

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Boyet Junior High



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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Accumulated 9th grade credits was consistently the highest index from 2012-13 to 2016-17.	CRT Assessment Index was consistently the lowest index from 2012-13 to 2016-2017.
7th grade ELA has seen 2 years of increase since 2014-15 by 11 points. In 2016-17, 7th grade science achieved its highest CRT index since 2012-13. In the 2015-16 year, 8th grade experienced an increase in ELA, science, and social studies.	8th grade Math consistently declined three out of 4 years with 2016-17 being the lowest at 45.5. In 2016-17, all 8th grade subjects declined. 8th grade science and social studies saw a consistent decline three out 4 years with the 2014-15 being lowest.
For the 2016-17 school year, 7th grade had three out of 4 subject index scores that were greater than the subject index scores of 8th grade. They outperformed 8th grade in ELA, math, and science.	8th grade had lower indexes in 16-17 than any year before and declined in three out of four content areas in 16-17. 8th grade Math index has decreased significantly from 15-16 to 16-17 by 23.8 points and has consistently declined since 13-14. The 8th grade ELA index declined by 13.5 from 15-16 to 16-17.
ELA has been consistently higher than other subject indices across both grade levels for every year since 2012. This may be attributed to the double block of time that students have for ELA. Also, the focus on evidence-based thinking and writing in ELA and across the subject areas may be a contributing factor.	Math has had the lowest CRT index scores for the past two years. For 16-17, the lowest math subclaims were expressing mathematical reasoning and additional & supporting content. In 16-17, 8th grade ELA had a 13.5 lower index than 7th grade. The lowest subclaims was literary text and written expression.
From 15-16 to 16-17, the Asian/Pacific Islander subgroup has had the highest % proficient scores in ELA with scores of 91.7% (2016) and 100% (2017) respectively. Since 14-15, they have had the highest % proficient scores in math with scores of 78.6% (2015), 91.7% (2016), and 90.2% (2017), respectively.	For the past two years, students with disabilities for both grade levels were the lowest in ELA and math. In 2015-16, the percent proficient in ELA was 34.1% and in math 20.5%. In 2016-17, the percent proficient in ELA was 25.9% and in math 18.1%.
Asian and Pacific Islanders have shown substantial growth in ELA for the past two years. From 15-16 to 16-17, they improved % proficient in ELA by 7.1. In 16-17, they declined slightly in % proficient in math by 1.5. They have shown steady growth in math from 12-13 to 15-16 with a 15.2 increase in % proficiency.	From 2012-13 to present, students with disabilities have consistently declined in ELA % Proficient by 29.5. Since 2013-14, students with disabilities have decline in math % proficient by 34.4.
Asian/Pacific Islanders have remained stable as the highest performing subgroup for the past two years. Most of the students in this subgroup are in	In ELA, the achievement gaps of economically disadvantaged student and SWD are increasing by at least 20% from 13 -14 and 16-17 when compared to

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the gifted/honors classes.	Asian/Pacific Islander. In math, economically disadvantaged achievement gaps are increasing by at least 20% when compared to Asian/Pacific.
ELA is a potential strength for Asian/Pacific islanders, who have increased their % proficient by 21.4 since 2014-15. Math may also be a potential strength for Asian/Pacific Islanders, who have for the past two years held over a 90% proficiency rate in math.	Math and ELA are subgroup weaknesses for students with disabilities. Their proficiency scores in ELA have steadily declined from 2012-13 to 2016-17 by 29.5. Since 2013-14 to 2016-17, students with disabilities have decrease their % proficiency in math by 34.4.
DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	
GOALS <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018, each cohort of students in 7th and 8th grades will increase the percentage of students scoring Mastery or Above on the sub-claims expressing mathematical reasoning and additional and supporting content in Math on LEAP by 10%.</p> <p>7th Grade - 44% to 54% in Math Additional and Supporting Content 7th Grade- 31% to 41% in Expressing Mathematical Reasoning</p> <p>8th Grade- 19% to 29% in Math Additional and Supporting Content 8th Grade- 22% to 32% in Math Additional and Supporting Content</p>	
<p>2. From Spring 2017 to Spring 2018, the students in Grade 8 will increase the percentage of students achieving Mastery or Above on the sub-claim literary text in ELA on LEAP by 10%.</p> <p>Literary Text- 43% to 53%</p>	
<p>3. From Spring 2017 to Spring 2018, the subgroup “Students with Disabilities” will increase their SPS index score from 25.2 to 50.</p>	
<p>4. From August 2017 to May 2018, the out of school suspensions will decrease from 11% to 5.2%.</p>	

