2017-2018
SCHOOL IMPROVEMENT PLAN

Slidell 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 school index score has consistently been the Accumulated 9th Grade Credits Index averaging 129.3 over the past five years.	The CRT Assessment Index has consistently been the lowest school index score averaging 81.1 over the past five years.
The Accumulated 9th Grade Credits Index has increased by 14.9 points over the past 5 years. 8th ELA improved by 20.7 points since 2014 and is the highest index at 102.0; 8th Social Studies has improved by 19.1 points since 2015 to a score of 94.8 points. 8th Science has also improved by 7.0 points since 2015 to 75.4. 7th ELA has improved 14.2 points overall since 13-14 (despite a decline in 16-17).	The CRT Assessment Index has declined by 5.6 points from 14-15 to 16-17. 8th grade Math has decreased steadily since 2013 to a net loss of 21.5 points to the lowest index score of 58.4; and, 7th Math has decreased by 14.2 points since 2014 to a score of 73.4 points. The suspension rate has steadily declined over the past three years; from 20.7% in 14-15, to 16.4% in 15-16, to 11.4% in 16-17.
8th grade consistently outperforms 7th grade in ELA (8th ELA averages 7.7 points higher than 7th ELA) and Social Studies (8th S.S. averages 13.2 points higher than 7th S.S.). 7th grade consistently outperforms 8th grade in Math (7th Math averages 11.2 points higher than 8th Math).	8th grade math scores consistently lower than 7th by an average of 11.2 points since 2013. The weakest Math subclaim in 8th is Major Content at 50% and Additional & Supporting Content at 50% proficient. 7ht grade ELA is consistently lower than 8th by an average of 7.7 points over the past 5 years. The lowest 7th ELA subclaim is Vocabulary at 67%.
Since 2014-15, both 7th and 8th grade scored highest in ELA revealing a subject level strength, with 7th at 90.0 point average, and 8th at 97.2 point average. The highest ELA subclaims in 7th are Written Expression (74%) and Knowledge & Use of Language Conventions (73%); and the highest ELA subclaims in 8th are Written Expression (83%) and Knowledge & Use of Language Conventions (84%).	Since 2014-15, both 7th and 8th grade scored lowest in Math scores, with 7th averaging 72.5 and 8th averaging 60.0, revealing a subject area weakness. The lowest Math subclaim in 7th is Modeling & Application (61%) and in 8th the lowest Math subclaims are Major Content (50%) and Additional & Supporting Content (50%).
The Hispanic subgroup outscored the Whole School proficiency in ELA each of the last three years. 2014-15: +10.4%; 2015-16: +1.5%; and 2016-17: +9.3%. The White subgroup has outscored all subgroups in ELA 3 of past 5 years, and in Math 4 of the past 5 years.	The Students with Disabilities subgroup has had the lowest proficiency scores in Math & ELA each of the last five years. 2012-13: ELA 43.1% & Math 50.8%; 2013-14: ELA 31.1% & Math 45.3%; 2014-15: ELA 29.5% & Math 24.8%; 2015-16: ELA 56.1% & Math 27.8%; and 2016-17: ELA 40.5% & Math 24.2%.

The Black and Hispanic subgroups have shown consistent growth in both ELA and Math improving over the past 2-3 consecutive years. The Black subgroup improved in ELA by 14.7% and in Math by 5.5% since 14-15. The Hispanic subgroup improved in ELA by 25% over the past 3 years since 13-14, and improved in Math by 11.5% since 14-15.	No subgroups have seen consistent declines in any one subject between 2014-15 and 2016-17. However, the White subgroup has declined in both ELA and Math since 12-13, declining by 6.3% in ELA and declining by 16% in Math. The Economically Disadvantaged subgroup has declined by 18.1% in Math since 12-13. The Students with Disabilities subgroup has also has declined in Math since 12-13 by 26.6%.
The Black and Hispanic subgroups have shown declining achievement gaps over consecutive years in both ELA and Math. Since 14-15, the Black ELA gap declined by 3.8% and Black Math gap declined by 2.8%. The Hispanic ELA gap declined by 5.7% since 13-14 and the Hispanic Math gap declined by 8.7% since 14-15.	The Whole School and Economically Disadvantaged subgroups have an increasing achievement gap over the past 2 years since 14-15, with the Whole School ELA gap increasing by 4.9% and the ED ELA gap increasing by 6.7%. The SWD ELA & Math gaps have increased over the past 5 years by 9.2% in ELA and by 14% in Math.
ELA is a potential subgroup subject area strength as evidenced by higher proficiency scores over the last 3 years compared to Math for all subgroups. The ELA average of all subgroups over the last 3 years has been 72.3% proficiency as opposed to 52.5% in Math. The highest performing subgroup in ELA over the last 3 years is the Hispanic subgroup averaging 85.7% ELA proficiency.	Math is a potential subgroup subject area weakness as evidenced by lower proficiency scores over the last 3 years compared to Math for all subgroups. The Math average of all subgroups over the last 3 years has been 52.5% as opposed to 72.3% in ELA. The lowest performing subgroup in Math over the last 3 years is the SWD subgroup averaging 25.6% in Math proficiency.

