

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Bayou Lacombe Middle**



**St. Tammany Parish Public Schools**

*This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

3/8/2019

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**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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Our ELA index scores have been the highest for the past 3 years: 2016 (70.7), 2017 (66.9), 2018 (67.8).	Our Social Studies index scores have been the lowest over the past 3 years: 2016 - 64.6, 2017 - 47.6, 2018 - 50.4
4th grade ELA increased from 2016 (56.3), 2017 (62.3), and 2018 (79.6).	Our Social Studies index scores have been the lowest over the past 3 years: 2016 - 64.6, 2017 - 47.6, 2018 - 50.4
4 <sup>th</sup> grade ELA writing performance group from 43% proficient in 2017 to 54% proficient in 2018.	For Math, 6th grade Modeling and Application has decreased by 10% from 2017 (37%) to 2018 (27%).
4th grade ELA cohort of students index score increased by 5.9 (62.3) in 2017 and 17.3 (79.6) in 2018.	For ELA, 6 <sup>th</sup> grade Reading Performance Category has decreased by 12% from 2017 (72.2%) to 2018 (60.2%).
Whole school: Hispanic subgroup have the strongest ELA index score from 2016 (90), 2017 (82.9) and to 2018 (81).	Students with Disabilities has the lowest subgroup index in the whole school for the past 3 years in ELA 2016 (34), 2017 (35.6), and 2018 (31.4).
Whole school: Students with Disabilities subgroup has increased in Math from 2016 (15.5) 2017 (22.8) and 2018 (29.0)	Whole School: Black ELA subgroup has decreased over the last three years: 2016 (63.2), 2017 (58.5), and 2018 (54.5)
Whole school: Students with Disabilities subgroup has shown an increased in Math index scores for the last three years 2016 (15.5), 2017 (22.8), and 2018 (29.0)	Whole School: Economically Disadvantaged ELA subgroup has decreased over the last three years: 2016 (65.5), 2017 (64.6), and 2018 (63.8)
4 <sup>th</sup> grade suspension rate has declined for the last three years: 2016 (21.7%), 2017 (9.2%), and 2018 (6.9%)	Whole School: Black Math subgroup has decreased over the past three years: 2016 (50.3), 2017 (49.4), and 2018 (48.2)
<b>DATA SOURCES:</b> 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, Work Keys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data.	

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**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***
- ***Must Include at Least 1 Subgroup Goal***

1. From Spring 2018 to Spring 2019 each cohort of students in grades 4-6 Math will increase the percentage of students achieving Mastery or Above by 5% in the Modeling and Application category on LEAP 2025.  
4<sup>th</sup>- 55% to 60%  
5<sup>th</sup> – 39% to 44%  
6<sup>th</sup> – 32% to 37%
2. From Spring 2018 to Spring 2019 each cohort of students in grades 4-6 ELA will increase the percentage of students achieving Mastery or Above by 5% in Writing Performance category on LEAP 2025.  
4<sup>th</sup>- 66% to 71%  
5<sup>th</sup>- 54% to 59%  
6<sup>th</sup>- 38% to 43%
3. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities” for the Whole School”(Students with Disabilities” should be in parenthesis and not for the Whole school) will increase their Assessment Index on LEAP 2025 score as follows:  
ELA: Increase by at least 8.6 points from a 31.4 to 40  
Math: Increase by at least 11 points from a 29.0 to 40
4. The Out of School Suspension Rate for all grades (4-6) will decrease from 20.8% in 2018 to 5% in 2019.

