

**2018-2019
SCHOOL IMPROVEMENT PLAN**

St. Tammany Junior High



t. 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.*

STRENGTHS	WEAKNESSES
The highest school index score for the past 3 years is the Dropout Credit Accumulation Index (8 th grade only) at 139.2 (2018).	The lowest school index score for the past 3 years is the Assessment Index at 50.0 (2018).
In 6th grade, all content areas have increased from the previous year in the Assessment Index. In 6th, 7th, and 8th grade the suspension data decreased in 2017-2018. In 6 th grade, there was a decrease of 5.7%, 7th grade decrease of 4%, and 8th grade decrease by 3%.	In 7th grade ELA and Social Studies, the index assessment has decreased for the last 2 years. ELA decreased by 11.2 index points and Social Studies decreased by 15.3 index points. In 8th grade, Math and Social Studies has shown a decrease for the last 2 years in the assessment index. 8 th grade Math decreased 5.9 index points, and 7 th grade decreased by 3.8 index points. 8th grade Social Studies decreased by 15.3 index points.
6th and 8th grade ELA is a potential strength in the assessment index with 6 th grade at 55.0 index points (2018) and 8th grade with 71.1 index points (2018) on the LEAP 2025 Assessment Index.	7th and 8th grade Math is a potential weakness with 7 th grade Math at 37.0 index points (2018) and 8th grade Math with 37.8 index points (2018) on the LEAP 2025 Assessment Index.
8th grade ELA has scored higher in Written Expression (45%) and Use of Language Conventions (49%) consistently for 3 years on the LEAP 2025 Assessment Index.	7th grade Math has been the lowest performing for the past 3 years in the area of Major Content and subcategories: Analyze and Proportional Relationships, and Solving Problems, Expressions, Inequalities, and Equations at only 9% of students scoring Mastery and Above.
The Asian/Pacific subgroup has scored highest in ELA at 76.9 index points and Math at 71.3 index points in 2018 on the LEAP 2025 Assessment Index. The highest performing subgroups over the past 3 years were the White and Two or More Races subgroups in ELA and the Asian/Pacific Islander subgroup in Math.	The English Learners subgroup has been the lowest performing subgroup, scoring 10.0 index points in ELA (2018) and 10.0 index points in Math (2018). 2017 scores for the English Learners subgroup were 0.0 index points in Math and 8.0 index points in ELA. In 2016, the English Learners subgroup scores were ELA 20.0 and Math 10.0.
White, Two or More Races are our subgroup strength for years 2016, 2017, 2018. White subgroup average score of 72.6in ELA and Two or More Races subgroup 68.4 in ELA. White math average is 50.0 and Two or More Races average is 50.5.	The English Learners subgroup performed the lowest over the past 3 years, with ELA index scores from 2016 to 2018 ranging from 20.0 in 2016 to 10.0 in 2018, and Math index scores from 10.0 index points in 2016 to 0.0 in 2017 to 10.0 in 2018.

