

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Slidell Junior High**



**St. Tammany Parish Public Schools**

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

3/15/2019

**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>
<p>The Dropout Credit Accumulation Index Score has been the highest school Index Area over the past three years with 130.7 points in 2016, 139.7 points in 2017, and 136.8 points in 2018.</p>	<p>The Assessment Index has been the weakest index area over the past three years with 69.8 points in 2016, 68.9 points in 2017, and 68.0 points in 2018.</p>
<p>Strengths at SJH include the following: 8th grade Social Studies, which improved 3.9 points from 2016 (72.6 points) to 2018 (76.5 points); 8th grade Math which has improved 3.4 points from 2016 (56.3 points) to 2018 (59.7 points); ELA is the highest scoring subject in 7th grade with 77.6 points in 2018; and ELA is the highest scoring subject in 8th grade with 79.1 points in 2018.</p>	<p>Weaknesses include: the School Assessment Index has declined 0.9 points from 2016 (69.8 points) to 2017 (68.9 points), and 0.9 points from 2017 (68.9 points) to 2018 (68.0 points); 8th grade ELA has declined 6.5 points from 2017 (85.6 points) to 2018 (79.1 points); 8th grade Social Studies has declined 4.5 points from 2017 to 2018; and the Total Suspension Rate has increased 6% from 2016-2017 (11.4%) to 2017-2018 (17.4%).</p>
<p>According to Assessment Index Scores: 8<sup>th</sup> grade outperformed 7th grade in ELA by 10.8 points from 2017 (85.6 points) and 1.5 points in 2018 (79.1 points), and in Social Studies by 19.3 points from 2017 (81.0 points) and 18.6 points in 2018 (76.5 points). 8th grade Social Studies had higher percentages of students with strong performance ratings in the following subcategory proficiency areas: History with 52%, Civics with 44%, and Economics with 45%.</p>	<p>According to Assessment Index Scores: 7th grade underperformed 8th grade in ELA by 10.8 points from 2017 (74.8 points) and 1.5 points in 2018 (77.6 points). 7th grade underperformed 8th grade in Social Studies by 19.3 points from 2017 (61.7 points) and 18.6 points in 2018 (57.9 points). 8th grade Math underperformed 7th grade in Math by 1.4 points from 2017 (57.6 points) and 2.8 points in 2018 (59.7 points).</p>
<p>According to Assessment Index Scores: ELA has outperformed all other subject areas for the past three years with 86.3 points in 7th grade and 83.5 points in 8th grade in 2016, 74.8 points in 7th grade and 85.6 points in 8th grade in 2017, and 77.6 points in 7th grade and 79.1 points in 8th grade in 2018.</p>	<p>According to Assessment Index Scores: Math underperformed other subject areas with 61.2 points in 7th grade and 56.3 points in 8th grade in 2016, and 59.0 in 7th grade and 57.6 points in 8th grade in 2017. 7th grade Social Studies underperformed other subject areas in 2018 with 57.9 points. 8th grade Math underperformed other subjects in 2018 with 59.7 points.</p>
<p>According to Assessment Index Scores: The Asian/Pacific Islander subgroup has outperformed other subgroups for the past two years in Math with 75.7 points in 2017 and 95.6 points in 2018.</p>	<p>According to Assessment Index Scores: The Students with Disabilities subgroup has been low in both ELA and Math, but was the lowest subgroup in Math with 21.1 points in 2016, 20.0 points in 2017, and 19.7 points in 2018. The English Learner subgroup has scored the lowest in ELA with 40 points in 2016, 20 points in 2017, and 21.5 in 2018.</p>

