

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**St. Tammany Junior High**



**St. Tammany Parish Public Schools**

*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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<p>The highest school index score over the past 5 years has been the Accumulated 9th Grade Credits Index increasing from 136.2 points in 12-13 to 140.6 points in 16-17, an increase of 4.4 points. This increase is due to offering many Carnegie Unit classes in 8th grade with the Eight Period Schedule.</p>	<p>The lowest school index scores for the past five years have been the CRT Assessment Index which has decreased by 11.1 points from 71.7 points in 2012-2013 to 60.6 points in 2016-17.</p>
<p>Accumulated 9th Grade Credits Index has increased 4.4 points over the past five years from 136.2 in 12-13 to 140.6 points in 16-17. 7th ELA Index improved by 12.3 points since 15-16, from 61.9 in 14-15 to 74.2 points in 16-17. 8th improved in Science, Social Studies, and Algebra I: Science by 6.0 and Social Studies by 7.4 points since 14-15, and Algebra I increasing by 13.5 points in 16-17.</p>	<p>Overall suspension rate increased for 3 years by 8.7% (24% in 14-15, 28.6% in 15-16, &amp; 32.7% in 16-17). SPS declined by 19.4 past five years, 84.9 in 12-13 to 65.5 in 16-17. CRT Assessment Index decreased by 11.1 past five years, 71.7 in 12-13 to 60.6 in 16-17. All grades declined in subject indexes: 6th all subjects declined, ELA by 16.5 since 14-15, Math by 26.8, Science by 5.5, &amp; S.S. by 38.9 since 12-13. 7th declined in Math by 31.7 since 12-13, Science by 14.2 since 13-14, and S.S. by 15.5 since 14-15. 8th declined in both ELA and Math, ELA by 5.1 and Math by 14.8 since 12-13.</p>
<p>There are no consistent grade level strengths from 2015-2016 to 2016-2017. The highest performing ELA sub claims were 6th Literary Text (63%), 7th Literary Text (67%) and Information Text (67%), &amp; 8th Information Text (63%).</p>	<p>6th grade has the lowest average indexes in ELA (70.3), Science (55.5), and Social Studies (74.5) over the past 5 years. The lowest ELA sub claims were 6th Written Expression (43%), 7th Written Expression (53%), &amp; 8th Literary Text (60%). The lowest Math sub claims were 6th Major Content (40%), 7th Expressing Mathematical Reasoning (42%), &amp; 8th Expressing Mathematical Reasoning (39%) and Modeling &amp; Application (39%).</p>
<p>Over the past five years, Social Studies has had the highest average index scores at 76.4, with 6th at 74.5, 7th at 79.1, and 8th at 75.7. ELA has the next highest average index scores at 75.9 over the past five years, with 6th at 70.3, 7th at 73.0, and 8th at 84.5.</p>	<p>Math is a subject area weakness with lowest average index scores past five years at 58.2, with 6th at 59.2, 7th at 57.8, &amp; 8th at 57.6. Lowest Math sub claims: 6th Major Content (40%), 7th Expressing Mathematical Reasoning (42%), &amp; 8th Expressing Mathematical Reasoning (39%) &amp; Modeling &amp; Application (39%).</p>