**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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u> The Parent and Family Engagement Committee (consist of 2 parents) will meet 6 times per year. The PFE committee will be involved in the design of the school wide plan when they comment/review/revise, meet with the administration and review the strengths and weaknesses of the data analysis. Goals are discussed and feedback is encouraged to determine steps to meet the goals. Parents/families assist in the implementation of the plan through attendance at family events and working at the events.</p> <p><u>Evaluation:</u> Parents/families will be involved in the evaluation and effectiveness of the Title I plan by completing surveys, which are used to receive input about the school and its program and by completing "Tickets out the Door." In addition, parents/families will be invited to attend a meeting to analyze data and complete the final SIP Evaluation prior to release to the stakeholders. Evaluation results of the 2018-2019 SIP will be presented at the first Title I Parent Night activity in the fall of 2019.</p>	<p><b>Goal(s):</b> 4</p>	<p><b>Budgets used to support this activity:</b>  <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 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><b>Items Needed:</b>                      Copies for meetings                      Paper                      Printing Supplies                      Postage                      Binders                      Folders                      Pencils                      Pens</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for submitting feedback and suggestions by parents and community stakeholders can be done through a link on the BLMS website.</li> <li>• Opportunities are provided for parents/families to volunteer both during and after school to assist with all facets of the schoolwide plan.</li> <li>• Opportunities for volunteering and participation in classroom activities.</li> <li>• Parents/families will be involved in the evaluation and effectiveness of the Title I plan by completing surveys, which are used to receive input about the school and its program and by completing “Tickets out the Door.”</li> <li>• SAT/504/IEP Meetings – parents are invited to discuss the needs of students, diagnosis, interventions, and/or accommodations if needed</li> <li>• Parent-Teacher conferences are held on as-needed basis. Parents and teachers can request conferences at any time. Also, parents are given the opportunity to schedule a conference with teachers at Open House and all Title I Parent/Family Nights.</li> <li>• Parents give input and evaluate through participation in Title I Committees, Parent Plan activities, and Evaluation meeting.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,&amp; 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Copies Agendas Clasp envelopes</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Parent Compacts-are sent home at the beginning of the year. These compacts give parents suggestions on how to help their child be successful in school.</li> <li>• JPams-Parents can view grades and attendance.</li> <li>• Open House-Parents can visit the school, meet their child’s teacher, learn about classroom procedures and curriculum, plus learn how the Title I program functions at school.</li> <li>• School/Teacher Website-Information about curriculum and important dates.</li> <li>• Robo Calls to communicate important school events.</li> <li>• Parent Teacher Conferences-each teacher holds conferences to communicate the progress of the student and share instructional strategies that may be helpful.</li> <li>• Post SIP on school website</li> </ul>	<p><b>Goal(s):</b> 1,2,3,&amp; 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Agenda Paper Clasp Envelopes</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>• Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on</li> </ul>	<p><b>Goal(s):</b> 1,2,3,&amp; 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Copies</p>	<p><b>Effectiveness Measure:</b> Title 1 Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>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>				
<p><b><i>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. Include the month that the activity will take place if applicable.</i></b></p> <p><b><i>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.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b>  <u>Meet &amp; Greet: August 2018</u></p> <ul style="list-style-type: none"> <li>Teachers will introduce parents and students to their classroom routines</li> <li>Share homework tips</li> <li>Show parents and students how to access online textbooks</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <p><input checked="" 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><b>Items Needed:</b></p> <p>Invitations          Agenda          Copy Paper          Computers</p>	<p><b>Effectiveness Measure:</b></p> <p>Tickets Out the Door          Title 1 Survey          Attendance Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b>  <u>Grandparents Day – September 2018</u></p> <ul style="list-style-type: none"> <li>Visit the classroom to complete educational activities and receive guidance from teachers for one hour.</li> <li>Teachers will share online resources that can help with homework.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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</p>	<p><b>Items Needed:</b></p> <p>Invitations          Agenda          Paper          Computer          Printing</p>	<p><b>Effectiveness Measure:</b></p> <p>Tickets Out the Door          Title 1 Parent Survey          Attendance Rate</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		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <u>Targeted SWD Support and Collaboration</u> <ul style="list-style-type: none"> <li>• Collaborative Meeting for Student with Disabilities including parents, regular education teacher, and SPED teacher</li> <li>• Two meetings during the 2018-2019 school year (End of August &amp; Beginning of January)</li> <li>• Meetings will be held throughout the scheduled day (before, during, or afterschool)</li> <li>• Parents will receive data and plan of action for supports that students are receiving and/or will receive</li> <li>• Parents will receive updates on student achievement and progress.</li> <li>• Parents will receive specific activities that can be completed at home to increase student achievement and progress.</li> <li>• Parenting tip resources will be shared and discussed at the meetings.</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input checked="" 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	<b>Items Needed:</b> Paper Binder Parent Activities Brochures	<b>Effectiveness Measure:</b> Diagnostic / Interim Test LEAP Scores Attendance Rate  <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 4:</b> <u>Literacy / Math Night – January 2019</u> <ul style="list-style-type: none"> <li>• Parents will participate and leave with specific reading strategies to improve comprehension and constructed response items across multiple subjects</li> <li>• Help parents to use key words to dissect word problems</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> 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	<b>Items Needed:</b> Materials for Activities Manipulative	<b>Effectiveness Measure:</b> Tickets Out the Door Title 1 Parent Survey Attendance Rate



