

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Tchefuncte Middle



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
In 2015-2016, the CRT Assessment Index of 114.5 was the highest due to student familiarity with test.	In 2016-2017, the CRT Assessment Index dropped 10.3 points from 114.5 to 104.2.
ELA increased for 4th and 6th grades by 5.1 points and 0.8 points respectively; ELA, Math, and Science increased in 6th grade by 0.8 points, 3.1 points, and 6.8 points respectively.	4th grade decreased in Math, Science, and Social Studies over the past five years by 14 pts, 16.4 pts, 18.6 pts respectively; in 16-17, 5th grade decreased in ELA, Math, and Social Studies 4.9, 11.6, and 30.7 points respectively; SPS declined by 13.5 points over the 5 year period from 12-13 to 16-17.
6th grade consistently grows a cohort of students in ELA, Math & Science over the past 3 years.	5th grade consistently decreases the growth of a cohort of students in ELA, Math & Science over the past 3 years. Written Expression is the lowest ELA subclaim in 5th & 6th grades at 67% and 79% proficiency respectively.
5th Grade Science scores consistently within 1 point of 4th grade, due to enriched learning activities. 6th grade consistently grows a cohort of students in ELA and Math by 2-3 points due to teacher collaboration. 4th grade has consistently higher scores in ELA due to implementation of Achieve3000 with fidelity.	Math - Type 2 & 3 Test Questions for all grades due to lack of enrichment activities. 4th and 6th grade Science due to lack of task oriented learning activities.
Asian/Pacific Islander has been the highest percent proficient in Math for the past 5 years and White has been the highest percent proficient in ELA for 4 of the past 5 years.	Limited English Proficient had the lowest percent proficient in ELA and Math for three consecutive years (13-14, 14-15, 15-16). ELA: 6th - 2+ races (40%) & 5th - SWD (66.7%); Math: 6th - SWD (47.2%)
The Black subgroup has improved by 8.1% in ELA over the past 4 years; the Hispanic subgroup has improved by 17.5% in ELA over the past 3 years; and the Students with Disabilities subgroup has improved by 10.6% in Math over the past 3 years.	Over the past 5 years, Whole School, Asian/Pacific Islander, White, and Economically Disadvantaged subgroups have shown overall declines in both ELA and Math. The Students with Disabilities subgroup has also shown a decline in ELA over the past 5 years.
The Black subgroup ELA achievement gap has closed by 10.9% consistently over the past 4 years; and the Hispanic subgroup ELA gap has closed by 17.2% consistently over the past 3 years.	In Math, the Black subgroup achievement gap increased by 20.5% over the past five years; and the Students with Disabilities subgroup gap in Math increased by 26.6% from 2013 to 2016. In ELA, the Students with Disabilities achievement gap has increased by 16.4% from 2013 to 2016.

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<p>ELA percent proficient scores have consistently been higher than Math for the Whole School, Black, Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups over the past 3 years.</p>	<p>Asian/Pacific Islander is the only subgroup to score higher in Math than ELA, indicating that Math may be a possible school wide weakness.</p>
<p>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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018, the students in 5th and 6th grades will increase their proficiency level by 5% in the Written Expression Subclaim in ELA on LEAP. 5th grade will increase from 67% to 71% and 6th grade will increase from 79% to 83%.</p>	
<p>2. From Spring 2017 to Spring 2018, 4th and 5th grade students will increase their CRT Assessment Index in Math. 4th grade will increase by 4 points and 5th grade will increase by 3 points.</p>	
<p>3. From Spring 2017 to Spring 2018, the students in the subgroup, Students with Disabilities, will close the achievement gap by 1/3 in Math and ELA. Math will decrease from 26.6% to 18.6% and ELA will decrease from 16.4% to 11.4%.</p>	
<p>4. The whole school in Math will grow a cohort of students by 2 points on statewide assessment. 4th grade will increase from 106.2 to 108.2; 5th grade will increase from 92.3 to 94.3; and 6th grade will increase from 105.7 to 107.7.</p>	
<p>5.</p>	