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<p>There have been no declining subgroups in Achievement Gap Data for two consecutive years in ELA or Math.</p>	<p>The Achievement Gaps increased in the following subgroups over the last two years in ELA: Black by 5.1, Hispanic by 13.4, White by 0.6, English Learners by 2.5, Economically Disadvantaged by 4.5, and Students with Disabilities by 7.6. The Achievement Gap also increased in the following subgroups over the last two years in Math: Black by 18.2, Hispanic by 13.9, White by 21.4, Two or More Races by 14.6, English Learners by 12.3, Economically Disadvantaged by 18.0, and Students with Disabilities by 19.3 index points.</p>
<p>ELA is consistently the higher scoring subject area compared to Math in all subgroups over the past three years.</p>	<p>Math is consistently the lower scoring subject area compared to ELA in all subgroups over the past three years.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory 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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. For school year 2018-2019, 6-8th grade math students will increase the percentage of students achieving Mastery or above on the LEAP 2025 from: 6th grade 16% to 21% 7th grade from 10% to 19% 8th grade from 10% to 16%.</p>	
<p>2. In the subject area of ELA for the school year 2018-2019, students will increase the Index Assessment Score by 10 points, from 58.6 to 68.6 as measured by LEAP 2025 data.</p>	
<p>3. For the subgroup Students with Disabilities, ELA students will increase the Index Assessment Score by 7 points from 17.0 to 24.0 and math students will increase by 5 points from 12.2 to 17.2 measured by LEAP 2025 data.</p>	
<p>4. The school total suspension rate will decrease from 29.4% to 20% as measured by state data.</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>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Opportunity for parents to view SIP and offer feedback- View SIP in office binder and offer feedback through feedback tickets. Another opportunity for parents to view SIP and offer feedback through a link on the school’s website • Title I Committee includes two parents, administration, teachers, and a student. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Complete Title I Spring PFE Survey • A summary of the results of the 2017-2018 SIP will be shared during Parent Informational Night • Title I Program evaluation meeting to determine if the allocated funds are successful. Title 1 Meetings planned: September 27, 2018 December 6, 2018 • May 9, 2019 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: postage, copies, paper, folders, post cards printing, toner, ink,</p>	<p>Effectiveness Measure: Title I Parent Survey and Feedback tickets</p> <hr/> <p>Effectiveness Results:</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parent Involvement Committee- Parents help plan new activities to improve the educational component. • PBIS- Positive behavior reward incentives to reward students for academic improvement and disciplinary reduction over a Nine -week period. Parent created student store where wildcats bucks are exchange for items donated, organized, and displayed by parents 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: postage, copies, paper, folders, post cards printing, toner, ink, Moving message sign, parent institute booklets and resources, parent institute DVDs</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Agendas/Planners for all students are purchased for communication of assignments and organization skills. • Teacher and school websites used to communicate upcoming events, projects, school activities, interim and report card dates, test dates, etc. to the parents. • Robotic Phone Calls- Used to communicate important school events • Student Progress Center (JPAMS) - Each parent/student can login to check their student’s progress daily. • Printed Interim Report every 4 weeks – We give our students a hard copy to bring home to their parents. • Academic Folders, Organizational Folders – Struggling students are assigned the academic folder to open the lines of daily communication with students/parents and teachers. Teachers must provide feedback about each day’s lesson and student behavior and parents sign and comment daily. • Parent/Teacher Conferences – Each teacher will schedule a conference with students having trouble. • Staff Phone Calls – Teachers call parents to report 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Agendas, folders, postage, copies, paper, post card printing, toner, ink, card stock, signs, laminating, poster paper, poster ink, markers, magnetic tape, packing tape, envelopes, labels, Brag Tags, Brag Patches, refreshments.</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<p>concerns and positive feedback.</p> <ul style="list-style-type: none"> • Positive Post Cards – Teachers are encouraged to send home a minimum of two positive cards per month to students and their parents. • Parent Informational Night – Prepares parents and students of the expectations for the coming school year. 				
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicates with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference is arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

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.