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parents will have an opportunity to have input into the SIP plan via SIP review meetings. Review meetings will take place on December 18th, March 12th, and May 18th. At these times, revisions can be made to the SIP as it is a living document. The principal will select two parents to be on the SIP review team. The SIP review team will consist of teachers, administrators, paraprofessionals, parents, and support personnel. • The PTA, along with the SIP committee, will be involved in planning and implementing the actions of the SIP plan and in helping communicate the actions and activities to other parents and community stakeholders. • At the end of the 2017-18 school year, parents will be asked to complete a SIP survey. The results of this survey will be used to inform the SIP action plan for the 2018-19 school year. 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" 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 type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Paper</p> <p>Internet</p> <p>Printer</p> <p>Ink</p> <p>N/A</p>	<p>Effectiveness Measure:</p> <p>Parent Survey</p> <p>Agenda and Minutes</p> <p>Sign-In Sheets</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> <p>The principal meets with the PTA monthly and will solicit their input into decisions that needs to be made regarding the school. The principal will provide information on school policies, for example, and solicit parental input for improving those policies. Parents will also be able to create and plan ideas that can turn into school-wide activities for improving attendance, behavior and academic performance.</p>	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Parent Survey Agenda and Minutes Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • The SIP will be posted on the school’s website. • When SIP is posted on the school’s website, the school will communicate to parents through voice recordings on JCAMPUS. • Teachers will post curriculum standards and/or objectives and corresponding activities on their teacher websites. In addition, parents are apprised of the curriculum during Open House. • Parents are able to access assignment grades, mid-quarter progress grades and report card grades via Student Progress Center. • Hard copies of report cards are issued quarterly. • Students’ state assessments results are mailed during the first month of school and are available on JPAMS. • Parent-teacher conferences and phone calls will also be used to inform parents about student progress. 	<p>Goal(s):</p> <p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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>Items Needed:</p> <p>Internet JPAMS Paper Printer Ink</p>	<p>Effectiveness Measure:</p> <p>Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<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 checked="" 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>Paper Printer Ink Internet</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 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 checked="" 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>Paper Printer Mrs. Gentile or other parent translators</p>	<p>Effectiveness Measure: Parent Survey/Interview</p> <hr/> <p>Effectiveness Results:</p>