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<p>According to Assessment Index Scores: The Asian/ Pacific Islander subgroup in 7th has steadily improved over the past two years with 82.9 points in ELA and 75.7 points in Math in 2017, and 100 points in ELA and 76.7 points in Math in 2018.</p>	<p>According to Assessment Index Scores: The Students with Disabilities subgroup has steadily declined over the past three years with 49 points in ELA and 21.1 points in Math in 2016, 34.4 points in ELA and 20 points in Math in 2017, and 30.3 points in ELA and 19.7 points in Math.</p>
<p>According to Assessment Index Scores: The achievement gap between the Black subgroup and the White subgroup decreased 9.2 points over the past three years in Math from 23.3 points in 2016 to 14.1 points in 2018. The achievement gap between the Black subgroup and the White subgroup decreased 7.1 points over the past three years in ELA from 20.0 points in 2018.</p>	<p>According to Assessment Index Scores: The achievement gap for the Students with Disabilities subgroup consistently increased 18.1 points with 46.0 points in 2016 and 64.1 points in 2018 in ELA, and increased 22.2 points with 55.7 points in 2017 and 75.9 points in 2018 in Math.</p>
<p>According to Assessment Index Scores: The Asian/ Pacific Islander subgroup Index scores in Math outperformed other subgroups in 2016 (116.7 points), 2017 (75.7 points), and 2018 (95.6 points).</p>	<p>According to Assessment Index Scores: The Students with Disabilities subgroup Index scores in Math underperformed other subgroups in 2016 (21.1 points), 2017 (20.0 points), and 2018 (19.7 points). The English Learner subgroup underperformed other subgroups in ELA in 2016 (40 points), 2017 (20 points), and 2018 (21.5).</p>
<p><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 Category/Subcategory 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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. Academic (Math): From Fall 2018 to Spring 2019, 7<sup>th</sup> and 8<sup>th</sup> grade students will increase math achievement as demonstrated by a 5% increase in the percentage of students in both grades who achieve a mastery or above on LEAP 2025 assessment [7<sup>th</sup> grade: 30 to 35%; 8<sup>th</sup> grade: 29 to 34%].</p>	
<p>2. Academic (Social Studies): From Spring 2018 to Spring 2019, 7<sup>th</sup> grade students will increase social studies achievement as demonstrated by a 5% increase in the percentage of students who achieve a mastery or above on LEAP 2025 assessment [34 to 39%].</p>	
<p>3. Subgroup (Students with Disabilities): Given the summative Level-Set assessment on Achieve 3000 (reading intervention program), students with disabilities identified with support needs in literacy skills, will increase their Lexile scores by at least 1.5 grade-levels (about 150 points) by the end of the 2018-2019 school-year.</p>	
<p>4. Discipline: From Spring 2018 to Spring 2019, the Total Suspension Rate, out-of-school or in-school (discipline action codes 10, 11, or 45), will decrease by 5% from 17% of the student population receiving one or more suspensions to 12%, and a decrease in overall incidents by 25% from 684 incidents in the 2017-2018 school-year to 513 incidents in the 2018-2019 school-year.</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
<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></p> <ul style="list-style-type: none"> <li>• SIP is presented at monthly PTA meetings and available to all parents through the school website.</li> <li>• Two parents serve on the SIP team.</li> <li>• PTA After-school math tutoring program for grades 7 and 8, particularly targeting students with lower math LEAP scores.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Results presented at beginning of year PTA meeting.</li> <li>• Participation in school Renaissance program.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>School website</p> <p>Available computer lab</p> <p>Tutors</p> <p>Tutoring advertisements.</p>	<p><b>Effectiveness Measure:</b></p> <p>Meeting agendas/ sign-in sheets</p> <p>Tutoring Attendance/ Rosters</p> <p>School Data Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• PTA meetings and teacher-parent conferences</li> <li>• SAT, IEP, IAP meetings</li> <li>• Informative letters sent to parents regarding scheduling and high school.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p> <p>Printing materials.</p>	<p><b>Effectiveness Measure:</b></p> <p>Detailed grade-reports.</p> <p>School Data Reports</p> <p>Meeting agendas and sign-ins.</p>