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. Academic (Math): From Spring 2017 to Spring 2018, 7th and 8th grade students will increase math achievement as demonstrated by a 5% increase in the percentage of students in both grades who achieve a mastery or above on LEAP tests [7th grade: 29 to 34%; 8th grade: 21 to 26%].

2. Academic (Social Studies): From Spring 2017 to Spring 2018, 7th grade students will increase social studies achievement as demonstrated by a 5% increase in the percentage of students who achieve a mastery or above on LEAP tests [38 to 43%].

3. Subgroup (targeting Special Ed): From Spring 2017 to Spring 2018, students with disabilities for the whole school will increase their assessment index score by at least 17 points [33 to 50 or above].

4. Discipline (reducing OSS to < 5%): From Spring 2017 to Spring 2018, the number of suspensions assigned, out-of-school or in-school (discipline action codes 10, 11, or 45), will decrease by 25% [459 incidents to 345 or fewer].

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
Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates): • SIP made available to parents at PTA meetings and via the school website. (goals 1 to 4) • Parent of student included on SIP team. (goals 1 to 4) • PTA funding of after school math tutoring for grades 7 and 8, particularly targeting students with lower math LEAP scores. (goals 1 and 3)	**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:**	**Effectiveness Measure:** Participation and attendance of students signed up for after school math tutoring. **Effectiveness Results:** Students in after school math tutoring see increased LEAP Math scores.
Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: • PTA meetings and teacher-parent conferences • SAT, IEP, IAP meetings • Informative letters sent to parents regarding scheduling and high school.	**Goal(s):** 1, 2, 3, 4	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4	**Items Needed:**	**Effectiveness Measure:** Progress towards SIP goals.

				Effectiveness Results:
	☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other			
Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: • Report cards • Interims mailed to at-risk students • Student progress center • Renaissance program • Special ed. Quarterly progress reports mailed home • Regularly updated school and teacher websites • Tiger Walk, Open House, TigerFest • Agendas purchased by the school for every student • PTA newsletter and Facebook page	**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:**	**Effectiveness Measure:** Student achievement as demonstrated by state test scores. Attendance at school events. Website traffic. ───────────── **Effectiveness Measure:** Progress towards SIP goals.
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 events, PTA meetings, and other parent orientation meetings.	**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:**	**Effectiveness Measure:** Student achievement as demonstrated by state test scores. Attendance at school events. ───────────── **Effectiveness Results:** Progress towards SIP goals.

Translation Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- 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.	1, 2, 3, 4	☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		Student achievement as demonstrated by state test scores. Attendance at school events. **Effectiveness Results:** Progress towards SIP goals.
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:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
During **Open House**, parents are introduced to the many tools available to help them monitor their child's progress and stay informed of class and school activities.	1, 2, 3, 4	☐Title I ☐GFF ☐Title II ☐LA4		Parent attendance to Open House.

		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:**
Parent Family Engagement Activity 2: • During **Tiger Walk**, parents begin their partnership with the child's teachers, school administrators, PTA, coaches, and club sponsors. They receive their child's schedule and pertinent information to the learning and assessments that will take place in the upcoming school year.	**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:**	**Effectiveness Measure:** Attendance **Effectiveness Results:** Progress towards SIP goals.
Parent Family Engagement Activity 3: • As part of our **Renaissance** program, parents are invited to multiple events where students are acknowledged for positive academic achievements, such as exceptional school attendance, grade-point averages, mastery and advanced test scores, accomplishments in reading, and maintaining high GPAs while participating in school sports. Students also are acknowledged for demonstrating responsible and good behavior.	**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:** Prizes and certificates for students	**Effectiveness Measure:** Attendance and feedback from parents and other stakeholders. **Effectiveness Results:** Progress towards SIP goals.