<p>Parent Family Engagement Activity 1: <u>Incoming Parent Meet and Greet and Academic Planning</u> Information:</p> <ul style="list-style-type: none"> Title 1 information is distributed to parents Access to the parent library through DVDs and literature (Parent Institute) Curriculum Standards and expectation are addressed through Principal's power point presentation. Computer access for filling out school documentation and lunch forms. Information about our Parent Resources located in the library for check out. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copy Paper,color paper, card stock, ink, toner, computer, projector, microphone, pamphlets, brochures, card stock, Parent Institute resources, outside glass bulletin board, white board easel, crowd control base and tape, student agendas, Outside glass memo board.</p>	<p>Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Parent Informational Night & Carnegie Planning</u></p> <ul style="list-style-type: none"> Pamphlets and brochures (Parent Institute) are provided to enhance parenting skills and academic support Power point presentation reviews Carnegie unit planning and requirements, curriculum, testing, communication, etc. Information about our Parent Resources located in the library for check out. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copy Paper, ink, toner, computer, projector, microphone, pamphlets, color paper, brochures, card stock, Parent Institute resources, Outside glass memo board.</p>	<p>Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Annual Schoolwide Science Discovery Day - Science standards will be instructed and practiced through 10 lab stations. Stations may include Matter & Energy, Constructing DNA, Paper Circuits, Obleck station, Rocket launchers, Robotics, Bernoulli's Principal, Cell Membrane, Polymer Lab, magnetic station, potato clocks, and Ecology & Environment station. Parents are invited to participate in standard based activities and experiments with their students. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Materials and Supplies for each PFE activity, science stations and supply kits for science discovery day (energy, electricity, volume), Bottle Cloud Apparatus, batteries, LED lights, test tubes, rubbing alcohol, Glue food coloring, zip lock bags, acetone, metallic paper and foil, coffee stirrers, plastic gloves, salt, borax, small cups, detergent, pie pans, and other experiment supplies, 3 prong folders, organizational folders, copy paper</p>	<p>Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Math Mania Day – Parent are invited to take part in a day full of math to explore with their student accentuating state standards and LEAP expectations. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Math kits, copy paper, ink, card stock, poster maker supplies, Bulletin board paper, pencils,</p>	<p>Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected</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	calculators, markers, tape	Effectiveness Results:
Parent Family Engagement Activity 5: <ul style="list-style-type: none"> Picnic in the Park– Parents are invited to have a picnic lunch with students examining student’s written work. The St. Tammany Parish Public Library presents upcoming events and the summer programs, library card sign up is available. Parent Institute resources are distributed. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Parent Institute resources, color paper, card stock, ink, card stock, laminating paper, toner, ink, plastic table cloths, picture printing paper, dry erase easel, display (sign) easel	Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected
				Effectiveness Results:
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> Parent Academic Planning Workshop – 6th and 7th grade scheduling materials will be presented and elective and core subject choices discussed. Proper planning for 8th grade Carnegie Units are discussed as well. Scheduling assistance is given. 	Goal(s): 1,2,3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Parent Institute resources, color paper, ink, card stock, laminating paper, projector, microphone, basket containers, display table, parent Institute Resources, desktop computer and printer,	Effectiveness Measure: Sign In Sheets Parent Exit Tickets Collected
				Effectiveness Results:

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>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum-Teacher lessons aligned with standards for all core subjects. • ELA teachers will implement workstations daily to include one station being a computer station. Writing assignments will be done on the computers to align assignments to state standards. A variety of teacher resource books will be used within the small group sessions/stations. Using LEAP 360 data throughout the school year, will determine areas of weakness within the state standards. Teacher resource books will be Louisiana standard aligned. • Science Classes- Visit the library computer lab regularly to complete assignments and assessments based upon the alignment to state standards. • Math Classes- Visit the computer lab regularly to complete assignments and assessments upon the alignment to state standards. • Social Studies- Each class will have a cart of laptops (30) to complete assignments and assessments based upon state 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Laptops, computers, computer speakers, computer ppt remote controls, color paper, card stock, keyboards, ear phones, mice, projectors, projector pens, whiteboards, promethean boards, calculators, Eureka/Great Minds and American Book Company math resources, remote controls, Overlays, paper, toner, ink, student binders ELA, student binders math/sci,</p>	<p>Effectiveness Measure:</p> <p>Teacher SLTs JPams Data Reports Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>standards.</p> <ul style="list-style-type: none"> • Math 6th and 7th students who score below mastery will be mandated to take Math skills class in place of one elective which will consist of IXL Math and Remediation Guides • Math 8th students who score below basic will be mandated to take Math skills class in place of one elective which will consist of Math XL and Remediation Guides • DBQ Project- Social Studies standards aligned cold reading prompts using text evidence • One ELA Title I teacher for class size reduction • One Math Title I teacher for class size reduction • One science Title I teacher for class size reduction • One certified coach that is working on the implementation of small group instruction within the ELA classroom. One Interventionist that supports small group instruction for struggling learners in ELA for all grade levels by pull outs and push in for core instruction. • Four certified tutors: One tutor is pulling special education children who are more than two grade levels below in literacy. She is using SRA to move them toward proficiency. One tutor is pulling regular education students who are below basic level in ELA proficiency. Two tutors that are pushing into classrooms to provide assistance to help children meet academic proficiency. • Implementing a math leap elective for students in all grades that scored below basic on the 2018 Leap 2025 assessment. We are blending Eureka Math resources into the Math Guarantee Curriculum to better prepare the students for Leap 2025 assessment standards. • Guidebooks 2.0 will implement 2 units in 6th grade and 3 units in 7th grade and 2 units in 8th grade. • Discovery Education – Website resource for science and social studies (video clips, articles, etc.) Grade levels 6-8th. • Achieve 3000- Used in the ELA class and social studies class to increase Lexile level, fluency and read and respond 			<p>post-it notes for guidebook annotation, chart easel paper for guidebook instruction, composition notebooks for journals, poster maker and supplies, sheet protectors, color paper for centers, card stock, dry erase markers, dry erase boards for ELA, and Math, Math manipulatives, Magnetic number lines positive and negative numbers, student dry erase number lines, graphing maps, magnetic fraction circles and percentages. ELA, MATH, Science and Social Studies teacher state standard aligned resource books for lesson planning and small group sessions/stations. Mapping resources, skills practice and puzzle practice, sentence strips for centers, laminating</p>	
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<p>activities, grades 6th-8th. Students are assigned an activity every other week to accomplish within the classroom period. (47 minutes)</p> <ul style="list-style-type: none"> • Read, Write Gold Software for students with the accommodation of Test Read Aloud. 			<p>paper, science experiment resources, science lab resources, science usb towers for Ipads, science and social studies curriculum resources to enhance engagement, Flocabulary subscription, Wisperphones, small group instruction resourceshigh lighters, sheet protectors, index cards, dry erase markers, chart markers, order of operations poster, mindset banners, growth mindset bulletin board, erasers, Wildcat Folders, 3 prong 2 pocket folders</p>
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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly Assessment – Teacher created for weekly measurement of skills taught, grades 6-8th. • Core subject test downloaded online and the use of the mobile laptop cart or computer lab (library) to administer the test in an effort to familiarize students with taking online assessment and the use of the computer tools built into the assessments. • LEAP 360 Readiness – State created beginning of the year assessment, grades 6-8th measuring strengths and weaknesses. Pocket charts will be used to monitor all student’s progress with the diagnostic, interim, and LEAP 2025 assessment. Color card stock used to record scores throughout the year. • SLT Assessments – District created beginning of the year and end of the year measurement on student skills, standard based grades 6-8th. • LEAP 360 – State standard aligned assessment, grades 6-8th • LEAP 2025 – Louisiana State Test, grades 6-8th • Standard based assessments, informal and formal, grades 6-8th. Measuring tool for skills taught by classroom teacher. • Common assessments- Teacher created consistent assessment across the grade level, grades 6-8th. • Alignment to state assessment format – teacher created test to mirror the rigor of the state