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<p>for math.</p> <ul style="list-style-type: none"> <li>Give parents ideas to use around the house to help students solve real world problems.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b>  <u>Third Grade Orientation – May 2019(Daytime)</u></p> <ul style="list-style-type: none"> <li>Upcoming students and parents will view a presentation from administration and teachers that include 4<sup>th</sup> grade expectations.</li> <li>Parents will receive a pamphlet with expectations for each subject.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" 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><b>Items Needed:</b> Pamphlet</p>	<p><b>Effectiveness Measure:</b>                  Tickets Out the Door                  Title 1 Parent Survey                  Attendance Rate</p> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b>  <u>Don't Mask Your Feelings (Relationship Building) – October 2018 (Night time event)</u></p> <ul style="list-style-type: none"> <li>The counselor will share an overview of Restorative Practices and strategies for modeling appropriate behavior to build healthy relationships.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <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 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><b>Items Needed:</b> Paper Materials for Parents Masks</p>	<p><b>Effectiveness Measure:</b>                  Tickets Out the Door                  Behavior Tracking                  Attendance Rate</p> <p><b>Effectiveness Results:</b></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.)*

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Title I Para (full-time) –has a specific schedule to support instruction with the 4<sup>th</sup> grade math, 5<sup>th</sup> grade ELA, math, Science, and Social Studies.</li> <li>• CSR Teacher (full-time) – A 5<sup>th</sup> grade ELA teacher is placed in this position to reduce student teacher ratio.</li> <li>• Achieve 3000 - Computer program that provides information texts on individualized reading levels. Achieve supports core instruction in Social Studies &amp; ELA. All students use this program in the regular classroom 3 times a week. They are assigned 1 article a week in ELA and 2 articles a week on Social Studies.</li> <li>• Guaranteed Curriculum developed by the district for the four core subject areas.</li> <li>• Guidebooks 2.0-State provide scripted curriculum insuring all students are guaranteed high quality instruction in ELA- three units, grade levels 4 and 5 and two units in grade 6.</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Salaries and Benefits of CSR teacher, Certified ROUF tutor, and Title I</p> <p>Computers Projectors Headphones Document Cameras Ink CPUs Monitors Printers Scanners Laptops Tablets</p>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• LEAP scores of targeted students</li> <li>• LEAP scores for Math</li> <li>• Reflex Math Report</li> <li>• Achieve 3000 Reports</li> <li>• Guaranteed Curriculum</li> <li>• SRA Reports</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 360 – used for diagnostics, SLTs class profile</li> <li>• District Created- for Science and Social Studies SLTs</li> <li>• Readiness Assessments from the Guaranteed Curriculum</li> <li>• Weekly Assessments</li> <li>• Achieve 3000- Level Set</li> <li>• SLT(Student Learning Targets) used to measure teacher effectiveness on students</li> <li>• LEAP 2025 State assessment to measure mastery in Math, ELA, Science, and Social Studies.</li> <li>• LEAP 2025 Writing Rubric- Used to measure student writing skills.</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Toner/Ink Multi-media speakers Headsets CPU's Monitors Achieve 3000 Laptops Tablets</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores of targeted students LEAP scores for Math Achieve 3000 Reports Guaranteed Curriculum</p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Our instruction strategies are aligned with the district's scope and sequence for the Guaranteed Curriculum. I Can statements are provided daily to students. Students utilize Graphic Organizers, Cooperative Learning Groups, Mentor Sentences, exemplars, and Teacher Modeling during instruction.</li> <li>• Scaffolded strategies are implemented for student growth. Focus on Critical Content -I Do- Model, We Do- Instructional</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> </ul>	<p><b>Items Needed:</b></p> <p>Instructional Aide Toner/Ink Promethean Boards Document Cameras Science Software Multi-media speakers Headsets CPU's Monitors Camera Program Achieve 3000</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP scores of targeted students LEAP scores for Math Achieve 3000 Reports Guaranteed Curriculum SRA Reports Silvaroli Results LEAP 360 IEP Progress Monitoring Notes</p>

