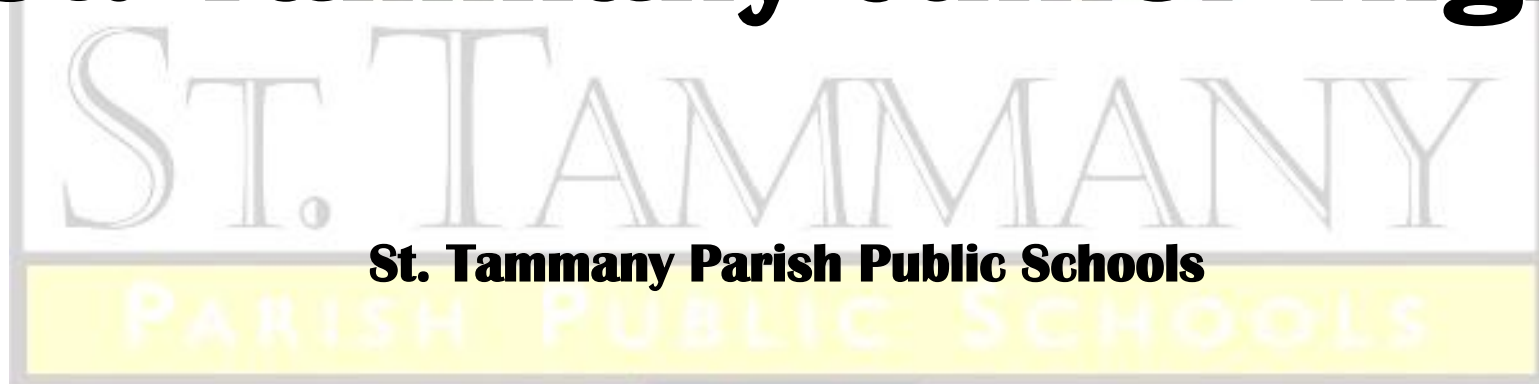


**2020-2021  
SCHOOL IMPROVEMENT PLAN**

**St. Tammany Junior High**



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

## 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   |
|--|--|
| <p>The 2020 beginning of the year LEAP 360 diagnostic baseline data continues to show ELA as the strongest department with 8<sup>th</sup> grade at 38% average correct score on readiness, 7<sup>th</sup> grade 39% average correct score, and 6<sup>th</sup> grade 32% average correct score. The readiness diagnostic is also showing strengths in 6<sup>th</sup> grade Social Studies with 36% average correct, 7<sup>th</sup> grade social studies with 38% average correct, and 8<sup>th</sup> grade social studies with 38% average correct score.</p> | <p>The beginning of the year baseline data continues to show math as a weakness with 6<sup>th</sup> grade at 36% average correct score, 7<sup>th</sup> grade at 34% average correct score, and 8<sup>th</sup> grade at 33% average correct score. The I Ready diagnostic results concurs with 6<sup>th</sup> grade 5% at tier 1 ready, 7<sup>th</sup> grade 8% at tier 1 ready and 8<sup>th</sup> grade at 12% at tier 1 ready. The i-Ready diagnostic also shows 55% in 8<sup>th</sup> at risk. 69% of the 7<sup>th</sup> grade at risk, and 65% of the 6<sup>th</sup> grade at risk. The readiness science diagnostic is showing a weakness in 7<sup>th</sup> and 8<sup>th</sup> grade science with 28% average correct score.</p> |
| <p>The baseline LEAP 360 diagnostic also indicates that ELA cohorts continue to show growth and remain the strongest with 6<sup>th</sup> grade at 32% proficiency, 7<sup>th</sup> grade 39% proficiency, and 8<sup>th</sup> grade 38% proficiency on the diagnostic test.</p>  | <p>The beginning of the year readiness test also concurs that 8<sup>th</sup> grade Science continues to be the lowest with 28% average correct score. When compared to the district our 8<sup>th</sup> grade science is scoring 8% lower on average of correctness (STJH 28% and District 36%); however, our 7<sup>th</sup> grade science is scoring equivalent to their district peers on average correctness both at 28% average correctness and our 6<sup>th</sup> grade is only 4% lower than average district peers (STJH 34% and district average 38% average correctness on the baseline readiness test).</p>   |
| <p>Our major strengths is our ELA subject index scores, Asian/Pacific Islander sub-group performance, and Improvement in Assessment Index and Progress Index scores for the Whole School. According to the beginning of the year baseline scores whole school Social Studies is at 37% and ELA is 36% .</p>  | <p>Our weakest area in Math is 8<sup>th</sup> grade which can be attributed to high teacher turn over in this subject and grade; however when compared to the district our 8<sup>th</sup> grade students scored 3% lower than the district (STJH- 33% and district 36%).</p>   |
| <p>Our strength in 6<sup>th</sup> grade math is due to students in our feeder schools being introduced to Eureka math and the curriculum continues to build on foundational math skills. The highest scores are in the 6<sup>th</sup> grade at 50.2 points. Students have been given additional math minutes to remediate and reinforce math skills by using Moby Max to bridge educational gaps.</p>  | <p>Our weakest area in Math is 8<sup>th</sup> grade which can be attributed to high teacher turn over in this subject and grade; however when compared to the district our 8<sup>th</sup> grade students scored 3% lower than the district (STJH- 33% and district 36%).</p>   |
| <p>As a department, based on the readiness baseline average our Social Studies department has the highest level of correctness with 37% average score.</p>   | <p>Based on the department average on the beginning of the year LEAP 360 diagnostic ELA is 10% lower than the district average and math is 7 lower on the</p>  |