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

<p>Parent Family Engagement Activity 1: OPEN HOUSE</p> <p>Each year, Boyett Junior High hosts an Open House that is scheduled by the St. Tammany Parish School District. Parents learn about how to access the curriculum, course expectations and curriculum standards. They are also informed on how to access online textbooks thru Moodle. Open House for the 2017-18 school year occurred on August</p>	<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 checked="" 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>Items Needed:</p> <p>Paper Printer Internet Toner</p>	<p>Effectiveness Measure: Parent Evaluation Feedback Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: LEAP 2025 Parent Night (State Assessments)</p> <p>Teachers will provide information about the standards and how they will be assessed for LEAP 2025. Parents will receive practice tests and prep materials and resources for LEAP 2025, some of which are available on Louisiana Believes. They will be given the 2017-18 LEAP test schedule and will be given an opportunity to work through and answer practice LEAP items. The date for this event will be</p>	<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 checked="" 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>Items Needed:</p> <p>Paper Printer Toner Internet Projector or Promethean Board</p>	<p>Effectiveness Measure: Parent Evaluation Feedback Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3: Literacy and Math Nights</p> <p>Boyett Junior High will host a Parent Literacy Night and a Parent Math night. Each night will have activities that focus on a particular standard or subclaim but will include activities that involve other standards and subclaims also. The nights will also feature workshops for parents on strategies and resources they can use to help their children academically at home.</p>	<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 checked="" 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>Paper Printer Internet Toner</p>	<p>Effectiveness Measure: Parent Evaluation Feedback Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • For the second 9 weeks, 8th grade students are reading <i>Call of the Wild</i> and 7th grade students are reading <i>Christmas Carol</i>. Teachers use Louisiana Guidebook 2.0 units to provide instruction for these novels. • Guidebook 2.0 units are aligned to Louisiana state standards and are designed to ensure that students read, understand, and show their comprehension of grade-level complex texts • Boyet teachers use the St Tammany Parish Schools Guaranteed Curriculum, which outlines content, objectives and skills for content areas. The Guaranteed Curriculum also provides uniform quality resources and is focused on rigor and relevance. Teachers will begin each unit with a pre-assessment and determine areas of focus. Teachers will plan lessons with the textbook and additional resources in mind. Teacher will create a rigorous unit assessment at the beginning of each unit, tailor the lessons so that students meet the rigor of the assessments and use the assessment results to create a reteaching plan. • Special education teacher will use LEAP Connect for 	<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 checked="" 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>Paper Printer Toner Internet</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Administrative Walkthroughs • Compass Observations • LEAP 2025 Results • Algebra I EOC results • Pass/Fail Rate <hr/> <p>Effectiveness Results:</p>

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<p>Students with Significant Disabilities. These are aligned to Louisiana student standards in ELA and math. It enables students to access developmentally appropriate content for all grades and courses while holding students to high expectations.</p> <ul style="list-style-type: none"> • Math teachers will use Gizmos, Illustrative Mathematic Tasks, and the Video Tutorials outlined in the Guaranteed Curriculum to enrich student learning experiences in math. • Special education teacher will use Achieve 3000, a literacy intervention program used in Study Skills and special education classes. • The social studies department will use articles from Achieve 3000 to support literacy and disciplinary content. 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360 will be used for diagnostic purposes in ELA and Math and will be used to assess mastery in ELA and Math at the end of the year. • Student progress in science, math and all other subjects will be assessed through the District-Created Readiness Assessment, Mid-Mastery Assessment, and Mastery Assessment. • All core teachers will create EAGLE assessments to determine mastery of standards and use the results to inform instruction. EAGLE provides students with opportunities to practice taking computer-based assessments. • Some special education students will also be assessed using the curriculum-based assessment (CBM) in math. • Each department will create common formative assessments that will be used to assess student mastery of particular standards. • Teacher will create weekly mastery assessments for the purpose of determining if students are mastering the standards. • ELA teachers will create and/or administer cold read tasks to assess mastery of content and provide students with 	<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 checked="" 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>Computers Internet Paper Printer Toner</p>	<p>Effectiveness Measure:</p> <p>Teacher Gradebook Data Analysis Sheet Item Analysis Sheet Assessment Results</p> <hr/> <p>Effectiveness Results:</p>