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"> • PTA involvement in purchase of programs supporting SIP goals. • Random sampling survey to parents about academic progress of students to include parent/teacher communication, awareness of curriculum based programs, and suggestion of student improvement. • SIP will be linked to the school website. 	<p>Goal(s): 1, 2, 3, and 4</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: Program licenses; Survey Monkey license; computers and other technology</p>	<p>Effectiveness Measure: Statewide Assessment;</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Administration and teachers provide data to PTA board when requesting purchase of programs supporting SIP goals. 	<p>Goal(s): 1, 2, 3, and 4</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 	<p>Items Needed: Program licenses; Survey Monkey license; computers and other technology</p>	<p>Effectiveness Measure: Statewide Assessment</p>

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<ul style="list-style-type: none"> A random sampling of parents will be surveyed and results presented at PTA board meeting. Teacher/Parent Conferences, SAT Meetings and IEP Meetings to create and evaluate a plan of academic success for their students. 		<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		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Teachers present to parents during Open House at the beginning and middle of the year. These presentations include classroom academic and behavioral expectations, state standards, and statewide assessment information. Specific weekly academic expectations are communicated through Weekly Teacher Overviews posted on teacher websites. Student progress and academic success reported to parents through weekly graded folders, report cards, Gator Grams, and JPAMs. The SIP plan, along with an academic calendar, will be linked to the school website for parental review. 	Goal(s): 1, 2, 3, and 4	Budgets used to support this activity: <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	Items Needed: Website licenses; copier paper; sign-in sheets	Effectiveness Measure: Statewide Assessment Effectiveness Results:
<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 	Goal(s): 1, 2, 3, and 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Computers and projectors; sign in sheets	Effectiveness Measure: Statewide Assessment

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<p>events, PTA meetings, and other parent orientation meetings.</p> <ul style="list-style-type: none"> • School will host a beginning of the year Open House which includes presentations given by administration, teachers, and PTA board. • School will host a mid-year Open House which will include presentations given by administration, teachers, and PTA board. • New Parent Orientation presented by administration, teachers, and PTA board. • PTA meetings held once per month to communicate academic needs and progress toward SIP goals. 		<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):</p>	<p>Budgets used to support this activity:</p> <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	<p>Items Needed:</p>	<p>Effectiveness Measure:</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"> New Parent Orientation held in August prior to first day of school. Administration presents school wide policies, procedures, and programs offered at the school. Current students provide a tour of the school to new students and families. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <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>	<p>Items Needed: Copier paper; sign in sheet</p>	<p>Effectiveness Measure: Statewide Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Beginning of the Year Open House held within the first 4 weeks of school. Administration welcomes parents and provides school wide routines, procedures, academic, and behavioral expectations. PTA board members are introduced and announce goals for the school year. Teachers present to parents in their classrooms. Presentations must include routines, procedures, grading policies, academic information such as important website links. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <p><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</p>	<p>Items Needed: Computers and projectors; sign in sheets</p>	<p>Effectiveness Measure: Statewide Assessment</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Mid- Year Open House to include state standards that have been taught first semester and standards that will be taught during the second semester; deeper information for school wide programs including Achieve 3000, Moby Max, and Accelerated Reader, and CER writing format. Teachers will present statewide assessment information to include how students are scored, types of questions, and school scoring. Parents will complete EXIT tickets to offer feedback of the Mid-Year Open House and any questions that they might still have. 	<p>Goal(s): 1, 2, 3, and 4</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: Computer, projectors, sign in sheets, Achieve 3000, Moby Max, Accelerated Reader, CER chart, LEAP scoring charts</p>	<p>Effectiveness Measure: Statewide Assessment</p> <hr/> <p>Effectiveness Results:</p>
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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"> • Required lesson plans that are aligned with state standards submitted weekly to administration. • Teacher development and use of standard based assessments. • Grade level and content specific Pre and Post Tests to drive planning and instruction. • Inclusion of rigorous, differentiated, standards based programs to support the Guaranteed Curriculum including Guidebooks 2.0, Moby Max, Achieve 3000, Accelerated Reader, Type II and III assessment items, and activities focused on written expression in ELA, Science, and Social Studies. • Collaborative planning daily through development of whole school schedule. • Administrative driven PLC meeting every three weeks to focus on grade level planning, instruction, and assessment using student data. 	<p>Goal(s): 1, 2, 3, and 4</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 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 checked="" type="checkbox"/> Other 	<p>Items Needed: Computer, projector, substitutes, paper, program licenses</p>	<p>Effectiveness Measure: Statewide Assessment; Lexile Reporting from Achieve 3000 and Moby Max; Grade Level created Pre and Post Unit Assessment</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"> • PLC’s design pre and post standard based assessments • Standards based teacher created weekly assessments which include Math Modeling of Type II and Type III questions and written expression tasks. • LEAP 360 assessments given at the beginning and end of the year to monitor student learning targets. • LEAP 2025 given at the end of the year to assess student mastery of state standards. • LEAP 2025 practice assessment given through Achieve 3000 and Moby Max. 	<p>Goal(s): 1, 2, 3, and 4</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 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: Computer, projector, substitutes, paper, program licenses</p>	<p>Effectiveness Measure: Statewide Assessment; Lexile Reporting from Achieve 3000 and Moby Max; Grade Level created Pre and Post Unit Assessment, LEAP 360; LEAP 2025; Weekly Teacher Created Assessments</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 through Teacher Assistance Team which includes teacher observations, analysis of test scores- LEAP 2025, LEAP 360, and weekly classroom assessments, lexile reports, and progress monitoring. • Once identified, student intervention plan is created. • Student progress in interventions is monitored through weekly and monthly progress reports generated by intervention programs. 	<p>Goal(s): 1, 2, 3, and 4</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: Statewide Assessment Results, LEAP 360 results, teacher observation notes, Achieve and Moby Max lexile reports, paper</p>	<p>Effectiveness Measure: Statewide Assessment; Lexile Reporting from Achieve 3000 and Moby Max; Grade Level created Teacher Assessment Results, LEAP 360 Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Individual interventions by classroom teachers include small group instruction and differentiated learning activities. • School wide intervention programs include Fast Forward, Reflex Math, Achieve 3000, Moby Max, Project Read. 	<p>Goal(s): 1, 2, 3, and 4</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 	<p>Items Needed: Program Licenses for Moby Max, Achieve 3000, Reflex Math, Fast Forward, tutor salary</p>	<p>Effectiveness Measure: Program progress reports, Statewide Assessments, LEAP 360 results</p>