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		<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		<b>Effectiveness Results:</b>
<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>• Teacher letters sent home at the beginning of the year detailing instructional strategies.</li> <li>• Tiger Walk for incoming seventh graders</li> <li>• Tiger Fest showcasing authentic student achievements.</li> <li>• Renaissance Rally celebrating academic successes</li> <li>• Open-House</li> <li>• Mail home letters for students who are “at-risk” of failing subjects.</li> <li>• Tutoring letters mailed home to notify parents of student eligibility.</li> <li>• Full &amp; Effective Notice sent home to parents to communicate upcoming IEP/ IAP meetings.</li> <li>• School website, teacher websites, Moodle.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Renaissance Committee Sponsors and Fundraising Paper/ printing materials.</p>	<p><b>Effectiveness Measure:</b> Attendance, School Data Reports, Student Work Samples, Archived Renaissance Data,</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></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 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></p> <p><input checked="" type="checkbox"/> Title I  <input 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>	<p><b>Items Needed:</b> Translated materials ESL teacher</p>	<p><b>Effectiveness Measure:</b> Attendance sign-ins.</p> <hr/> <p><b>Effectiveness Results:</b></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></p> <ul style="list-style-type: none"> <li>During <b>Open House</b>, parents are introduced to the many resources available to help them monitor and support their child's progress and stay informed of class and school activities.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4,</p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> Parent flyers Student schedules School Maps Club flyers PTA table</p>	<p><b>Effectiveness Measure:</b> Parent attendance to Open House.</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 checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 2:</b> <ul style="list-style-type: none"> <li>During <b>Tiger Walk</b>, parents begin their partnership with the child’s teachers, school administrators, PTA, coaches, and club sponsors. They receive their child’s schedule and pertinent information to the learning and assessments that will take place in the upcoming school year. Parents are able to apply for Free/ Reduced Lunch and obtain bus transportation information.</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4	<b>Budgets</b> 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 checked="" type="checkbox"/> Other	<b>Items Needed:</b> Parent flyers Available computer labs Student schedules School Maps Club flyers PTA table	<b>Effectiveness Measure:</b> Parent Attendance
				<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <ul style="list-style-type: none"> <li>As part of our <b>Renaissance</b> program, parents are invited to multiple events where students are acknowledged for positive academic achievements, such as exceptional school attendance, grade-point averages, mastery and advanced test scores, accomplishments in reading, and maintaining high GPAs while participating in school sports. Students also are acknowledged for demonstrating responsible and good behavior.</li> </ul>	<b>Goal(s):</b> 1,2,3,4	<b>Budgets</b> 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 checked="" type="checkbox"/> Other	<b>Items Needed:</b> School Data Reports Sponsorships and fundraising Committee members Positive Reinforcement rewards Advertising	<b>Effectiveness Measure:</b> Attendance and feedback from parents and other stakeholders.
				<b>Effectiveness Results:</b>

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<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li><b>Tiger Fest</b> presents families the opportunity to come and celebrate their child’s academic successes through a showcase of their authentic projects and work samples. Students earn opportunities for community experience and extra-credit opportunities by attending each subject-areas’ showcase. 6<sup>th</sup> grade students from elementary feeder schools are invited to attend.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Student work samples</li> <li>Teacher participation</li> <li>Department showcases</li> <li>Food</li> <li>Event Schedule</li> <li>School Map</li> <li>Feeder School flyers</li> <li>Club participation</li> <li>Silent Auction</li> <li>dontations</li> </ul>	<p><b>Effectiveness Measure:</b> Attendance sign ins, student “passports”</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>• Common planning and assessments within departments.</li> <li>• Subject and grade level Professional Learning Communities targeting emphasizing making data-driven decisions aligning instruction and assessments to state standards.</li> <li>• Emphasis on content-area literacy skills across curriculum.</li> <li>• Incorporation of collaborative discussions, strengthening higher-order thinking skills, speaking and listening skills, and student engagement in daily activities.</li> <li>• Implementation of Eureka Math curriculum, delivered to students in differentiated and scaffolded instructional methods to address the needs of all students, using materials that are presented to students in multiple modes, including Powerpoints, instructional videos, guided notes, etc.</li> <li>• After-School Math Tutoring.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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> <ul style="list-style-type: none"> <li>Department planning time</li> <li>SLT data</li> <li>Assessment data for analysis</li> <li>Resources for teachers to identify evidence-based instructional strategies</li> <li>Professional Development opportunities</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Administrative “Learning Walks” and observations.</li> <li>PLC minutes and presentations.</li> <li>Participation in tutoring programs.</li> <li>School Data Reports</li> <li>SLT and SPS performance data</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>• Analysis of the following assessment data to make data-driven instruction decisions within PLC planning and meeting times:             <ul style="list-style-type: none"> <li>○ Use of SLT, LEAP, LEAP 360 scores</li> <li>○ data from Achieve 3000, iXL, Reflex Math, to identify strengths and weaknesses and guide instruction.</li> <li>○ Use of informal reading inventories and Math curriculum-based assessments to present level of performance for students with disabilities.</li> <li>○ Use of ELPT to support and guide ELL students.</li> <li>○ Core subject teachers use planning and PLC times to break down state standards and create common standards-based assessments. They use item analysis to target particular skills or standards to emphasize.</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Implementation of evidence-based instructional strategies for students with disabilities, such as differentiation, small group instruction, and scaffolding.</li> <li>• Students with reading deficits will utilize Achieve 3000 two times weekly and be instructed in explicit literacy instruction.</li> <li>• Students with writing deficits will utilize graphic organizers, writing mneumonics (AECR, RACE, TAP, TAG, etc), underlining, etc. to correctly integrate textual evidence into their constructed responses to support their claims/ ideas.</li> <li>• Students with Math deficits will utilize Reflex Math to increase math facts fluency.</li> <li>• Students with disabilities in need of additional support in curriculum material will be enrolled into a Math Cohort elective that aligns to their regular Math class.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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> Computer lab access Achieve 3000 licenses Reflex Math licenses Professional Development in evidence-based instructional strategies.</p>	<p><b>Effectiveness Measure:</b> School Data Reports LEAP 2025 assessment results. Intervention program data.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Students with disabilities who exhibit intense behavioral/ social concerns will be assessed for eligibility to participate in individual and group school-based counselling to learn self-regulation strategies, conflict resolution strategies, etc.</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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> </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>ELL instruction daily</li> <li>Progress monitoring by ELL teacher regularly.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3,</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> ELL scheduling ELL teacher Classroom Access to student schedules through JPAMs.</p>	<p><b>Effectiveness Measure:</b> ELPT results School Data Reports LEAP 2025 assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p>