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: • Common planning and assessments within departments. • Subject and grade level Professional Learning Communities targeting aligning instruction and assessments to state standards. • Emphasis on literacy skills across all subjects. • Skill-building software: Achieve 3000, iXL, Reflex Math, ReadWorks, NewsELA, News2You, Guidebooks 2.0 • After school math tutoring.	**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:**	**Effectiveness Measure:** Administrative "Learning Walks" and observations. PLC minutes and presentations. Participation in tutoring programs. **Effectiveness Results:** Progress towards SIP goals.
Use of Academic Assessments to Improve Instruction: • Core subject teachers use planning and PLC times to break down state standards and create common standards-based assessments. They use item analysis to target particular skills or standards to emphasize. • Use of SLT, LEAP, LEAP 360 scores to improve instruction.	**Goal(s):** 1, 2, 3	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4	**Items Needed:**	**Effectiveness Measure:** Administrative "Learning Walks" and observations. PLC minutes and presentations. Student results on state assessments and support software.

	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Use of data from Achieve 3000, iXL, and Reflex Math programs to identify strengths and weaknesses and guide instruction. • Use of Silvaroli and Math CBAs to guide special education progress. • Use of ELDA to support and guide ELL students.		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other		**Effectiveness Results:** Progress towards SIP goals.
Process for Determining Student Participation in School and Classroom Interventions: • Feeder school visit and meetings (SPED/discipline) before the start of the school year to identify at-risk students. • Special Ed and 504 classifications • LEAP scores • Students in SAT • Teacher gradebooks (student performance trends) • Students identified as "at-risk" for academics or behavior • Teacher recommendations • Parent requests • SLT Readiness Assessments • Student overall performance at school.	**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:**	**Effectiveness Measure:** Attainment of goals by students participating in the interventions. **Effectiveness Results:** Progress towards SIP goals.
Opportunities and Interventions for Students in Need: • Check-In/Check-Out (PBIS Committee) • After school math tutoring (math teachers, 2x a week) • KIT tutoring (KIT tutor see each KIT student a week) • Support software: Achieve 3000 (Social studies, Resource/Inclusion ELA, Study Skills classes) • Support Software: Math iXL (math classes and tutoring) • Support Software: Reflex Math (resource Math classes, 1-2x per week) • Zeros Aren't Permitted (ZAP) to help students complete all assignments.	**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:**	**Effectiveness Measure:** Student participation Attainment of goals Minimal zeros on graded assignments Data from support software **Effectiveness Results:** Progress towards SIP goals.

Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Check-In/Check-Out daily point sheets • Feedback from program facilitators • Parent/Teacher conferences • Parent/Teacher referrals to SAT • SAT Committee meets regularly	1, 2, 3, 4	☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		Grade improvements Decrease in office referrals. **Effectiveness Results:** Progress towards SIP goals.
Comprehensive and Coherent Approach to Meet Needs of LEP Students:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• 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. ELL students receive one or two class periods of support each day in improving English language skills and achieving the learning outcomes of their other classes. IPads with Google Translate apps provide additional classroom support.	1, 2, 3	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		Attainment of goals by ELL students. Increase in ELDA scores. **Effectiveness Results:** Progress towards SIP goals.
Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Our school is the designated junior high for hearing-impaired students of East St. Tammany Parish. • Multiple levels of special education support: Severe, Moderate, RNC, resource, inclusion, mainstreaming, MAE,	1, 2, 3, 4	☐Title I ☐GFF ☐Title II ☐LA4		Attainment of goals

gifted and talented, speech • MHPs and school counselors • Check-In/Check-outs • Common planning within departments		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:** Progress towards SIP goals
Extended Learning Opportunities (within and beyond the school day and the school year): • After school math tutoring • KIT tutoring • Vibrant club life: Renaissance, Interact, Science, Chess, Drama, Newspaper, Library, Yearbook, Travel, Robotics, Beta, 4H • PBIS After-School Events: Roller skating, movies, sports, rock-climbing • Honor choir and honor band • School athletic teams • Talented art, music, theater. • Strings program	**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:**	**Effectiveness Measure:** Attainment of goals **Effectiveness Results:** Progress towards SIP goals
Counseling, Mental Health Provider, Specializ *ed 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 **20** 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.	**Goal(s):** 3 and 4	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA	**Items Needed:**	**Effectiveness Measure:** Attainment of goals

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:** Progress towards SIP goals

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:**
• School-wide expectations: Respect, Responsibility, Resolution • Monthly review of discipline trends by school leadership as well as PBIS Committee • Discipline spotlight days give special attention to school policies and expectations for IDs, tardies, dress code, grading, and a growth mindset. • Tiger-Cash initiative to promote positive habits in students • Bystander Revolution initiative to promote kindness and equip students with tools to address bullying. • Monthly Tiger Family meetings to provide students with a sense of community and academic and social guidance. • Frequent PBIS initiatives to promote positive behaviors on campus • FBAs, BIPs, Behavior Contracts, Check-In/Check-Out • CAAB Team support for Severe, MAE, RNC, and Moderate students. • New teacher assistance program. Teacher to teacher observations.		☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		jPams reports Discipline data Collection of Tiger Cash Participation in PBIS events **Effectiveness Results:** Progress towards SIP goals.