assessment, grades 6-8th. • The use of Item analysis scantrons– to identify areas of weakness in state standards within grades 6-8th. • Posters created to enhance strategies and curriculum skills within the classroom. • Teachers use classroom exit tickets for formative assessment. • Teacher/Administration Learning Walks Administration will pop into a classroom unannounced to witness the interaction of the lesson. Teachers are invited to observe other teachers lessons for ideas to use in their 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Laptops, computers, keyboards, remote control for computer, ear phones, mice, color paper, card stock, pencils, scantron papers, scantron machine, calculators, ink, toner, poster maker and supplies, Pocket Charts assessment progress, chart stands, Post it notes (exit tickets) card stock, colored paper, Testing Carrols, remote control presentation, labels, filler paper, high lighters, sheet protectors, index cards</p>	<p>Effectiveness Measure:</p> <p>Teacher SLT Assessments JPams Data Reports Pupil Progression LEAP Scores LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>
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<p>classroom. Often times teachers can take away a strategy or management skill to enhance their classroom.</p>				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • IEP Progress Monitoring every 9 weeks • Student Framing – Examining student’s schedules, assigned classes, IEP minutes through student’s schedule. • Small Group instruction, Scaffolding/ Differentiated instruction • ELA inclusion classes have a para for assisting SWD during curriculum instruction. One Title I paraprofessional supports 6th, 7th, and 8th grade Science, Math, Social Studies, ELA Inclusion classes. • Read Write Gold software for students who need Test Read Aloud • Sivaroli assessment for comprehension and word recognition • Math Curriculum Based Assessments • SRA Reading Decoding and Comprehension Program Sandra Chavers, tutor, present two days per week approximately 80 per week • LEAP Connect – Leap Connectors Extended Standards • Unique Learning Curriculum • ELA inclusion classes have a para for assisting SWD during curriculum instruction 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Laptops, computers, ear phones, mice, paper, pencils, pens, highlighters, dry erase markers for paddles, erasers, calculators, ink, toner, poster maker and supplies, Post it notes (exit tickets) card stock, colored paper, Testing Carrols, Flocabulary subscription. Wisper phones, small group instruction resources: high lighters, sheet protectors, index cards, dry erase markers, chart markers, dry erase markers for paddles, order of operations poster, mindset banners, growth mindset bulletin board, erasers, Wildcat Folders, 3 prong 2 pocket folders.</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Students are placed in ESL courses daily with a certified ESL teacher. (Mr. Veca) Based on English needs, students are placed in an ESL class. ELPT State Testing Rosetta Stone Software is used during classroom period to assist students with the English language. ELPS Screening for students new to parish 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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>Items Needed: Computers, mice, earphones, projector, Projector pens for interactive board, white board, paper, copies, ink, toner, Testing Carrols</p>	<p>Effectiveness Measure: Teacher SLTs JPams Data Reports Pupil Progression LEAP Scores ELPT, ELPS</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> SAT Process Meeting is scheduled if classroom interventions are not gaining results. Grades, accommodations, LEAP test scores, teacher documentation, language screening, and other assessments used to measure areas of strengths and weaknesses. Students are chosen to participate in school wide interventions based on pupil appraisal, teacher recommendations, SAT process and screenings. Students chosen to participate in classroom interventions based on formative assessments, informal teacher observations, progress monitoring, pupil progression. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, copies, ink, toner, folders, card stock, color paper, reading guide over lays, projector, Projector pens for interactive board</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Resource and inclusion class scheduling for at risk students The Reading Interventionist is pushing into ELA classrooms during core instruction doing IRLA/American Reading Company. American Reading Company in ELA during small group instruction by push-in interventionist, it delivers specific and actionable data that tells the teacher where a student is, why, and the sequence of skills needed to accelerate reading growth. This is utilized in an inclusion class three times per week for a total of 90 minutes per week. Achieve 3000 Reading Program – Children scoring below basic on LEAP are pulled two to three times per week based on their schedule to work through one activity per session Goals and achievement are charted by Achieve teacher. Approximately 85 minutes per week is being used for this purpose. Twenty five math intervention blocks are offered across all grade levels. These blocks are 47 minutes long and are offered to students who scored below mastery on LEAP. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: SRA Decoding, color paper, card stock, copies, ink, toner, ear phones, Computers/Laptops, Workbook resources, IRLA Kits, American Reading Company libraries</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions</p> <ul style="list-style-type: none"> • TAT (Teacher Assist Team) created to identify students at risk. • Teacher monitors Pupil Progression through JPams gradebook and a teacher on the team identifies the child at risk. • A file folder is created on the student: includes grades for all subjects, assessments, evidence of daily work. • Another member of the team completes a background check for previous services and any SAT history. • Parents are notified of a concern and interviewed for additional academic history. • Another member of the team conducts readability screening. • Visual/hearing screening • A Tier 1 intervention is put in place and measured for three weeks. • TAT recommendation is determined. • Daily Academic Monitoring Folder- daily communication between teacher and parent to evaluate daily productivity. • Program issued after 1st Nine Weeks to those who earned 2 or more Fs on their report card. • SAT process: A parent/teacher conference is set in place and interventions are discussed. After Progress monitoring a parent/teacher conference reconvenes and the interventions are discussed. SAT meeting is scheduled if the interventions are not helping student in need and progress is not taking place. Pupil Progression is examined and accommodations/interventions, LEAP Test Scores, teacher documentation/notes, Language Screening may be done, Tests are administered to measure areas of strength and weaknesses. Results are discussed as to the proper placement for the student in need. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, copies, ink, toner, folders, card stock, pocket 3 prong folders</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>
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<p>Scheduled is designed to meet the student’s needs. Interventions are provided by teacher, paras, and interventionist staff. Interventions take place throughout the school day.</p>				
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Achieve 3000 Computer Lab – Students participate in the reading program during their PE hour. Program is run by Barbara Wade. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. Students are placed in ESL courses with a certified part-time ESL teacher. (Mr. Veca) Based on English needs, students are placed ESL classes. Rosetta Stone Software is used during classroom period to assist students with the English language. ELPT State Testing EL students are paired with another EL student’s schedule who understands the English language. Academic Review – Conferencing with core teachers 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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>	<p>Items Needed: Paper, toner, copies, poster maker and supplies</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025 ELPT, ELPS</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • Accelerated Math Class • Gifted Class in ELA, Math & Science • P.A.W.S. - Peer Ambassadors with Self Awareness Club meets during lunch, speakers from the community leaders are present, plan community outreach, and discuss ways to promote positive social and emotional skills • BETA Club Tutors – Club meets after school in the cafeteria to assist students with academic needs. • Talented Art • Talented Theater • Talented Music • KIT Tutoring – Carmen Butler (School Counselor) arranges for a KIT tutor for 2 days per week. This tutor pulls from the KIT student’s during their PE or elective hour. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, copies, ink, toner, folders, card stock, laminating paper, poster paper and supplies, pencils, pens, notebooks</p>	<p>Effectiveness Measure: Pupil Progression Reflections Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Increase in math core minutes – Students scoring low on the LEAP 2025 assessment receive 94 minutes of math instruction per day. • KIT Tutoring – Carmen Butler (School Counselor) arranges for a KIT tutor for 2 days per week. This tutor pulls from the KIT student’s during PE or elective hour. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, Color paper, copies, ink, toner, folders, card stock, laminating paper, poster paper and supplies</p>	<p>Effectiveness Measure: Pupil Progression LEAP 360 Interim Testing LEAP2025</p> <hr/> <p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) 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. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, copies, ink, toner, folders</p>	<p>Effectiveness Measure: JPams Data Reports Pupil Progression MHP Outcomes Measurement Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Full-time School Counselor - This counselor will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and the everyday stress they may be facing. Academic Folders - At mid-year students failing two or more subjects are given a Daily Academic Folder. This measures the student's progress daily for student, teacher, and parents. This opens a line of daily communication. Carmin Butler, the counselor monitors parent signatures and progress. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, ink, copies, toner, 2 pocket 3 prong folders</p>	<p>Effectiveness Measure: JPams Data Reports Pupil Progression</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS – Committee formed to put a plan in place to encourage positive behavior in and out of the classroom. • An economic system is in place to earn “Wildcat Bucks.” These bucks can be used to purchase items in the Wildcat Store or used in monthly PBIS raffles. • Students are chosen to read the morning announcements with the principal. • Positive Post Cards – mailed to the home • Positive Referrals • Monthly PBIS Celebration • Verbal Recognition • Motivational Banners Posted • Positive Expectations posted in classroom • Grade Level PBIS Motivational Assemblies – reminders of expectations and appropriate choices to make • Red Ribbon Week • Student Brag Tags, Brag Patches, Brag Bracelets 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Positive post card printing, colored paper, reward bags for celebrations, raffle items for wildcats bucks, banner printing, poster maker and supplies, brag tags, patch bracelets, key chains and neck chains, bus rental for 8th grade Salmen High trip.