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|   |   |
|---|---|
| <p>Our major strengths are our ELA subject index scores, Asian/Pacific Islander sub-group performance, and Improvement in Assessment Index and Progress Index scores for the Whole School. According to the beginning of the year baseline scores whole school Social Studies is at 37% average correctness, ELA is 36% average correctness, Science is 30% average correctness and Math is 34% average correctness. When compared to the district on the beginning of the year baseline assessment Social Studies is only 5% lower than the district average, science is 4% lower than the district average.</p> | <p>district average of readiness.</p> <p>Our major weaknesses include our math index scores, English learners sub-group performance, and students with disabilities sub-group performance in all subject areas. According to the beginning of the year baseline scores whole school science is 30% average score correct and math is 34% average score correctness.</p> <p>According to the i-Ready diagnostic only 7% of our school population is at tier 1 level.</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/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</p>  |   |
| <p align="center"><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <b><i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>  |   |
| <p>1. From Spring 2019 to Spring 2021 the percentage of students achieving Mastery or Above in LEAP 2025 Math Assessment in grades 6-8 will increase by 5% points. 6<sup>th</sup> grade 15% to 20%, 7<sup>th</sup> grade 17% to 21%, 8<sup>th</sup> grade 11% to 16%.</p>   |   |
| <p>2. From Spring 2019 to Spring 2021 the percentage of students achieving Mastery or Above in LEAP 2025 ELA Assessment in grades 6-8 will increase by 5% points. 6<sup>th</sup> grade 26% to 31%, 7<sup>th</sup> grade 40% to 45%, 8<sup>th</sup> grade 45% to 50%.</p>  |   |
| <p>3. From Spring 2019 to Spring 2021 the students in the subgroup, Students with Disabilities will increase their Assessment Index Scores on LEAP 2025 as follows: ELA: Increase by at least 8 index points from 25.2 points to 33.2 points, Math: Increase by at least 8 index points from 28.2 points to 36.2 points.</p>  |   |
| <p>4. The out of school suspension rate for grades 6-8<sup>th</sup> will decrease by at least 1% point from 17.3% to 16.3% from spring 2020 to spring 2021.</p>   |   |
| <p>5.</p>   |   |

**2. PARENT AND FAMILY ENGAGEMENT**

- ***The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support***

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*personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*

- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

| PARENT/FAMILY ENGAGEMENT ACTIVITY   | GOAL(S) ADDRESSED      | BUDGET(S) USED TO SUPPORT ACTIVITY   | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY  | EFFECTIVENESS   |
|---|------------------------|--|--|---|
| <p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the months that this will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Parents have the opportunity to view the SIP in the front office and offer feedback on the feedback tickets in the SIP binder</li> <li>• Parents have the opportunity to view the SIP on the school’s website and offer feedback through a feedback link</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Complete Title I Spring PFE Survey</li> <li>• A summary of the results of the 2019-2020 SIP will be shared during New Student Orientation and Open House</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p><b>Postage</b></p> <p><b>Paper</b></p> <p><b>Laminating Paper</b></p> <p>copies, color paper, folders, post cards printing, toner, ink, Parent Institute subscriptions, table coverings, card stock, Take Home Kits, Hook Books and Bags. Take Home Book Kits will be issued to all students receiving reading interventions in an effort to continue the reading process with the students during the summer months and to promote reading in the family environment.</p> <p>Wildcat Folders</p> | <p><b>Effectiveness Measure:</b></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 are invited to help plan new activities to improve the educational component. Committee meeting will be conducted through digital communication.</li> <li>• Parents are invited to attend all PBIS events and give feedback when needed - Positive behavior reward incentives to reward students for academic improvement and disciplinary reduction over a Nine - week period. Parent/Teacher created student store where wildcats bucks are exchange for items donated, purchased, organized, and displayed.</li> </ul>   | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other                       | <p><b>Items Needed:</b><br/>         postage, copies, colored paper, folders, positive “Wildcat” post cards, Brag Tags, printing, toner, ink, Moving message sign, parent institute booklets and resources, parent institute DVDs</p> | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. Describe these meetings and the information that families should expect to obtain at these meetings.</i></b></p>   |                        |   |   |   |
| <p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Agendas/Planners for all students are purchased for communication of assignments and organization skills.</li> <li>• Teacher web pages and school website used to communicate upcoming events, projects, school activities, interim and report card dates, test dates, etc. to the parents.</li> <li>• Robotic Phone Calls- Used to communicate important school events</li> <li>• Student Progress Center (JPAMS) - Each parent/student can login to check their student’s progress daily as well as teacher daily lesson plans.</li> <li>• Printed Interim Report every 4 weeks – We provide our students a hard copy to bring home to their parents and send a robo call home notifying the parents they have been distributed.</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p><b>Items Needed:</b><br/>         Agendas, folders, postage, papers, Post cards, card stock, colored paper, “Wildcat” post cards, printing, toner, ink,</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>• Parent/Teacher Conferences – Teachers will schedule conferences if students are struggling.</li> <li>• Staff Phone Calls – Teachers call parents to report concerns and give positive feedback.</li> <li>• Positive Post Cards (Wild Cat Post Cards) – Teachers are encouraged to send home a minimum of two positive cards per month to students and their parents.</li> <li>• Parent Institute-Online subscription that provides resources for parents to address the academic, emotional, and social needs of their student</li> </ul>  |                        |   |                             |   |
| <p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>• Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</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> |
| <p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></b></p>  |                        |   |                             |   |