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<p>There are no subgroups that have had the highest percent proficiency in ELA or Math for two or more consecutive years. The White subgroup has had the highest ELA proficiency for 3 of the past 5 years, in 13-14 at 74.9%, in 14-15 at 77.3%, and in 16-17 at 73.5%.</p>	<p>The Students with Disabilities and LEP subgroups have consistently had the lowest ELA and Math proficiency over the past 5 years, with SWD ELA proficiency averaging 35.2% and LEP ELA averaging 24.5%; and SWD Math averaging 26.6% and LEP Math averaging 20.5%.</p>
<p>There have been no subgroups that have improved in ELA or Math for two or more consecutive years. The Hispanic subgroup has increased overall in ELA proficiency over the past 5 years by 17.8%, improving from 42.9% in 12-13 to 60.7% in 16-17.</p>	<p>All subgroups have had substantial declines over the past 5 years. Math subgroups declining for 4 consecutive years: Whole School by 24.7%, Black by 27.6%, White by 22.6%, and ED by 27.9%. Also declining in Math were Asian by 19.9% (3 consecutive years), Hispanic by 14.3%, LEP by 33.3%, &amp; SWD by 27.6%. Subgroups declining in ELA past five years: Asian by 18.8% (3 consecutive years), Black by 6.8%, ED by 6.9%, and SWD by 19.5%.</p>
<p>There are no subgroups that show a declining achievement gap for two or more consecutive years. However, the Hispanic ELA gap has declined by 19.8% since 12-13; and in Math the gap has declined for Whole School by 3.6% and Asian by 3.9% since 15-16, Hispanic declined by 9.6% since 12-13, and SWD declined by 4.7% since 14-15.</p>	<p>The Asian subgroup ELA gap has increased for two consecutive years by 15%. The LEP subgroup Math gap has increased for three consecutive years by 32.9%. The LEP subgroup ELA gap has also increased by 28.6% since 13-14. The SWD ELA gap has increased by 17.5% since 12-13.</p>
<p>ELA is a potential subgroup subject area strength, with all subgroups attaining higher proficiency scores in ELA compared to Math. The average subgroup proficiency score in ELA over the past five years is 58.7% compared to 40.4% proficiency in Math. The highest performing subgroups in ELA are White and Two or More Races, with an average ELA score for White at 75.5% and Two or More Races at 71.4% over the past five years.</p>	<p>Math is potential subgroup subject area weakness, with all subgroups attaining lower proficiency scores in Math compared to ELA. The average subgroup proficiency score in Math over five years is 40.4% proficient compared to 58.7% in ELA. The lowest performing subgroups in Math are LEP and SWD, with an average Math score of 6.5% proficient for LEP and 16.2% proficient for SWD over the past five years.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Sub claim 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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. In grades 6-8, students will increase math achievement Spring Leap Scores by 8% (from 19% Mastery or above school wide to 27% Mastery of above) from spring 2017 to spring 2018.</p>	
<p>2. In grades 6-8, students will increase ELA achievement Spring Leap Scores by 8% (from 35% Mastery or above school wide to 43% Mastery of above) from spring 2017 to spring 2018.</p>	

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3. From spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 28.3 points from 21.7 to a 50.0 on LEAP.
4. The overall school Suspension Rate for all grades (6-8) will decrease by at least 10% (from 32.7 to 22.7) in 2017-18.

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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><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Title 1 Committee includes parents for suggestions and gives input.</li> <li>• Opportunity for parents to view SIP and offer feedback-View SIP in office and offer feedback</li> </ul> <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• PFE Activities inform parents on how to help their child achieve academic school goals.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Spring Title I Survey is used to plan the SIP for the following year.</li> <li>• Title I Program evaluation meeting to determine if the allocated funds are successful.</li> </ul> <p>Title 1 Meetings planned:            August 16, 2017            December 5, 2017            May 15, 2017</p>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b>            postage, copies, paper, folders, post cards printing, toner, ink,</p>	<p><b>Effectiveness Measure:</b>            Sign-In Sheets            Agendas/Notes            Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Parent Involvement Committee- Parents help plan new activities to improve the educational component.</li> <li>• Review Spring Parent Survey- Results are reviewed and discussed implementation for next year.</li> <li>• PTA Meetings- Positive behavior reward incentives to reward students for academic improvement and disciplinary reduction over a Nine week period</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> postage, copies, paper, folders, post cards printing, toner, ink,</p>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Agendas/Notes Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Teacher Website on School Wires- Each teacher maintains a website for important communication with parents.</li> <li>• Robo Phone Calls- Used to communicate important school events.</li> <li>• Quarterly School Newsletters- Information about important dates and parenting skills.</li> <li>• Student Progress Center (jPAMS)- Each parent can login to check their student’s progress daily.</li> <li>• Printed Interim Report every 4 weeks – We give our students a hard copy to bring home to their parents.</li> <li>• Academic Folders – Struggling students are assigned this folder to open the lines of daily communication with students/parents and teachers. Teachers must provide feedback about each day and parents are expected to sign and comment daily.</li> <li>• Parent/Teacher Conferences – Each teacher will schedule a conference with students experiencing difficulties.</li> <li>• Staff Phone Calls – Teachers call parents to report concerns and positive feedback.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> postage, copies, paper, folders, post cards printing, toner, ink,</p>	<p><b>Effectiveness Measure:</b> Student Signature for Interim, Academic Folder Signature, Parent Conference Schedule, Sign-in Sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Positive Post Cards – Teachers are asked to send home a minimum of 2 positive cards per month to students and their parents.</li> <li>• Open House – Prepares parents and students of the expectations for the coming school year.</li> </ul>				
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• July 31, 2017</li> <li>• September 5, 2017</li> <li>• February 1, 2017</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Sign-in Sheets, Agenda, Notes</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff 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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>				
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Incoming Parent Meet and Greet and Academic Planning Information:</li> <li>Title 1 information is distributed to parents</li> <li>Access to the parent library through DVDs and literature (Parent Institute)</li> <li>Curriculum Standards and expectations are addressed through Principal's power point.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Paper Copies, ink, toner, computer, projector, microphone, DVDs, pamphlets, brochures</p>	<p><b>Effectiveness Measure:</b> Sign-in sheets</p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Parent Informational Night &amp; Carnegie Planning</li> <li>Pamphlets and brochures (Parent Institute) are provided to enhance parenting skills and academic support</li> <li>Power point presentation reviews Carnegie unit planning and requirements</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> Paper Copies, ink, toner, computer, projector, microphone, pamphlets, brochures</p>	<p><b>Effectiveness Measure:</b> Sign-In Sheet</p>