***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>Feeder school visit and meetings (SPED/discipline) before the start of the school year to identify at-risk students.</li> <li>Special Ed and 504 classifications</li> <li>LEAP scores</li> <li>Students in SAT/ TAT.</li> <li>Teacher gradebooks (student performance trends)</li> <li>Students identified as “at-risk” for academics or behavior</li> <li>Teacher recommendations</li> <li>Parent requests</li> <li>SLT Readiness Assessments</li> <li>Student overall performance at school.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Student roster lists Brown folders TAT committee TAT paperwork Email School Data Reports</p>	<p><b>Effectiveness Measure:</b> Student participation Attainment of goals Minimal zeros on graded assignments Data from support software</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Slidell Junior High 2018-2019**

<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Check-In/Check-Out (PBIS Committee)</li> <li>• After school math tutoring (math teachers, 2x a week)</li> <li>• KIT tutoring (KIT tutor see each KIT student a week)</li> <li>• Support software: Achieve 3000 (Social studies, Resource/Inclusion ELA, Study Skills classes)</li> <li>• Support Software: Math iXL (math classes and tutoring)</li> <li>• Support Software: Reflex Math (resource Math classes, 1-2x per week)</li> <li>• Zeros Aren't Permitted (ZAP) to help students complete all assignments.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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>Teacher participation and buy-in Software and student licenses for intervention programs ZAP forms</p>	<p><b>Effectiveness Measure:</b></p> <p>Student participation Attainment of goals Minimal zeros on graded assignments Data from support softwar</p> <hr/> <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>• Check-In/Check-Out daily point sheets</li> <li>• Feedback from program facilitators</li> <li>• Parent/Teacher conferences</li> <li>• Parent/Teacher referrals to SAT</li> <li>• SAT Committee meets regularly</li> <li>• IEP meetings to consider additional supports, accommodations, or placement.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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>Communication Logs Discipline and grade data Teacher participation and buy-in Meeting agendas/task lists.</p>	<p><b>Effectiveness Measure:</b></p> <p>Progress monitoring School Discipline Data Student grades</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Slidell Junior High 2018-2019**

<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Students with reading deficits will utilize Achieve 3000 two times weekly and be instructed in explicit literacy instruction.</li> <li>• Students with writing deficits will utilize graphic organizers, writing mneumonics (AECR, RACE, TAP, TAG, etc), underlining, etc. to correctly integrate textual evidence into their constructed responses to support their claims/ ideas.</li> <li>• Students with Math deficits will utilize Reflex Math to increase math facts fluency.</li> <li>• Students with disabilities in need of additional support in curriculum material will be enrolled into a Math Cohort elective that aligns to their regular Math class.</li> <li>• Students with disabilities who exhibit intense behavioral/ social concerns will be assessed for eligibility to participate in individual and group school-based counselling to learn self-regulation strategies, conflict resolution strategies, etc.</li> <li>• Students in the moderate, severe/profound, or RNC setting utilize the LEAP Connectors and Unique Learning curriculum, utilize instructional strategies/ supports including adaptive novels, Assistive Technology for communication needs, Fast Forward, and PCI.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> 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 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>	<p><b>Items Needed:</b>          Computer lab access          Achieve 3000 licenses          Reflex Math licenses          Professional Development in evidence-based instructional strategies.</p>	<p><b>Effectiveness Measure:</b>          LEAP 2025 results          Intervention Program Data          School Data Reports.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>English Learners</u>:</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> <li>• ELL students receive one or two class periods of support each day in improving English language skills and achieving the learning outcomes of their other classes. iPads with Google Translate apps provide additional classroom support.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 4</p>	<p><b>Budgets</b> 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 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>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b>          Progress monitoring towards LEP goals.          ELPT results</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Support and Extended Learning**