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<p>Level, You Do- Independent Level</p> <ul style="list-style-type: none"> <li>• Silvaroli- individualized reading assessment to determine a student’s instructional level</li> <li>• Achieve 3000 – Level Set- provides students with informational text on the students individual Lexile level</li> <li>• Reflex Math - This computer program is used by teachers for identified students to improve math fluency at least 3 times a week for 30 minutes each session.</li> <li>• Resource classroom- 4<sup>th</sup>-6<sup>th</sup> ELA and Math</li> <li>• Inclusion -4<sup>th</sup> and 5<sup>th</sup> grade ELA and Math, 6<sup>th</sup> grade Social Studies and Science</li> <li>• Co-teaching 4<sup>th</sup> grade ELA and Math</li> <li>• Certified tutor – works with small group instruction pulling students from Social Studies &amp; ELA using Achieve 3000: 3 times per week. The students were selected based on reading lexile levels.</li> <li>• ISS-In School Suspension- The ISS para oversees the student’s instruction and school work in lieu of Out of School Suspension</li> </ul>		<input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Laptops Tablets	<p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• 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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• ESL Paraprofessional assists and monitors ESL students in the classroom twice per week.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• EL Paraprofessional Valerie Powery</li> <li>• Works with students 2 times per week</li> <li>• Push-in instructional model</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <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	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LAA2 Results</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Bayou Lacombe Middle 2018-2019**

<ul style="list-style-type: none"> <li>Provides core support</li> </ul>				
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***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>LEAP 2025 scores are used to determine which students may need intervention, remediation, or acceleration</li> <li>LEAP 2025 scores are looked at growth to mastery and determined grouping for classroom instruction</li> <li>Curriculum Based Assessments – are used to determine interventions and placement for Math and ELA. Students not showing growth are referred to the TRT for interventions.</li> <li>Meetings are held by the administration, teachers, and TRT to determine the students placed in interventions and the progress of each student</li> <li>Level set testing in Achieve to determine reading level</li> <li>Student Assistance Team determination</li> <li>English Language Learner screening results</li> <li>Assistive Technology team assessments</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 Scores CBA results - Level Set Test Results - CFA data analysis - Reflex Math results - Achieve 3000 progress monitoring and grades - Quarterly progress reports - 9 week grades</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>Resource Teacher implements Project Read for 4th, 5th, and 6th grade Special Ed. students who are dyslexic. Certified tutor – works with small group instruction pulling students from Social Studies using SRA with decoding.</li> <li>Reflex Math- focuses on math fluency skills and used by all</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Computers Printer Copies Tablets Laptops</p>	<p><b>Effectiveness Measure:</b> Project Read Reports Progress Monitoring Achieve 3000 Results Reflex Math Reports</p>