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<ul style="list-style-type: none"> Tutoring during the school day includes KIT tutor and LEP tutoring. 		<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		Effectiveness Results:
<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"> The Student Assistance Team which includes counselor, school psychologist, speech therapist, classroom teacher, administrator, and parent meets weekly to identify those students needing further assistance. 	Goal(s): 1, 2, 3, and 4	Budgets used to support this activity: <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: Paper	Effectiveness Measure: Statewide Assessment, progress monitoring documentation <hr/> Effectiveness Results:
<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 on meaning and then engage in the content specific practices in ELA, math, social studies, and science. A school based LEP tutor instructs LEP students in individual and small group settings to support classroom instruction. 	Goal(s): 1, 2, 3, and 4	Budgets used to support this activity: <input checked="" 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 type="checkbox"/> Other	Items Needed: Tutor, Rosetta Stone program, paper	Effectiveness Measure: Statewide Assessment and ELPT Results <hr/> Effectiveness Results:

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Grade level classes are designed to include those students with disabilities and supported by the regular and special education teachers. • A school based LEP tutor instructs LEP students in individual and small group settings to support classroom instruction. • A school based MAE (Management in Alternative Education) includes two special education teachers and 3 paraprofessionals who specialize in academic instruction for behaviorally challenged students. This program works inclusively with grade level regular education teachers. • A school based Reduced Numbers Class which supports students with autistic characteristics includes two teachers and four para professionals in a small group and individual setting. • The school offers two Gifted Education models: academic, and enrichment. Each grade level has two teachers for the academic model which enriches and accelerates each grade level curriculum. The enrichment model is taught by one teacher which offers project based learning across all grade levels for students identified as gifted. • Students performing at two or more grade levels below are instructed by a special education teacher in the Resource setting. The school has one resource teacher per grade level. In addition, all inclusion students have the ability to access the resource teacher for support during a lab time. • Students identified as Mild/Moderate are taught in a small group setting by a special education teacher and three paraprofessionals. They are included in the regular education program through art, music, physical education, recess, lunch, field trips, and some in Science and Social Studies. • The school has one moderate/severe teacher and one para professional. These students are included in the regular education program through art, music, physical education, 	<p>Goal(s): 1, 2, 3, and 4</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: Statewide Assessments, LEAP 360, MAE point sheets and portfolio</p>
				<p>Effectiveness Results:</p>