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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• <b>3. Annual Schoolwide Science Discovery Day</b> - Science standards will be instructed and practiced through 10 lab stations. Parents are invited to participate in standard based activities.</li> <li>• <b>4. Math Mania Day</b> – Parent are invited to take part in a day full of math with their student accentuating state standards and LEAP expectations.</li> <li>• <b>5. Picnic with Parents</b> – Parent are invited to have a picnic with students examining student’s written work. The St. Tammany Parish Public Library presents and show cases upcoming events and the summer programs, library card sign up is available.</li> <li>• <b>6. Parent Academic Planning Workshop</b> – 6th grade scheduling materials will be presented and elective and core subject choices discussed. Proper planning for 8th grade Carnegie Units are discussed as well.</li> <li>• <b>ELA/Social Studies Around the World</b> – Literacy classrooms will be set up around the campus with the R.A.C.E. strategy and annotating nonfiction literature as an emphasis.</li> <li>• <b>Parent Academic Planning Workshop</b> – 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Materials &amp; supplies for each PFE activity, science station and supplies/kits for science discovery day, plastic gloves, 3 prong folders, file folders, Organizational folders, paper, card stock, signs, laminating, poster paper, poster ink and markers, magnetic tape, packing tape, ink, postage, envelopes, labels and refreshments.</p>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Ticket Out the Door</p> <hr/> <p><b>Effectiveness Results:</b></p>