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<p>practice taking LEAP-like assessments. Guidebook 2.0 provides one cold read task for <i>A Christmas Carol</i> and two cold read tasks for <i>Call of the Wild</i>.</p> <ul style="list-style-type: none"> Algebra I students will take the End of Course (EOC) Test in May 2018. All students at Boyet will take the LEAP 2025 state standardized test except those special needs students who qualify to take LEAP Connect. English Language Learners will take the English Language Proficiency Test (ELPT). 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Special education, 504, and ELL students are identified at the beginning of the year and are scheduled into the appropriate class for intervention purposes. The intervention may occur during the special education, regular education, Study Skills, or elective class period. The counselor reviews information about students who are retained and/or have a history of low LEAP scores to determine if students qualify for the Study Skills class. Parents may request conferences with teachers to address any academic or behavioral concerns and determine interventions that may address the problems. For each quarter, the SAT team will determine which students may require secondary or tertiary behavioral interventions in addition to PBIS. Item analysis of classroom assessments and Common Formative Assessments Students whose informal assessments reveal that academic difficulties with certain content standards will receive immediate interventions from the teacher and where applicable, through paraprofessional support. 	<p>Goal(s):</p> <p>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 checked="" 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>Internet Paper Printer Toner Scantron sheets Scanton Machine</p>	<p>Effectiveness Measure:</p> <p>Intervention Tracking Sheets Parent Conference Requests LEAP 2025/EOC Results</p> <hr/> <p>Effectiveness Results:</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Tutoring provided by teachers before and after school • National Junior Honor Society Peer Tutoring • Study Skills classes • Before-school tutoring facilitated by paraprofessionals • Check-In/Check-out • Read-Write-Gold • Achieve 3000 • Resource Math class • RACE Writing strategy (in-class) • Reflex Math - used in special education classes • Classroom academic interventions • Boyett has a Kids in transition (KIT) tutor, who provides tutoring for five hours per week to KIT students in courses they are failing. 	<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 checked="" 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>Paper Printer Toner Computers Internet</p>	<p>Effectiveness Measure:</p> <p>Weekly Intervention Reports LEAP 2025/EOC Results JPAMS Discipline Data Student Grades (JPAMS)</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Student is referred by teacher, parent, or another member of the school staff. Initial meeting with parent and teacher is conducted and possible interventions are determined. A meeting is reconvened with parent to discuss the results of the interventions. A SAT meeting is held when interventions are not working. Grades, LEAP results, classroom assessments, and student work samples are examined to measure areas of strengths or weaknesses. After careful consideration, the SAT team may deem that further testing is necessary. At that point, Pupil Appraisal is consulted.</p>	<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 checked="" 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>Student work Samples Report Cards Test Results</p>	<p>Effectiveness Measure:</p> <p>Evaluation Results Intervention Results</p> <hr/> <p>Effectiveness Results:</p>

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<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<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 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:</p>	<p>Effectiveness Measure: Results of LEAP Connect</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> ESL Special Education Support Classes MAE SAT 	<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 checked="" 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: Pass/Fail Reports Discipline Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Before-school tutoring is facilitated by two paraprofessionals Tutoring by our National Junior Honor Society Member Students who are retained, scored Unsatisfactory on LEAP, 	<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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Paper Pencils or pens Printer Toner Internet</p>	<p>Effectiveness Measure: LEAP 2025 Results EOC Results</p>