<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>• After school math tutoring</li> <li>• KIT tutoring</li> <li>• PBIS &amp; Renaissance School Activities</li> <li>• Honor choir and honor band</li> <li>• Talented art, music, theater.</li> <li>• Strings program</li> <li>• Yearbook and Gateway electives</li> <li>• Gifted Classes- ELA, Math, Science.</li> <li>• Chromebook cohort.</li> <li>• Carnegie Unit Courses: World Geography, Algebra I, Fine Arts Survey, Spanish, Keyboarding, Choir, Band, Art, Career Readiness, Piano, Guitar,</li> <li>• Field trips for enrichment and community experiences.</li> <li>• Related Services including AT, OT, MHP, Speech, Deaf, VI, EL, Adapted PE, Social Worker, etc.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Teacher participation KIT tutor Community involvement</p>	<p><b>Effectiveness Measure:</b></p> <p>Student Participation Member enrollment</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 math tutoring</li> <li>• Vibrant club life: Renaissance, Student Council, Science, Chess, Drama, Newspaper, Library, Travel (JetSet), Robotics, Beta, 4H, Anime, International, etc</li> <li>• PBIS/Renaissance After-school program: Roller skating, movies, sports, rock-climbing,</li> <li>• School athletic teams</li> <li>• Athletic events</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Teacher participation Community involvement Advertising/ Club recruitment</p>	<p><b>Effectiveness Measure:</b></p> <p>Student Participation Member enrollment School Data Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

***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)</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, 4</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  <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>                  Self-regulation materials, such as stress balls, coloring sheets, etc.                  Parental permission                  Referral for eligibility consideration</p>	<p><b>Effectiveness Measure:</b>                  Progress monitoring                  Student observations                  MHP data records                  School Data Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>School-based counselling groups: Grief group, all-girls group, social skills groups, MAE group</li> <li>Instruction in self-regulation strategies, conflict resolution strategies, de-escalation strategies, self-monitoring strategies, self-soothing strategies, mindfulness, etc</li> <li>Identification of students needed school-based counselling through committees such as SAT/TAT</li> <li>Conflict resolution mentoring/ conferencing with school administration and teacher mentors.</li> <li>Guidance counselling in selecting/ scheduling appropriate electives.</li> <li>Annual College and Career Fair</li> <li>Trauma Initiative</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</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  <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>                  Teacher involvement                  Referral forms                  MHP/counsellor</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Slidell Junior High 2018-2019**