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| <p><b>Parent Family Engagement Activity 1:</b></p> <p><b><u>Put on Hold Due to Covid 19</u></b></p> <p><b><u>Incoming Parent Meet and Greet and Academic Planning (August)</u></b></p> <ul style="list-style-type: none"> <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 expectation are addressed through Principal’s power point presentation.</li> <li>• Computer access for filling out school documentation and lunch forms.</li> <li>• Information about our Parent Resources located in the library for check out.</li> <li>• Parent Institute Literature on display</li> <li>• Student Chromebook Information for Parents</li> <li>•</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper, card stock, table covers, parent resources</p>  | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Parent Family Engagement Activity 2:</b></p> <p><b><u>Parent Informational Night</u></b></p> <ul style="list-style-type: none"> <li>• Pamphlets and brochures (Parent Institute) are provided to enhance parenting skills and academic support.</li> <li>• Parent Computers are set-up in library with Jpams instructions.</li> <li>• Power point presentation reviews Title 1, Carnegie unit planning and requirements, curriculum standards, testing, communication, etc.</li> <li>• Information about our Parent Resources located in the library for check out.</li> <li>• Student Chromebook Information for Parents</li> </ul>  | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper, card stock, table covers, parent resources,</p> | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <p><b>Parent Family Engagement Activity 3:</b></p> <p><u><b>Put on Hold Due to Covid 19</b></u></p> <p><u><b>Annual Schoolwide Science Discovery Day</b></u></p> <ul style="list-style-type: none"> <li>• Science standards will be instructed and practiced through 10 lab stations</li> <li>• Stations may include Matter &amp; Energy, Constructing DNA, Paper Circuits, Robotic Hand, Liquid rainbow, Synthetic Impact, Polymer Lab, meteorology station, Hydrology station, Northshore Technical Community College Star Lab station</li> <li>• Parents are invited to participate in standard based activities and experiments with their students</li> <li>• Student Chromebook Information for Parents</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Laminating Paper<br/>M/S for stations, supply kits for science including energy, electricity, volume, and volume, Bottle Cloud, Apparatus, batteries, LED lights, test tubes, rubbing alcohol, glue, food coloring, Ziploc bags, acetone, metallic paper and foil, coffee stirrers, straws, tape, salt, measuring cup, felt markers, cups, masking tape, toothpicks, marshmallow/Twizzlers for DNA construction, plastic gloves, salt, borax, detergent, pie pans, 3 prong folders, organizational folders, copy paper</p> | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Parent Family Engagement Activity 4:</b></p> <p><u><b>Put on Hold Due to Covid 19</b></u></p> <p><u><b>Math Mania Evening</b></u> (January)</p>  | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>  | <p><b>Items Needed:</b></p> <p>Math kits, copy paper, ink, card stock, poster maker supplies, Bulletin board paper, pencils, calculators,</p>   | <p><b>Effectiveness Measure:</b></p>  |



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|--|-----------------|--|---|--|
| <ul style="list-style-type: none"> <li>Parents are invited to take part in an evening of hands on math exploration with their student accentuating Tier I curriculum and state standards</li> <li>Student Chromebook Information for Parents</li> </ul>  |                 | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other  | markers, tape, protractors, compass, graph paper, tracing paper, colored markers, Table covers  | <b>Effectiveness Results:</b>                                      |
| <p><b>Parent Family Engagement Activity 5:</b></p> <p><b><u>Put on Hold Due to Covid 19</u></b></p> <p><b><u>Parent Academic Planning Workshop</u></b> (March)</p> <ul style="list-style-type: none"> <li>6<sup>th</sup> and 7th grade scheduling materials will be presented and elective and core subject choices discussed</li> <li>Proper planning for 8th grade Carnegie Units are discussed in an effort to maximize high school credits earned</li> <li>Scheduling assistance is given</li> <li>Student Chromebook Information for Parents</li> </ul> | <b>Goal(s):</b> | <b>Budgets</b> used to support this activity:<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <b>Items Needed:</b><br>Parent Institute resources, paper, card stock, basket containers, display table, table covers   | <b>Effectiveness Measure:</b><br><br><b>Effectiveness Results:</b> |
| <p><b>Parent Family Engagement Activity 6:</b></p> <p><b><u>Put on Hold Due to Covid 19</u></b></p> <p><b><u>Picnic in the Park (May)</u></b></p> <ul style="list-style-type: none"> <li>Parents are invited to have a picnic lunch with students examining student’s written work</li> <li>The St. Tammany Parish Public Library presents upcoming events and the summer reading program</li> <li>Parent resources and tips are available to assist parents in keeping students engaged in their academic knowledge throughout the summer</li> </ul>        | <b>Goal(s):</b> | <b>Budgets</b> used to support this activity:<br><input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS                                   | <b>Items Needed:</b><br>Parent Institute resources, paper, card stock, card stock, Crowd control stands, plastic table cloths, picture printing paper, dry erase easel, display (sign) easel, Tracing paper | <b>Effectiveness Measure:</b><br><br><b>Effectiveness Results:</b> |