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<p>recess, lunch, field trips, and some in Science and Social Studies.</p> <ul style="list-style-type: none"> Team teaching model offers co-teaching and specialized instruction in ELA and Math/Science blocks. 				
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> KIT (Kids in Transition) tutor instructs any students identified as a “Kid in Transition” and who has a D or F in any academic subject on his/her report card. Students participate in standards-based field trips one or two times per year related to core content. Community Education Programs and Clubs include Science Club, STEM Club, Book Club, Yoga Club, Robotics Club, Chess Club, Drama Club, Running Gators, and Art Club. 	<p>Goal(s): 1, 2, 3, and 4</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 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: Tutor, paper</p>	<p>Effectiveness Measure: Statewide Assessment</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></p>				
<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 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. 	<p>Goal(s): 1, 2, 3, and 4</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 	<p>Items Needed: Paper, provided</p>	<p>Effectiveness Measure: MHP Outcomes Measurement Data Report</p>

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<p>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>		<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		Effectiveness Results:
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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"> The first level of discipline begins with parents and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline process that the school must provide. The school wants to support parents and families in their desire to educate their children through a Positive Behavior Intervention Strategy (PBIS) Three to Four teachers per grade level volunteer to serve on the PBIS committee. This committee meets prior to the beginning of school to map student and teacher positive behavior plans for the entire school year. They continue to meet on a bi-monthly basis to examine discipline data and implement behavioral based programs. Tier One Intervention: The PBIS committee creates a monthly virtue which is taught by all teachers and reiterated each day on morning announcements by the school administration. The virtue is introduced each month at a "Monthly Morning Meeting" for each grade level. The administration and counselor use this time to set behavioral expectations and address those behaviors identified through jPAMS data reports that need reteaching. Students are rewarded by their classroom teacher and fellow students as "Student of the Month." The students are given a yard sign, lanyard with fast access cafeteria pass, and acknowledgement by administration. Students are able to earn "Gator Gold" currency from any school employee. Students who earn Gator Gold for 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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 checked="" type="checkbox"/> Other	<p>Items Needed: Binders, paper, Gator Golds</p>	<p>Effectiveness Measure: Weekly Gator Club data, jPAMS reports</p>
				<p>Effectiveness Results:</p>

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<p>appropriate behavior are rewarded with extra recesses, quarterly celebrations, and classroom reward systems.</p> <p>Teachers and staff are responsible for discipline in their classrooms, in the halls, and on school property or at school functions. Teachers and staff have a clearly thought out personal discipline philosophy, classroom rules, and procedures that reflect that philosophy.</p> <ol style="list-style-type: none"> 1. Consequences will be campus based and must follow a progression of these steps: a. classroom management strategies with documented interventions b. student/teacher conferences, c. 1st communication with parent via written notification conferences with possible loss of privilege d. 2nd communication with parent via phone conversation possible loss of privilege e. 3rd communication with parent via parent/teacher conference with possible loss of privilege f. office referral 2. Consequences will be explained to the students. 3. It is not the severity of the consequence, but the consistency that causes behavioral change. 4. Some behaviors may result in an immediate loss of privilege or office referral. <p>PBIS Events include “Strike Out Bullying”, ByStander Revolution Assembly, Dance out Hunger,</p> <p>Tier 2 Interventions include “The Gator Club.” This is a check in and out program designed to give positive feedback a minimum of 5 times per day to those students who continue to struggle with school wide behavioral expectations. Students are identified by classroom teachers and this intervention is given through the Teacher Assistance Team. Students check in and out with a mentor teacher who helps the student see positive and areas of improvement for the next school day. Teachers provide three to four goals which are individualized for the program participant. The student earns points for each goal. A percentage goal is obtained for each student. The</p>				
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<p>mentor teachers turn in weekly data which is put in to an excel graph for administration review and to determine success of the program for the student. The Tier 2 Discipline Committee meets quarterly to assess the effectiveness of the program for each student.</p>				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Upcoming fourth grade students participate in Passage Day at the end of their third grade year. Administration meets with the upcoming students to provide an overview of Tchefuncte Middle School. Students attend a fourth grade classroom and participate in a question/answer session. The students then tour the school given by fourth grade Student Government Association Representatives. • Incoming families attend a New Parent Orientation prior to the first day of school. Administration and PTA meet with new parents to give the procedures, policies, and volunteer opportunities. • Sixth grade students tour Mandeville Junior High where students become familiar with the policies, programs, and procedures of the school. • Sixth grade parents attend Mandeville Junior High Parent Night to become familiar with the policies, programs, and procedures of the school. 	<p>Goal(s): 1, 2, 3, and 4</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 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: School handouts</p>	<p>Effectiveness Measure: Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>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>				
<p>Professional Learning Communities (PLCs):</p> <p>Grade level departments meet every three weeks. Teachers identify weaknesses specific to each class through pre-assessment data and collaborate to identify standards based instruction by creating</p>	<p>Goal(s): 1, 2, 3, and 4</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 	<p>Items Needed: Substitutes, assessments</p>	<p>Effectiveness Measure: Pre and post assessments, Statewide Assessments, LEAP 360 results</p>