Strategies for Assisting Students in the Transition from One School to the Next:

Transition Activities for Incoming and Outgoing Students:	**Goal(s):** 1, 2, 3, 4	**Budgets** used to support this activity:	**Items Needed:**	**Effectiveness Measure:**
• Spring presentations to feeder schools • Collaboration meetings with feeder school leadership teams regarding special ed and at-risk students. • T9 meetings with Slidell High • Collaboration meetings with leadership of Slidell High to		☐Title I ☐GFF ☐Title II ☐LA4		Reduction of schedule change requests. Improved student knowledge of junior high and high school expectations.

discuss special ed and at-risk students. • Inviting of 6th graders to TigerFest and Tiger Walk • Joint learning walks with feeder school administrations. • Collaboration opportunities for core teachers with others from feeder and high schools. • Transition field trips for special ed. students • Presentation by high school coaches to student athletes. • Providing scheduling and elective information to feeder schools.		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:** Progress towards SIP goals.

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): • PLC teams consisting of 5 to 7 teachers within a departments • Meet twice a month and submit meeting reports to administration via Blackboard • Facilitated by department heads and supervising administrator. • PLCs overseen by school assistant principal (St.Cyr). • Focus of PLCs is improved instruction, specifically in aligning instruction and assessment to state standards and assessments.	**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:**	**Effectiveness Measure:** PLC Meeting Reports Common assessments Attainment of goals **Effectiveness Results:** Progress towards SIP goals.
Other Professional Development: • Teacher Assistance Program • Mentor teacher program • Teacher to teacher observations • PD days and after school faculty meetings • BOOST Workshops	**Goal(s):** 1, 2, 3, 4	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4	**Items Needed:**	**Effectiveness Measure:** Attainment of goals

	Goal(s):		Items Needed:	Effectiveness Results:
• Support software training • Moodle training		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		Progress towards SIP goals
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. • District Human Resources Coordinator serves on various College of Education department committees at local universities.	**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:**	**Effectiveness Measure:** Attainment of goals **Effectiveness Results:** Progress towards SIP goals

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**
Coursework to Earn Post-Secondary Credit: • N/A	**Goal(s):**	**Budgets** used to support this activity: ☐Title I ☐GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	**Items Needed:**	**Effectiveness Measure:** **Effectiveness Results:**

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:
- The SIP committee will meet on the following occasions to review the implementation of the 2017-18 SIP: November 2017, January 2018 (start of 3rd quarter), March 2018 (start of 4th quarter), and May 2018 (end of the school year). Joining the committee will be other members of school leadership, faculty representatives from each of four departments addressed by our SIP goals (math, 7th grade social studies, special education, and discipline), as well as parent representatives. We will also extend an invitation to Slidell High School to join in the review. The SIP Committee will give reports on implementation of the SIP to every department at department meetings. LEAP 360 data will be reviewed when available. The SIP Committee will come up with recommendations for each department.

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:
The SIP Committee (see above) will use the following types of information to assess the effective implementation of the SIP:
- LEAP 360, LEAP 2025, and LEAP Connect testing scores.
- LEAP 360, LEAP 2025, and LEAP Connect testing scores received from feeder schools regarding our incoming students.
- Reports from math, social studies, and special education departments on frequency and effectiveness of strategies outlined in the SIP.
- Attendance/participation in support activities (e.g. after school tutoring, skill-building software, etc.) that are outlined in the SIP.
- Discipline and attendance reports from Jpams.

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:
- Math, resource math, and resource ELA teachers use the SLT class-profile to acquire a holistic understanding of their students' abilities at the start of the year and determine growth after mid-mastery and mastery assessments.
- Math, social studies, and special education department PLCs construct common assessments and review data from unit assessments to identify patterns connected to one or more teachers, one or more subgroups, or one or more standards. Departments then collaborate and adjust instruction practices accordingly to increase student achievement.

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

Following SIP Committee meetings:
- The committee will report on the SIP goals and strategies at department meetings that follow.
- The webmaster will create/update a SIP subpage on the school website that shares the SIP goals, strategies, and initiatives.
- A representative of the committee will report on the SIP goals and strategies at PTA meetings that follow.