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|--|--|--------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Parent Institute resources are distributed</li> <li>• Student Chromebook Information for Parents</li> </ul> |  | <input type="checkbox"/> Other |  |  |
|--|--|--------------------------------|--|--|

**3. SCHOOLWIDE PLAN STRATEGIES**

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

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

**Core Instruction**

| SCHOOLWIDE PLAN STRATEGY  | GOAL(S) ADDRESSED      | BUDGET(S) USED TO SUPPORT ACTIVITY  | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:   | EFFECTIVENESS                        |
|---|------------------------|---|--|--------------------------------------|
| <p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will implement Guidebooks 2.0 for 3 units in 6<sup>th</sup> grade and 3 units in 7<sup>th</sup> grade and 2 units in 8<sup>th</sup> grade</li> <li>• I-Ready Math- 6<sup>th</sup>-8<sup>th</sup> Grade Curriculum</li> <li>• All subject area teachers will implement RACE writing</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul> | <p><b>Items Needed:</b></p> <p>Achieve 3000 license for each student, Wifi adaptors for notebook laptop (USB connector/adaptor),</p> | <p><b>Effectiveness Measure:</b></p> |

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| <p>format, annotated articles, and computer workstations.</p> <ul style="list-style-type: none"> <li>• Writing assignments will be done on the computers/Chromebooks to align assignments to state testing.</li> <li>• Math Classes- Optional usage of the computer lab/Chromebooks to complete assignments and assessments, and using Moby Max to address student weaknesses with state standards.</li> <li>• Math 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> students who score below basic will be mandated to take LEAP Math skills class in place of one elective.</li> <li>• One ELA Title I teacher for class size reduction</li> <li>• One Math Title I teacher for class size reduction</li> <li>• Discovery Education – Website resource for science and social studies (video clips, articles, etc.) Grade levels 6-8th.</li> <li>• Achieve 3000- ELA, Social Studies, MAE, LEP, and Study Skills Class used to increase Lexile level, fluency, read, and respond activities, grades 6th-8th. In the Spring, all subjects will implement Achieve 3000 articles to support struggling readers by completing one article per week based on a rotating schedule.<br/>             Week 1- Math and Science<br/>             Week 2- ELA and Social Studies<br/>             Week 3- Electives and PE<br/>             Week 4 – Makeups and supplemental<br/>             Achieve 3000 will be monitored weekly and rewards and incentives will be given to both teacher and students for improvement and usage.</li> <li>• Moby Max- Social Studies, ELA, Math, and Science will be used as supplemental interventions to improve and bridge educational gaps due to lose of learning time.</li> </ul> |  | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p>lectern,<br/>             Laminating Paper<br/>             document cameras,<br/>             splitters, fuser kits,<br/>             projector bulbs, ear<br/>             phones, printers,<br/>             printer replacement<br/>             parts, Printer ink,<br/>             toner, computer<br/>             speakers, ear buds,<br/>             wireless micro<br/>             phones, computer<br/>             camera, computer ppt<br/>             remote controls,<br/>             surge protectors,<br/>             extension cords,<br/>             classroom chrome<br/>             book chargers, poster<br/>             maker supplies,<br/>             protractors, compass,<br/>             color paper, loose leaf<br/>             paper, card stock,<br/>             keyboards, ear<br/>             phones, mice,<br/>             projectors, projector<br/>             pens, rolling cart,<br/>             colored pens,<br/>             construction paper,<br/>             crayons, colored<br/>             pencils, pencils,<br/>             markers, fabric<br/>             markers, glue sticks,<br/>             liquid glue,<br/>             construction paper,<br/>             scissors, Hand held<br/>             pencil sharpeners,<br/>             pencils erasers,</p> | <p><b>Effectiveness Results:</b></p> |
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|  |  | <p>whiteboards, Dry Erase Cloths, American Book Company math resources, LEAP 2025 Prep Resource Books in Mathematics, math classroom library, Place Value resources, fraction resources, integer games, consumer mathematics series, Discount math game, Checkbook Charlie math resource, order of operations resources, remote controls, Overlays, Tracing Paper, loose leaf paper, color paper, chart paper, chart rings, chart stands, Wall easel hangers, vocabulary strips/sentence strips and holders, pens, toner, ink, student binders and dividers ELA, student binders math/sci, post-it notes for guidebook annotation, chart easel paper for guidebook instruction and math instruction,</p> |  |
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|  |  |  | math multiplication flash cards, bulletin board paper, composition notebooks for journals and interactive notebooks for social studies/science, maps, classroom maps for social studies: LA History, US History, World History, student atlas, sheet protectors, color paper for centers, card stock, dry erase markers, dry erase boards and erasers for ELA, graph paper, clip boards, scissors, graph paper, paper, graphing maps, ELA, MATH, Science and Social Studies teacher state standard aligned resource books for lesson planning. EZ Grader, science classroom curriculum library, science magnets, science experiment resources, (Mitosis & Meiosis investigation Lab, test tubes, energy |  |
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|  |  | <p>conversion kit,<br/>Chromatography<br/>Paper, Newton's Law<br/>Apparatus,<br/>Electroscope, Friction<br/>Rod, Glue sticks, Hot<br/>glue sticks, Scientific<br/>stopwatches, foil,<br/>weighing dish,<br/>electrical tape,<br/>colored tape, safety<br/>goggles, the Human<br/>Body kit, Weather<br/>change kit, Physical<br/>and chemical<br/>investigation kits,<br/>Magnet Sets, Periodic<br/>Table, Stackable<br/>Utility Carrier for<br/>science experiment<br/>supplies per group )<br/>Periodic Table poster,<br/>social studies<br/>standard aligned<br/>resource books and<br/>classroom library,<br/>Mapping resources,<br/>skills practice and<br/>puzzle practice,<br/>sentence strips for<br/>centers, laminating<br/>paper, science<br/>experiment resources,<br/>stem labs, science lab<br/>resources, science<br/>and social studies<br/>curriculum resources</p> |  |
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|  |                        |  | <p>to enhance engagement, task cards, White board paddles, binders, Flocabulary subscription, task cards, teacher resource standard based books, small group instruction resources, Answer buzzers, Time Twister, high lighters, sheet protectors, index cards, dry erase markers, chart markers, expo board, erasers, Wildcat Folders, 3 prong 2 pocket folders, leveled classroom libraries for ELA and special education classes. All core subjects to have a classroom library containing fiction and non-fiction pertaining to the subject matter.</p> |                                      |
| <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 Diagnostic Readiness – State created beginning of the year assessment, grades 6-8th measuring strengths and weaknesses. SLT Assessments –Teacher and District created</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> | <p><b>Items Needed:</b></p> <p>printer, paper, printer replacement parts, remote control for computer, ear phones, mice, printer</p>  | <p><b>Effectiveness Measure:</b></p> |