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<p>pre/post assessments and analyze the data to make instructional decisions.</p> <p>ELA teachers create pre/post assessments focusing on writing standards and written expression. The data is tracked and used to remediate or enrich specific student needs.</p> <p>Math teachers create pre/post assessments to identify Type II and III tasks which include conceptual, procedural, and application type questions. The data is tracked and used to remediate or enrich specific student needs.</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 type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Teachers implement Achieve 3000 school wide. Training is provided on a yearly and as needed basis. Moby Max is implement school wide. Training was provided to all faculty through a webinar and additional training will be provided by an experienced teacher. ELA teachers are implementing Guidebooks 2.0 during the second quarter. Professional development sessions have been provided to Grade Level Leaders who then redeliver the information. A nation-wide presenter of behavioral strategies presented to all faculty. Teachers use the strategies within their Tier One Classroom Behavior Expectations. If students are presented with strategies to support their behavioral needs, they will remain in class and participate during instruction. One regular education and two special education teachers will receive Project Read training to address the needs of students with dyslexia and other reading disabilities. 	<p>Goal(s): 1, 2, 3, and 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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 checked="" type="checkbox"/> Other	<p>Items Needed: Program licenses, computers, training funds, substitutes</p>	<p>Effectiveness Measure: Statewide Assessments, Achieve 3000 and Moby Max reports, jPAMS reports</p> <hr/> <p>Effectiveness Results:</p>

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<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. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<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>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</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 type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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		<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		Effectiveness Results:
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • N/A 	Goal(s):	<p>Budgets used to support this activity:</p> <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:	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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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 committee will meet quarterly to discuss the programs and determine the effectiveness.

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 plan will be monitored by Statewide Assessments. These results are used by teachers to identify students needing interventions and enrichment. The LEAP 360 results are used to determine student learning targets and track those students whose performance levels need increasing. The Moby Max and Achieve 3000 reports are analyzed by teachers and administration. The program adjusts the level of difficulty for each student based upon their performance. The pre and post grade level created assessments are analyzed to drive instructional planning.

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:

- Teacher meet every three weeks by subject and grade level as a Professional Learning Community. PLC’s developed diagnostic testing by unit, administer pre-tests and analyze those results. The teachers compare this data to that obtained to the LEAP 360 diagnostic assessments to monitor student progress toward mastery of content standards.
- Teachers use this data to create grade level learning strategies and establish best practices for specific and individual groups of students.
- Teachers administer post-tests after each unit and analyze those results in order to plan and prepare for the next unit of instruction.

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

- Post tests are considered graded assignments and those are sent home for parent review by all teachers on a weekly basis. In addition, parents are able to access grades through JPAMS online gradebook.
- The school will hold a mid-year Parent and Family Engagement night in January. The teachers will review academic standards, pre/post- test process, sample test items, and SIP goals.
- The SIP plan will posted on the school website for review and easy access for all school stakeholders. The plan’s effectiveness will be evaluated annually, and the result of goal achievement will be posted.
- The school report card reflecting student achievement data is made available through www.schoolfinder.com
- Individualized student standardized test results are available for parent review through JPAMS online grading system.