA and Math curriculum. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input 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 checked="" type="checkbox"/> Other	<p>Items Needed: *Support Service Staffing *Online Intervention Program subscriptions</p>	<p>Effectiveness Measure: LEAP 2025 Report Cards DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Enrichment Class 2nd- 6th Grade- Students receive supplemental instruction (during break out groups) based on their current level of mastery of the ELA and Math curriculum. • KIT Tutoring- Tutoring provided to students who had a D or below on the previous report card and are identified by the McKinney-Vento Act. • Field Trips- At least one trip per year is provided for each grade level to supplement the curriculum. • Extended School Year- Summer School program provided to special education students at risk for regression during long breaks without classroom instruction. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input 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 checked="" type="checkbox"/> Other	<p>Items Needed: *Online intervention program subscriptions *Kit Tutor</p>	<p>Effectiveness Measure: Report Cards LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies 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 Mental Health Provider (MHP) will work with students twenty 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 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</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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP Outcome of Measurement 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"> PBIS movie days- Students earn Lee Road bucks and may purchase a ticket to a movie. Popcorn is provided during the movie. This is a mid-year event. Lee Road token economy (Lee Road bucks)- Buck Store Check-in/check-out for students at all grade levels who demonstrate a need RTI Social skills instruction in MAE classes Progress Monitoring of 8th grade behavioral referrals 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Lee Road Bucks *Snacks *PBIS store items 	<p>Effectiveness Measure: EOY Discipline reports in JPAMS</p> <hr/> <p>Effectiveness Results:</p>
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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"> • Incoming- New Parent/family Orientation- Administrators review policies and procedures for families new to our school. School supply lists, carline procedures, cafeteria procedures and other school policies are presented. A guided tour of the school facility is provided for all parents/families. • Incoming- Pre-K and Kindergarten Orientation- Teachers meet with incoming parents/families to review procedures and expectations for students. • Outgoing- Cub Day at CHS-Eighth grade students attend an orientation program sponsored by CHS which allows incoming freshman to view the campus and learn about extracurricular activities programs. Guidance counselors from CHS assist our counselor in formulating student schedules for the following school year. • Outgoing- Special Ed transition meetings are held for eighth grade students transitioning to high school who may be in need of special services. 	<p>Goal(s): 1, 2, 3</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 checked="" type="checkbox"/> Other 	<p>Items Needed: *Snacks *Paper</p>	<p>Effectiveness Measure: Self-Reflection</p> <hr/> <p>Effectiveness Results:</p>
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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- For all teaching staff; presented by the Principal, Assistant Principals, RHT, Technology Teacher, and Curriculum Specialists. Substitutes are used to allow teachers to attend. • Focus of PLC is to improve standardized test scores. Teachers are grouped by grade level or subject matter. Particular emphasis will be given to data driven instruction aligned to the standards. Teachers will focus on creating assessments that are aligned to the standards the designing assessments that are directly correlated to the rigor level of the state standards. From there teachers will design instruction that will adequately prepare students for those assessments. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" 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"/> Other 	<p>Items Needed: *Substitutes</p>	<p>Effectiveness Measure: LEAP 2025 DIBELS</p> <hr/> <p>Effectiveness Results:</p>
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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Faculty meetings for parish and state mandated trainings • Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED • After-school, before school, and district sponsored professional development 	<p>Goal(s): 1, 2, 3</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"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> *Snacks *Paper 	<p>Effectiveness Measure: LEAP 2025 DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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. 	<p>Goal(s):</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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <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"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <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"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:				

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McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA-4, 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:

The SIP Committee meets bi-monthly to discuss all outlined school programs defined in the SIP, with the Principal being responsible for collecting the data at the end of the school year and writing the final report. At the final meeting, decisions for modifications are determined to be implemented the following school year.

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:

Overall-The school's performance on standardized test scores/ DIBELS scores

Fast Forward-1st through 5th grade

- Students who score at risk in Reading/ELA are invited to participate in our Fast-forward Program presented by **Jessica Monteleone**.
- Student participation is based on teacher referral due to student's deficiency in reading grades.
- The program based reading assessment determines the student's success as well as improvement in student's grades. Reading Progress Index Report will be pulled by Mrs. Monteleone to compare BOY GE with EOY GE for participating students.
- The target growth is .7 years.
- We are looking for 60% of the students to be successful.
- This report will be given to the principal who will write the final evaluation for the tutoring pram and submit it to the administration by the last week of school.

• **MHP Evaluation Form**

- The goal of the MHP is to decrease referrals and show academic improvement
- The MHP will complete the STPSB 2017-18 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the third nine week period.
- Program will be considered successful if the program has a 60% success rate.
- A final report will be compiled by the Principal using the data collected.

Professional Development

Minutes from all meetings will be taken and filed so a formal evaluation report can be written by principal at end of year.

All meetings will have agendas and sign-in sheets.

All PLC topics relate to improving student achievement.

- The professional development program will be evaluated using Math and ELA LEAP data.
- SLT, DRKP, and DIBELs data will be used to measure effectiveness.

BrainPop

School Log-in report

- The goal is for the program to be used by every teacher at least an average of 30 minutes per teacher per year.
- We will divide the total number of minutes the program was in use by the number of teacher who have access.
- Results will be used to determine if professional development is needed for the use of the program.
Stacey Hoover will collect the data and Principal will write the final report.

MobyMAX-All grades and all students

- Each Math teachers K-5 will keep a list of students
- Students in the program will be tracked by Grade Equivalent from October to March.
- Starting GE will be subtracted from end GE. Looking for one half year growth
- Class lists will be given to Stacey Hoover for compilation.
- Program goal is for 70% of the students to be successful.

Computer Lab Teacher

- This program will be evaluated using the Pre-Post comparison on the District Created Technology Literacy Rubric for 5th grade.
- Students are expected to score 13 or more points at the end of the year
- Data will be collected by Stacey Hoover and submitted to Principal for inclusion in the final evaluation.

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:

PLC is used to evaluate and analyze available data. Once patterns are determine we then plan our professional development around areas of concern. Teachers take this data, identify at risk student using the data and tailor lessons based on best practices using the GC and other resources for all claims/subclaims and subgroups.

Describe how results of this assessment are reported to the school's stakeholders:

- The results of the evaluation will be reported at the first faculty meeting after the final report is completed. It will also be reported at the first Design Team meeting by the administration.

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- Parents receive the results at the first parenting event of the year. Parents also have access to this information on the school board website