**3. SCHOOLWIDE PLAN STRATEGIES**

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Curriculum – Teacher lessons aligned with the standards</li> <li>• Guidebooks 2.0 – 2nd 9-weeks ELA teachers are implementing one unit in grades 6, 7 &amp; 8th.</li> <li>• CSR Teachers – Tabitha Dallimore in social studies</li> <li>• Discovery Education – Website resource for science and social studies (video clips, articles, etc.) Grade levels 6-8th.</li> <li>• Achieve 3000- Used in the ELA class and social studies class to increase Lexile level, fluency and read and respond activities, grades 6th-8th.</li> <li>• Khan Academy Math class – This class is an additional math class for struggling students. <b>Kim Bozant</b> is a para within this class to assist students along with the teacher.</li> <li>• Reflex Math – Resource tool used to pull additional practice for students with gaps.</li> <li>• Read Works – Literacy software designed to increase reading comprehension and literacy skills</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Folders, tracking forms, copies, paper, toner, ink Computers, projectors, promethean boards</p>	<p><b>Effectiveness Measure:</b> JPams Data Reports Pupil Progression</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Technology Resources and Personnel General Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Mary Kubala</b> and <b>Andrew Ricketts</b> enhance the student’s knowledge of core content standards through technology. Lessons are designed using Activeboards, ActiVotes, Expressions, ipads, projectors, document cameras, desktop computers, printers, and laptops, Microsoft Office software and Typing Agent software.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Weekly Assessment – Teacher created for weekly measurement of skills taught, grades 6-8th.</li> <li>• LEAP 360 Readiness – State created beginning of the year assessment, grades 6-8th. Measures strengths and weaknesses.</li> <li>• SLT Assessments – District created beginning of the year and end of the year measurement on student skills, standard based grades 6-8th.</li> <li>• LEAP 360 – State standard aligned assessment, grades 6-8th</li> <li>• LEAP 2025 – Louisiana State Test, grades 6-8th. Measures areas of strengths and weakness on grade level.</li> <li>• Standard based assessments, informal and formal, grades 6-8th. Measuring tool for skills taught by classroom teacher.</li> <li>• Common assessments- Teacher created consistent assessment across the grade level, grades 6-8th.</li> <li>• Alignment to state assessment format – teacher created test to mirror the rigor of the state assessment, grades 6-8th.</li> <li>• Item analysis of standards – to identify areas of weakness in state standards within grades 6-8th.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies, paper, folders printing, toner, ink, computers, ear phones</p>	<p><b>Effectiveness Measure:</b> JPams Data Reports Teacher Grade Book</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• TAT (Teacher Assist Team) created to identify students at risk.</li> <li>• Teacher monitors pupil progression through JPams gradebook and a teacher on the team identifies the child at risk.</li> <li>• A file folder is created on the student: includes grades for all subjects, assessments, evidence of daily work.</li> <li>• Another member of the team completes a background check for previous services and any SAT history.</li> <li>• Parent is notified that a concern is met and asked for additional academic history.</li> <li>• Another member of the team conducts readability screening.</li> <li>• Visual/hearing screening</li> <li>• A Tier 1 intervention is put in place and measured for three weeks.</li> <li>• TAT recommendation is determined.</li> <li>• Daily Academic Monitoring Folder- daily communication between teacher and parent to evaluate daily productivity.</li> <li>• Program issued after 1<sup>st</sup> Nine Weeks to those who earned 2 or more Fs on their report card.</li> <li>• Responsible party: Carmen Butler &amp; Leo Casanave</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Folders, tracking forms, copies, paper, toner, ink, fidget gadgets</p>	<p><b>Effectiveness Measure:</b> Intervention Tracking Forms Documentation Folders Weekly Meetings Sign-In Sheet Notes Agenda</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Students with Disabilities – Resource or inclusion setting for academic classes. Para is scheduled in the inclusion classes to lower class size for the teacher.</li> <li>• Tier I Classroom Teacher Interventions:</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> copies, paper, folders, toner, ink, computers, ear phones</p>	<p><b>Effectiveness Measure:</b> Pupil Progression</p>

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<ul style="list-style-type: none"> <li>• Achieve 3000-Literacy Intervention</li> <li>• Khan Academy – Math intervention elective used for Sped students and students scoring below basic. Grades 6-8th.</li> <li>• Rewards, Rewards Plus, SRA - Literacy Intervention pull out class for students scoring below basic in ELA.</li> <li>• Read Write Gold – used to help student with read aloud accommodations and Students with Disabilities – Resource or inclusion setting for academic classes. Tutor is scheduled in the inclusion class to lower the teacher student ratio. Achieve 3000 is implemented in the ELA and social studies classroom. Intervention pull out class uses Rewards, Rewards Plus, SRA.</li> <li>• <b>Tutoring Programs-Pull out</b> <b>Callie Foreman</b>, Interventionist, uses Rewards, Rewards Plus, Lexile, Achieve 3000 and SRA interventions. Student are identified by state test scores and given a Lexile level test. Program is designed for the student’s deficits.</li> <li>• Students are pulled out for 47 minutes. Progress data is collected.</li> <li>• Data/Testing results determine which intervention is appropriate for each student.</li> <li>• <b>Greta Richardson and Wendy Newman</b> are classroom tutors. A tutor is placed in core classes of lower performing students. Tutors assist students as whole group, small group, or pull outs.</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• <b>SAT Process:</b> <b>Members include:</b> Carmen Butler, Vincent DiCarlo, Jackie Landry, Almecia Dupree and Melissa Thompson</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> copies, paper, folders, toner, ink,</p>	<p><b>Effectiveness Measure:</b> Tracking/Intervention Forms Observation notes Pupil Progression</p>