**Bayou Lacombe Middle 2018-2019**

<p>grade levels. This opportunity is provided two times a week for 30 minutes by Special Education paraprofessionals. Students utilize this strategy during the intervention time block in the master schedule.</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><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>TAT – (teachers &amp; admin) meet twice a month as a grade level to discuss interventions with students who are continuing to experience difficulty.</li> <li>SAT – meet on a monthly basis to discuss interventions and determine if accommodations are needed. The committee consists of the Counselor, TRT, Teachers, and one admin representative.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, &amp; 4</p>	<p><b>Budgets</b> 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 type="checkbox"/> Other	<p><b>Items Needed:</b> Copies Tutoring MHP Services Meals Community Resources LEP para</p>	<p><b>Effectiveness Measure:</b> Report Card Grades LEAP scores Weekly Assessments Point Sheets PBIS Data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>Certified tutor – provides intervention for SPED students using SRA (Corrective Reading) reading intervention for students performing below grade to assist with decoding and comprehension.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <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 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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Project Read reports SRA Assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Bayou Lacombe Middle 2018-2019**

<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies</p>	<p><b>Effectiveness Measure:</b> EL Subgroup LEAP 2025 results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Support and Extended Learning</i></b></p>				
<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>Enrichment – (gifted students) attend science based classes to promote STEM, robotics, and gardening.</li> <li>ESL Paraprofessional provides collaborative support to the ELA teacher and student in the instructional setting.</li> <li>KIT Tutor – tutored twice per week before or after school by a certified teacher</li> <li>Talented Art and Talented Theater are offered to qualifying students</li> <li>Music, Choir, Band, and PE are offered electives to all students</li> </ul>	<p><b>Goal(s):</b> 1, 2,&amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers Uniforms Meals Summer School Fees</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>After-school Tutoring and/or Enrichment – 2 times per week for one hour for students in grades 4-6.</li> <li>ELA and Math Tutoring will be provided two times a week</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Copies Field trip fees Guaranteed Curriculum</p>	<p><b>Effectiveness Measure:</b> Reflection Progress Monitoring LEAP 2025 Results</p>

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<p>for thirty minutes, by Highly Effective and/or Effective Proficient teachers for targeted low-achieving students in 4th to 6th grade using the Guaranteed Curriculum for ELA and Eureka resources for Math. Tutoring is available for students that have been identified by classroom teachers.</p> <ul style="list-style-type: none"> <li>• Students receive enrichment in Math and ELA using teacher created lessons, guaranteed Curriculum, guidebook, Eureka and test prep workbooks</li> <li>• Field Trips- November 2018 4th grade students attend presentation at the Southeast Wildlife Refuge to discover the impact of hurricanes on the local habitat-ELA and Science units correlate to this trip. December 2018 4<sup>th</sup> graders will attend visit the Chalmette Battlefield to have a visual of the events of war which relates to both the ELA and Social Studies units.</li> </ul>		<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	Guidebooks  Eureka Resources	<b>Effectiveness Results:</b>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP) Janice Edgerson</b> will work with students. 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,&amp; 4</p>	<p><b>Budgets</b> used to support this activity:</p> <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><b>Items Needed:</b> Copies MHP</p>	<p><b>Effectiveness Measure:</b> Outcomes measured by MHP's charts</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Ms. Tyler Lange will work with students. 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.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>Conference with students to address problem behavior.</li> <li>Parent Conference if problem behavior continues.</li> <li>Afterschool Detention / Saturday Detention</li> <li>Check-in / Check-out – students with behavior and/or academic concerns meet with the counselor on a daily basis as an intervention if needed.</li> <li>ISS for students to work on assignments during the school day.</li> <li>Referral to Counselor/MHP for consistent behavior concerns.</li> <li>SAT for Behavior Concerns – check in/check out</li> <li>PBIS Club Days for students with no referrals for the month. Students participate in their grade level incentive and turn in Cardinal Cash for the month to receive a snack.</li> <li>Restorative practices are used in conjunction with PBIS to decrease the frequency of discipline consequences. Guidance Counselor and MHP provide circle time, crisis</li> </ul>	<p><b>Goal(s):</b></p> <p>4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Copies PBIS Snacks and Rewards</p>	<p><b>Effectiveness Measure:</b></p> <p>PBIS / Discipline Data Report Cards</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>interventions, and conflict resolution sessions.</p>				
<p><b>Strategies for Assisting Students in the Transition from One School to the Next:</b></p>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Third Grade Visit is for students that will enroll for the following school year from our feeder school. The students, teachers, and parents are invited to attend a tour of BLMS and receive information about school procedures.</li> <li>• 6th Grade Visit to Monteleone Junior High – students receives a tour of the school and receives information about school procedures.</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies</p>	<p><b>Effectiveness Measure:</b> Ticket out the door</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