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<p>or has a history of low performance may be placed in a Study Skill class.</p> <ul style="list-style-type: none"> • The Extended School Year Program (ESYP) is available to special needs students who meet certain criteria. • Elementary Summer School is provided by St. Tammany Public Schools for students who fail to meet Pupil Progression Plan requirements • Students have opportunities to extend their learning by joining various clubs such as the Yearbook club, Math Counts Club, Spanish Club, Robotics Club, Art Club, Library Club, 4-H Club, and Future Farmers of America • Field Trips • Talented Art Program • Talented Theater Program • Saturday LEAP Academy starting in January for Targeted Students. Instruction will be provided in reading, writing, and math. 		<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>Effectiveness Results:</p>
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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies 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 Mental Health Provider (MHP) will work with students 30 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. 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): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: MHP Tracking Form</p>	<p>Effectiveness Measure: LEAP 2025 Results EOC Results</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"> • Positive Behavior Intervention Support (PBIS) will be used to prevent problem behaviors. Teacher will teach and re-teach PRIDE expectations quarterly. • Boyet Junior High participated in the Bystander Revolution, which included bullying prevention lessons during the month of September • School Counselor • The Mental Health Professional (MHP) • Restorative Practices- Training • Behavior Contracts • Check-In/Check-Out • Reflections during lunch detentions and ISS • MAE Point Sheets 	<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 checked="" 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: PRIDE Expectations and lesson plans Internet Computer Projector Check-In/Check Out sheets</p>	<p>Effectiveness Measure: Discipline Metrics/Trends Recurrence Data</p> <hr/> <p>Effectiveness Results:</p>
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"> • Northshore High School will test students for Honors on January 10, 2018 • Northshore High School will with students/parents on scheduling night to complete Individual Graduation Plans on January 24, 2018. • Salmen High School and Pearl River High School will also host scheduling nights for students to complete Individual Graduation Plans (IGP's) • Little Oak Middle School's 6th grades students will attend a walkthrough at Boyet Junior High towards the end of the 2017-18 school year • Transition Meetings for SPED 	<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 checked="" 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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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"> • PLC meetings are held two times per month • Math and electives PLC meetings are facilitated by the Technology Resource Teacher • ELA, social studies and science PLC's are facilitated by the assistant principal • Each department spends a great deal of time unpacking and discussing standards and GLE's • Each department develops common assessments and use common assessment results to focus instruction and provide in-class or before or after school remediation or intervention • Teachers engage in collaborative lesson planning • In PLC meetings, there is a focus on high-leverage instructional strategies such as RACE and Annotating • ELA PLC meetings for the second 9 weeks sometimes focus on Guidebook 2.0 professional development • Teachers will create and use online Eagle Assessments as a common assessment and as practice for students for online testing • Professional development in use of Achieve 3000 in social studies was provided to teachers in a social studies PLC meeting 	<p>Goal(s):</p> <p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" 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 type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Computer</p> <p>Paper</p> <p>Projector</p> <p>Toner</p> <p>Printer</p>	<p>Effectiveness Measure:</p> <p>Learning Walks</p> <p>Admin Walkthroughs</p> <p>Assessment Results</p> <p>Lexile Measures</p> <p>SLT Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • The St. Tammany Public schools has provided district-level ELA Teacher Leader professional development on Guidebook 2.0 • The science department head attended district-created professional development on the new state science 	<p>Goal(s):</p> <p>1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Computer</p> <p>Internet</p> <p>Paper</p> <p>Printer</p> <p>ink</p>	<p>Effectiveness Measure:</p> <p>Discipline Metrics</p> <p>Learning Walks</p>

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<p>curriculum standards and has redelivered this information in PLC meetings or in grade level science department meetings outside of the PLC schedule</p> <ul style="list-style-type: none"> • The TRT and counselor will offer professional development relative to state testing • Algebra I teachers attended district-level LEAP 2025 Assessment Guide Deep Dive Professional Development to explore the assessment guide, explore the LEAP 2025 computer-based test, and to make the necessary instructional shifts • Restorative Practices Professional Development • Erin Hughes, the district ELA coordinator, led a PLC meeting to provide Guidebooks 2.0 support for ELA teachers. 		<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>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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> <p>Teacher Retention LEAP 2025/EOC Results</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
<p align="center">Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> Journeys to Career elective course Gateway to Technology (GTT) program Agriculture elective course Guest Speakers 	<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 checked="" 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: Internet</p>	<p>Effectiveness Measure: Enrollment in Career and Technical Education Courses</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> Not Applicable 	<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>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee analyzes previous year's data and determines areas of focus. The SIP team then develops action plans supported by the data. The team develops metrics needs to gauge effectiveness and meets monthly to determine progress. At the end of the year, the SIP team evaluates the effectiveness of the SIP plans and recalibrates for the next year.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The SIP will use multiple types of data to gauge the effectiveness of the SIP and they include the following: grade distribution reports, discipline reports via JPAMS, common formative assessments, LEAP 2025 and EOC results, administrative walkthroughs, and Compass results.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Diagnostic testing will be used determine students' strengths and weaknesses prior to instruction. It will be used to guide lesson planning by helping teachers focus on standards and skills students have not mastered. Interim assessments are used to determine student growth over time. It also allows teachers to determine the effectiveness of teaching strategies, programs, and interventions. Summative data, primarily state testing, will be used to determine student mastery of subclaims. It helps educators know how students are performing in subclaims across classrooms, across grade levels, and among subgroups.

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

- The school will issue a report to parents, outlining assessment results. Results will also be presented at a PTA meeting and other parent meetings.