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<p>A parent/teacher conference is set in place and interventions are discussed. After a period of time a parent/teacher conference reconvenes and the interventions are discussed.</p> <p>SAT meeting is scheduled if the interventions are not helping student in need. Grades are examined, 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. Schedule is designed to meet the student's needs.</p> <ul style="list-style-type: none"> <li><b>TAT weekly meetings:</b>  <b>Members include:</b>                      Theresa Earhart, Mary Burns, Jackie Landry, Jolene Wilson, Laura Cawyer  <b>PBIS</b> – Members are H. Jesse, C. Sunsin, M. Kubala, A. Ricketts, H. Pace, L. Miller, C. Lewis, K. Dufrene, V. DiCarlo, J. Clark, S. LaCoste                      Committee will Increase attendance and academic achievement, decrease problem behavior, decrease referrals, increase student and staff morale, improve processes and procedures, improve safety and school climate, identify target areas and implement appropriate interventions.</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p>		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <p><b>PBIS – Positive Behavior Support</b>                  Committee formed to devise plan to encourage positive choices and behavior through incentives, celebrations, and an on campus economic system in place with a retail store.                  Students with no discipline concerns are invited to partake in a lunch celebration.                  Monthly Raffles                  Wildcat Bucks- economic currency                  Positive Post Cards sent home                  Positive Phone Calls – robo or teacher</p> <p><b>Classroom Size Reduction Teacher</b> - Tabitha Dallimore, subject area is social studies.</p> <p><b>Students with Disabilities and low performing subgroups receive access to the following programs they qualify for:</b></p> <ul style="list-style-type: none"> <li>• Part-time ESL Teacher, John Vecca.</li> <li>• Read, Write, Gold – test read aloud or translated into different languages</li> <li>• Rosetta Stone – ESL software for students</li> <li>• Classroom Para - Para is placed in core classes of lowering performing students. Para assist students as whole group, small group, or pull outs.</li> <li>• Pull out Interventions – Literacy interventionist, Callie Foreman</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b>                  Software, copies, paper, folders, toner, ink, binders, computers, ear phones</p>	<p><b>Effectiveness Measure:</b>                  JPams Data Reports                  Pupil Progression                  JPams discipline data reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Inclusion Classes – Sped students and students scoring below basic</li> <li>• KIT Tutoring – Mrs. Carney, tutor, pulls KIT students for tutoring 2 days per week for 1 class period.</li> <li>• Achieve 3000 – Implemented in ELA Sped classes, All ELA classes, and social studies class.</li> <li>• Read Works – Literacy software program used in many ELA classes.</li> <li>• Increased math minutes – 6th and 7th grade students are scheduled for 94 minutes of math class per day.</li> </ul>				
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• <b>Increase in core math minutes</b> for 6th and 7th grade students. Students scoring basic and below on LEAP test receive 94 minutes math instruction per day.</li> <li>• <b>KIT Tutoring</b> – M. Hirstius provides a list of KIT students in need of tutoring based on pupil progression and is sent to Carmen Butler. Mrs. Carney, KIT Tutor, pulls students 2 days per week for 1 class period. She pulls from their electives or P.E. and works on the areas of weakness based on data and teacher recommendation.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Intervention programs – Rewards, Rewards Plus, copies, paper, ink, toner, posters, computers, ear phones</p>	<p><b>Effectiveness Measure:</b> Progress monitoring Pupil progression Lexile testing Program assessment SLT test</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school’s students experience, a <b>Mental Health Provider (MHP)</b> will work with students <b>20</b> 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b> copies, paper, folders, toner, ink</p>	<p><b>Effectiveness Measure:</b> JPams Data Reports Pupil Progression MHP Outcomes measurement chart</p>