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| <p>beginning of the year and end of the year measurement on student skills, standard based grades 6-8th.</p> <ul style="list-style-type: none"> <li>• LEAP 360 Interim testing– State standard aligned assessment, grades 6-8th</li> <li>• LEAP 2025 – Louisiana State Test, grades 6-8th</li> <li>• Moodle BOY Diagnostic – Social Studies and Science classes</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>• The use of Item analysis scantrons– to identify areas of weakness in state standards within grades 6-8th.</li> <li>• Teachers use classroom exit tickets for formative assessment.</li> </ul>   |                        | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other  | <p>ink, toner, color paper, card stock, pens, pencils, scantron papers, scantron machine, scantron ink, calculators, ink, toner, poster maker and supplies, Post it notes (exit tickets) card stock, colored paper, Testing Carrols, remote control presentation, labels, loose leaf filler paper, high lighters, sheet protectors, index cards</p>                            | <p><b>Effectiveness Results:</b></p>  |
| <p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Read, Write Gold Software for students with the accommodation of Test Read Aloud.</li> <li>• IEP Progress Monitoring every 9 weeks</li> <li>• Student Framing – Examining student’s schedules, assigned classes, and IEP minutes through student’s schedule.</li> <li>• Small Group instruction, Scaffolding/ Differentiated instruction</li> <li>• Title I paraprofessionals support 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Science, Math, Social Studies, ELA classes.</li> <li>• Silvaroli assessment for comprehension and word recognition</li> <li>• Ready Math Curriculum and ELA Guidebooks curriculum</li> <li>• Three Title 1 tutors to push-into the classrooms: Kristie Chabreck, Karen Payne, and Bridget Vivien.</li> <li>• LEAP Connect – Leap Connectors Extended Standards</li> <li>• Unique Learning Curriculum</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p><b>Items Needed:</b></p> <p>Level Libraries from American Reading Company.<br/>         ear phones, ear buds, Chrome book chargers, mice, paper, pencils, pens, highlighters, dry erase markers for paddles, erasers, dry erase cloths, ink, toner, poster maker and supplies, Post it notes (exit tickets) card stock, colored paper, Flocabulary subscription. Wisper</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>Sped Paras are pushed into classes to assist with Students with Disabilities and their accommodations</li> <li></li> </ul>  |                        |  | phones, small group instruction resources: high lighters, sheet protectors, chart markers, rolling cart, Wildcat Folders, 3 prong 2 pocket folders, leveled classroom libraries |   |
| <p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>Small group setting for EL instruction</li> <li>One to two periods per day are provided to each grade level/EL learner with a Certified part-time teacher</li> <li>The district EL Coach and EL Integration Specialist monitor programs fidelity.</li> <li>Academic Review – Conferencing with core teachers</li> <li>EL students are paired with another EL student’s schedule who understands the English language.</li> <li>Programs used:<br/>Newcomers Literacy Curriculum (base curriculum)<br/>Language Power Language Proficiency Program (base curriculum)</li> <li>Achieve 3000 used in EL class to increase language awareness.</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 type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</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> |