**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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• PLCs meet twice a month on Tuesdays for an hour and a half by grade level (regular Ed &amp; SPED teachers) with administration or TRT facilitating to focus on student data, growth, and achievement gaps.</li> <li>• The Instructional Coach will initiate discussion and implementation of ELA Guidebooks for Grades 4-6. Teachers will facilitate discussions as the year progresses.</li> <li>• The Instructional Coach will support Math teachers with the integration of Eureka resources.</li> </ul>	<p><b>Goal(s):</b> 1,2, &amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies Agenda</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• TRT facilitated workshops as needed to support instructional practices and standardized testing policies.</li> <li>• Curriculum Specialist Support – once a quarter will lead PLCs to support curriculum implementation. ELA-Guidebooks, Math Eureka resources, Science and Social Studies-review state standards and use of the GC. Special Education support in the inclusion, self-contained, and resource setting on best practices.</li> <li>• Administrative Learning Walks by subject once a month to see the pacing of the lesson in relation to the scope and sequence. Additional information to be gathered on differentiation and scaffolding in lesson</li> <li>• Conference with Administration for instructional support and data support.</li> <li>• PD for all faculty and staff by the school counselor for basic restorative practices.</li> <li>• Parish-Wide Assistant Principal will support Special</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, &amp; 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

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<p>Education teachers by using classroom learning walks to develop PD topics as needed.</p> <ul style="list-style-type: none"><li>• Professional development will be held by the school counselor for all faculty and staff to implement basic restorative practices.</li></ul>				
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## Bayou Lacombe Middle 2018-2019

### **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.

### ***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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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.*

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

SIP is monitored through---

- SLTs provide diagnostic, pre, and post test results
- Progress Monitoring - data is collected and charted
- JPam Reports – behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.
- SIP committee meets quarterly to monitor the plan. JPams data, Leap 360 data, mid-year assessment data and SLTs are used to measure the effectiveness of the plan.

Diagnostic, Interims, and Summative Assessment Data...

- Give a benchmark of standards that are mastered from the previous school year.
- LEAP 360 data is used to determine student readiness for instruction.
- Teachers adjust lessons according to their students’ needs.
- Weekly common assessments are reviewed during PLC and instruction is adjusted accordingly.
- Teachers will use to align instruction and provide remediation for achievement gaps.

**Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- Committee meets quarterly or as needed according to plan dates afterschool to discuss the impact of school programs and PFE events are outlined in the SIP to determine their effectiveness.

**Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):**

- Report to the Stakeholder at Open House
- Faculty Meetings

**2018-2019 Committee Members**

**School Improvement Planning Committee**

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

**Members Include:**

- Principal: Raymond Morris
- Asst. Principal: Toni Rich
- Student: Aydan Dixon
- Teacher: Emily Riche
- Teacher: Joseph Williams
- Parent/Family: Pamela Bardin
- Parent/Family: Michelle Cusimano
- Community Member: Henrietta Jacobs

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- Principal: Raymond Morris
- Student: Jordan Williams
- Teacher: Kevinett Perrier
- Teacher: Tracy Schmidt
- Parent/Family: Pamela Bardin
- Parent/Family: Karen James
- Counselor: Tyler Lange
- TRT: Kevinett Perrier