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<p>This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p> <ul style="list-style-type: none"> <li>• <b>MHP, Randall Parent and Sheryl Cousin</b></li> </ul>		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS Committee:           <ul style="list-style-type: none"> <li>• Wildcat Bucks given to reward positive behavior</li> <li>• Wildcat Store to purchase items with Wildcat Bucks</li> <li>• Monthly Raffles is a tangible reward to motivate positive behavior</li> <li>• Monthly Lunch Celebration- reward for students with no discipline issues in a one month span</li> <li>• Morning Announcements- students introduce the daily school</li> <li>• Post Cards Home- teachers mail positive post cards with words of encouragement</li> <li>• Verbal Recognition- All staff continuously recognizes positive choices and behavior</li> <li>• Motivational Banners- Banners are hung around the campus to promote positive attitude</li> <li>• Expectations posted around school- All classrooms and hallways has a visual reminder of proper actions.</li> <li>• Grade Level PBIS Motivational Assemblies- Motivational reminders of expectations and appropriate behavior</li> <li>• Character Training through PE Department- Educating students of the benefits of proper and positive character traits, leadership and role model opportunities with celebrity videos, literature, music, and popular items to expose and explain the results of bullying and positive character traits.</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Paper Copies, ink, toner, computer, projector, microphone, pamphlets, brochures, raffle prizes, speakers,</p>	<p><b>Effectiveness Measure:</b> Discipline Reports/Trends</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• 5th grade parents and student assembly and tour</li> <li>• 6th grade incoming informational night scheduled Covering state standards, curriculum, agendas, procedures, protocol, etc.</li> <li>• Outgoing 8th graders during the months of April/May attend scheduling assembly and tour of high school.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Bus rental</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<b>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:</b>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Departmental PLC Meetings three times a month for 47 minutes each meeting. <ul style="list-style-type: none"> <li>• Science: Vincent DiCarlo, Principal</li> <li>• Math: Shalone LaCoste, Assistant Principal</li> <li>• Social Studies: Karen Dufrene, RHT</li> <li>• ELA: Melissa Odom – Instructional Coach</li> </ul> </li> <li>• Focus on state standards with rigorous instruction</li> <li>• Collaborative Planning of lessons and assessments</li> <li>• Assessment alignment</li> <li>• Achieve 3000 – Teachers are pulling and planning articles to use in cross curriculum subject area</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies, paper, folders, toner, ink, binders</p>	<p><b>Effectiveness Measure:</b> LEAP Spring 2018 Data Pupil Progression Self-Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Tech Tuesday: Presentations on teacher resources and tools for their access.</li> <li>• Curriculum Specialists Support</li> <li>• Math and Literacy Conferences</li> <li>• Quarterly Professional Development Days</li> <li>• Faculty Meetings</li> <li>• PBIS resources and development</li> <li>• Assessment planning and alignment</li> <li>• State standard alignment</li> <li>• Sped interventions and accommodations</li> <li>• BIP training</li> <li>• Professional Growth Plan</li> <li>• Instructional Coach – enhances teacher lessons by observing and planning collaboratively with teachers to enrich the rigor and standards presented in daily lessons, creates research tools and resources that would benefit students’ engagement.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies, paper, folders, toner, ink, binders, computer, Conference Fees, travel</p>	<p><b>Effectiveness Measure:</b> Sign-In Sheets Conference re-delivery Agendas</p> <hr/> <p><b>Effectiveness Results:</b> Sign in sheets</p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• 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.</li> <li>• Placement of Student Teachers from local universities</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>



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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
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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.

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

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

**Headstart Preschool Programs:**

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

#### 4. Regular Monitoring and SIP Revision

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

**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:**

- SIP Committee presents SIP data and progress during faculty meetings and professional development. Inputs and suggestions are welcomed and discussed.

**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:**

- SLT Data is collected in the BOY, MOY, and EOY, pupil progression, intervention progress monitoring charts are used.

**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:**

- Data is used to determine areas of weaknesses and strengths and/or gaps and a plan is designed to address that area.

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

- The Principal presents at Open House.