</p>	<p>Effectiveness Measure:</p> <p># of students participating in celebrations, teacher use of tags and patches, post card order,</p> <hr/> <p>Effectiveness Results:</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 5th grade parents and students assembly and campus touring • 6th grade Incoming Informational Night – Presentation covers procedures, protocol, state standards, state assessments, grading policy, curriculum, agendas, robotic calls, etc • Outgoing 8th graders during the month of April/May attend scheduling assembly and tour Salmen High School. • STJH scheduling workshop for students and parents 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, pens, card stock, color paper, projector, screen, microphone, copies, ink, toner, laminating paper, poster maker and supplies</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</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>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Once a week three times a month during common planning time, PLC meetings take place through core subject area for 45 minutes. • Meetings discuss a variety of topics: state standards, classroom assessments, strategies, shared resources, writing structure, student work, etc. • Online Assessments through Moodle is used to track students’ progress towards mastery and core instruction. In PLC, Moodle data is reviewed and utilized to form small group within the core block. • Collaborative Planning of weekly lessons and assessments between core subject areas • Assessment alignment to state standards and state testing We track assessment data to find areas of weakness and structure our small group instruction around areas of 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, charts, color paper, chart markers, dry erase markers, pens, card stock, projector, screen, copies, ink, toner, laminating paper, poster maker supplies</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>weakness.</p> <ul style="list-style-type: none"> • Mr. DiCarlo’s PLC – Science Teachers • Mrs. LaCoste’s PLC – Math Teachers • Laura King’s PLC – ELA Teachers • Karen Dufrene PLC – Social Studies 				
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Great Minds Conference- 4 teachers (1 per grade level) and one administrator will attend the Great Minds Conference in July • Inkie Landry assist with online testing through Moodle for all four content areas. • Inkie Landry is on campus once a month to assist teacher’s with Moodle, Website, technology, etc. • Curriculum Specialist Support - Specialist lead PLCs to give updates and dissemination of curriculum instruction and assessment planning. • Quarterly Professional Development Days – These days are used to review prior assessments to indentify areas of weakness and plan small group instruction to meet the needs of struggling learners. • Professional Growth Plans - Once a week three times a month during common planning time, PLC meetings take place through core subject area for 45 minutes. • Monthly Faculty Meetings - Curriculum Updates, Discipline strategies, classroom management tips, student data breakdowns are covered. • PBIS Behavior Incentive Program – <ul style="list-style-type: none"> • Brag Tags - Brag Tags are incentives and a reward system for students that promote, award and recognize positive behavior and events. Our Brag Tags are styled after military dog tags, and we offer many fun and different shapes, so collecting is fun and motivational for students. Students eagerly add Brag Tags to a ball chain necklace or hang them from a ball keychain on their 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Paper, pens, card stock, projector, screen, copies, ink, toner, laminating paper, poster maker supplies, Brag Tags, Patch bracelets, patch incentives, key chain, tag chains.</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>backpacks. Soon student's chains will have many Brag Tags, which become a proud symbol of accomplishments.</p> <p>Swag Tags/Patches - Another recognition incentive for our students. Student's proudly display their SWAG Tags on their backpacks and connect to other SWAG Tags. They also wear SWAG Tags on shoes, belt loops, buttons and anything the elastic Swag connects to.</p> <ul style="list-style-type: none">• One Interventionist that supports small group instruction for struggling learners in ELA for all grade levels by pull outs and pushes in for core instruction. Instructional Coach helps teachers with analyzing testing data to guide instruction, provides modeling on implementing small group instruction and assist in designing materials for small groups.• SWD Teachers are provided a sped only PLC time to focus on instructional strategies and compliance in IEP minutes and accommodations.• SWD Teachers are included in the content specific PLCs for ELA and math.• A Content Specific Administrator (Sabrina Marsh) is provided for teacher instructional support.				
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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.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect, for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

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/sub claims, and subgroups:

- Principal presents SIP data during a faculty meeting and/or professional development. The LEAP 360, Interim test and classroom assessments are used to study patterns, strengths, and weaknesses to address our SIP goals within the classroom. Subject collaborative planning is designed in the master schedule to promote lesson planning and shared strategies that will assist the school in reaching the SIP goals.

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:

SIP Committee meets three times per year (September 27, December 6, 2018, and May 9, 2019) for input and suggestions.

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

- The principal presents information at Parent Informational Night and Professional Development days.

2018-2019 Committee Members

School Improvement Planning Committee	Parent/Family Engagement Committee
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p>Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Vince DiCarlo • Student: Destiny Beasley • Teacher: Karen Dufrene • Teacher: Sharon Watson • Parent/Family: Heidi Pace • Parent/Family: Mr. Cosse • Community Member: Mrs. Cosse 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Vince DiCarlo • Student: Destiny Beasley • Teacher: Karen Dufrene • Teacher: Sharon Watson • Parent/Family: Mrs. Cosse • Parent/Family: Mr. Cosse • Parent/Family: Heidi Pace