<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• School-wide expectations: Respect, Responsibility, Resolution</li> <li>• Monthly review of discipline trends by school leadership as well as PBIS Committee</li> <li>• Discipline spotlight days give special attention to school policies and expectations for IDs, tardies, dress code, grading, and a growth mindset.</li> <li>• Tiger-Cash initiative to promote positive habits in students</li> <li>• Bystander Revolution initiative to promote kindness and equip students with tools to address bullying.</li> <li>• Monthly homeroom conferencing to provide students with a sense of academic and social guidance.</li> <li>• Frequent PBIS initiatives to promote positive behaviors on campus</li> <li>• FBAs, BIPs, Behavior Contracts, Check-In/Check-Out</li> <li>• CAAB Team support for Severe, MAE, RNC, and Moderate students.</li> <li>• New teacher assistance program. Teacher to teacher observations.</li> <li>• Renaissance Initiatives including C2G, Dude. Be Nice and Renaissance Reward Cards, etc to increase student motivation and engagement,</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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> Advertising Teacher participation</p>	<p><b>Effectiveness Measure:</b> jPams reports Discipline data Collection of Tiger Cash Participation in PBIS events</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Slidell Junior High 2018-2019**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Spring presentations to feeder schools</li> <li>• Collaboration meetings with feeder school leadership teams regarding special ed and at-risk students.</li> <li>• T9 meetings with Slidell High</li> <li>• Collaboration meetings with leadership of Slidell High to discuss special ed and at-risk students.</li> <li>• Inviting of 6<sup>th</sup> graders to TigerFest and Tiger Walk</li> <li>• Joint learning walks with feeder school administrations.</li> <li>• Collaboration opportunities for core teachers with others from feeder and high schools.</li> <li>• Transition field trips for special ed. students</li> <li>• Presentation by high school coaches to student athletes.</li> <li>• Providing scheduling and elective information to feeder schools.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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>Meeting schedules Field trip preparation/paperwork Advertising/flyers Electives paperwork.</p>	<p><b>Effectiveness Measure:</b></p> <p>Reduction of schedule change requests. Improved student knowledge of junior high and high school expectations.</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>• PLC teams consisting of 5 to 7 teachers within departments</li> <li>• Meet twice a month and submit meeting reports to administration via Blackboard</li> <li>• Facilitated by department heads and supervising administrator.</li> <li>• PLCs overseen by school assistant principal (St.Cyr).</li> <li>• Focus of PLCs is making data-driven decisions to make instructional decisions, specifically in aligning instruction and assessment to state standards and assessments.</li> <li>• Teachers attend annual PLC workshop</li> </ul>	<p><b>Goal(s):</b> 1, 2, 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 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> Department meeting time Assessment Data PLC Accountability Checklist</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 results Meeting Agendas/ Attendance.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Mentor teacher program</li> <li>• Teacher to teacher observations</li> <li>• PD days and after school faculty meetings</li> <li>• BOOST Workshops</li> <li>• Support software training</li> <li>• Moodle training</li> <li>• Summer Institute PD opportunities</li> <li>• Curriculum Specialist PD.</li> <li>• Renaissance Conference</li> <li>• PBIS Retreat</li> <li>• TAT/ Interventions PD</li> <li>• Technology Integration PD</li> <li>• Guidebook Teacher Leaders</li> <li>• Content specific PD</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</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 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> Teacher participation Workshop materials</p>	<p><b>Effectiveness Measure:</b> Observational data Meeting agendas Professional Development attendance Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Slidell Junior High 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.

**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• Career Readiness elective</li> <li>• Annual College and Career Fair</li> <li>• Renaissance C2G initiative</li> <li>• Keyboarding/ Gateway Electives</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 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 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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Community involvement</li> <li>Teacher participation</li> <li>Advertising</li> <li>Computers</li> <li>Career curriculum</li> </ul>	<p><b>Effectiveness Measure:</b> Student Participation</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Slidell Junior High 2018-2019**

***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:**

The SIP committee will meet on the following occasions to review the implementation of the 2018-19 SIP: November 2018, January 2019 (start of 3<sup>rd</sup> quarter), March 2019 (start of 4<sup>th</sup> quarter), and May 2019 (end of the school year). The SIP Committee will use the following types of information to assess the effective implementation of the SIP:

- LEAP 360, LEAP 2025, and LEAP Connect testing scores.
- LEAP 360, LEAP 2025, and LEAP Connect testing scores received from feeder schools regarding our incoming students.
- Reports from math, social studies, and special education departments on frequency and effectiveness of strategies outlined in the SIP.
- Attendance/participation in support activities (e.g. after school tutoring, skill-building software, etc.) that are outlined in the SIP.
- Discipline and attendance reports from JPams.
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**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:**

- The SIP committee will meet on the following occasions to review the implementation of the 2018-19 SIP: November 2018, January 2019 (start of 3<sup>rd</sup> quarter), March 2019 (start of 4<sup>th</sup> quarter), and May 2019 (end of the school year.)

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

- Joining the committee will be other members of school leadership, faculty representatives from each of four departments addressed by our SIP goals (math, 7<sup>th</sup> grade social studies, special education, and discipline), as well as parent representatives and school stakeholders. We will also extend an invitation to Slidell High School to join in the review. The SIP Committee will give reports on implementation of the SIP to every department at department meetings. LEAP 360 data will be reviewed when available. The SIP Committee will come up with recommendations for each department

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal: Patrick Mackin**
- **Student: Emma St. Cyr**
- **Teacher: Maria Rhodes, TRT**
- **Teacher: Alyssa Robert, SPED Coordinator**
- **Parent/Family: Josh St. Cyr, Assistant Principal**
- **Parent/Family: Dia Young, PTA President**
- **Community Member: Michael Clark, Robotics Mentor**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal: Patrick Mackin**
- **Student: Emma St. Cyr**
- **Teacher: Maria Rhodes, TRT**
- **Teacher: Alyssa Robert, SPED Coordinator**
- **Parent/Family: Josh St. Cyr, Assistant Principal**
- **Parent/Family: Dia Young, PTA President**
- **Parent/Family: Reagan Abney, PTA member**