***Interventions for At-Risk Students***

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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>• One Interventionist that supports small group instruction for struggling learners in ELA for all grade levels by pull outs and pushes in for core instruction.</li> <li>• Interventionist examines LEAP 2025 data and diagnostic data. Those scoring Unsatisfactory or Approaching Basic are given the IRLA assessment. Students are grouped based on these findings.</li> <li>• Classroom tutors, Christy Chabreck and Karen Payne, and interventionist, Francis Gummere, take 20 minutes, four days a week to work with their IRLA groups while the classroom teachers are working with other students within the classroom.</li> <li>• Monitoring is accomplished by keeping data detailing students' success and struggles. Progress monitoring and the student's running record are kept on file.</li> <li>• Students participate in school wide interventions based on pupil appraisal, teacher recommendations, SAT process and screenings.</li> <li>• Students chosen to participate in classroom interventions based on formative assessments, informal teacher observations, progress monitoring, and pupil progression.</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b></p> <p>Level Libraries from American Reading Company.<br/>Laminating Paper, rolling cart, lectern</p> | <p><b>Effectiveness Measure:</b></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>• Take Home Books/Kits are distributed to all students receiving reading interventions in an effort to continue the reading process with the students during the summer months and to promote reading in the family environment</li> <li>• Zearn- 6<sup>th</sup> grade Math remediation tool</li> <li>• IRLA - increase students' reading comprehension level.</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 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"/> DSS</li> </ul>  | <p><b>Items Needed:</b></p> <p>Level Libraries from American Reading Company.</p>   | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |

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|  |                        | <input type="checkbox"/> Other   |  |   |
| <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>• SAT Process Meeting is scheduled if classroom interventions are not gaining results. Grades, accommodations, LEAP 2025 test scores ,LEAP 360 test scores, pupil progression, Silvaroli screening, teacher documentation, language screening, and other assessments used to measure areas of strengths and weaknesses.                     <ul style="list-style-type: none"> <li>○ Pupil Progression is examined</li> <li>○ Accommodations/interventions</li> <li>○ Teacher documentation/notes, and other Screenings may be conducted</li> <li>○ Scheduling needs are reviewed</li> </ul> </li> <li>• Teacher monitors Pupil Progression through JPams gradebook and a teacher identifies children at risk.</li> <li>• Parents are notified of a concern and a parent conference is held</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p><b>Items Needed:</b><br/>Level Libraries from American Reading Company.</p> | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |

***Support and Extended Learning***

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| <p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Accelerated Math Class (Pre-Algebra &amp; Algebra)</li> <li>• Gifted Class in ELA, Math &amp; Science</li> <li>• Band</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4 | <p><b>Items Needed:</b><br/>Level Libraries from American Reading Company. Lectern, Laminating Paper, band instruments,</p> | <p><b>Effectiveness Measure:</b></p> |
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| <ul style="list-style-type: none"> <li>• Keyboarding</li> <li>• Quest to Success</li> <li>• Spanish</li> <li>• Talented Art</li> <li>• Talented Theater</li> <li>• Talented Music</li> <li>• KIT Tutoring – School Counselor arranges for a KIT tutor for 2 days per week. This tutor pulls from the KIT student’s during their PE or elective hour.</li> </ul>                       |                 | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | snare sticks, bass mallets, mallet holders, bass stands, French horn, baritones, fiberglass BBb Sousaphone, Sousaphone cradle pad, Sousaphone shoulder pad, tuba mouthpieces, slide and key oil, keyboard mallets, reeds, sheet music, musical instrument repairs, creative art supplies, paint, paint brushes, art pencils and paper, portfolio folders, drying racks, plaster supplies, card stock, colored paper, card board. Keyboard protective covers, keyboard cleaner. Spanish posters, resource books and supplies. | <b>Effectiveness Results:</b> |
| <p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• <b>Increase in math core minutes</b> – Students scoring below basic on the LEAP 2025 assessment receives 94 minutes of math instruction per day.</li> </ul> | <b>Goal(s):</b> | <b>Budgets</b> used to support this activity:<br><input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4  | <b>Items Needed:</b><br>Sports equipment and resources for football, softball, soccer, volleyball, basketball, cheer and dance   | <b>Effectiveness Measure:</b> |

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| <ul style="list-style-type: none"> <li>• <b>Student Council</b> – Student application and teacher recommendation</li> <li>• Cheer Team, Dance Team, Soccer, Baseball, Football, Softball</li> </ul> |  | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | team. | <b>Effectiveness Results:</b> |
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***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas***

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| <p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school’s students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program.</li> </ul> | <b>Goal(s):</b> | <b>Budgets used to support this activity:</b><br><input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <b>Items Needed:</b><br>Folders | <b>Effectiveness Measure:</b><br><br><hr/> <b>Effectiveness Results:</b> |
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| <p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• <b>Full-time School Counselor and school MHP</b> have implemented Restorative Practices school- wide. Whole-school lessons are taught monthly through the PE department classes. Restorative Practices are presented daily within the ISS room. This program has been implemented to address our school discipline goal. A Restorative Practice form was created to assist in tracking the progression of student’s daily/weekly.</li> <li>• <b>Whole School lessons include but not limited to:</b><br/>Restorative Practice<br/>Bullying Program<br/>Cognitive Behavior Therapy<br/>Child Sexual Abuse Prevention<br/>Suicide Prevention</li> <li>• Career Fair Day- Career Option Program</li> <li>• Students can ask to see counselors and are referred to council staff by teachers, staff, and parents.</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><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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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

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| <p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>PBIS</b> – Committee formed to put a plan in place to encourage positive behavior in and out of the classroom.</li> <li>• An economic system is in place to earn <b>“Wildcat Bucks”</b>. These bucks can be used to purchase items in the Wildcat Store or used in monthly PBIS raffles.</li> <li>• Positive Post Cards – mailed to the home</li> <li>• Positive Referrals</li> <li>• Monthly PBIS Celebration</li> <li>• Verbal Recognition</li> <li>• Motivational Banners/Posters</li> <li>• Positive Expectations posted in classroom</li> <li>• Grade Level PBIS Motivational Assemblies – reminders of expectations and appropriate choices to make</li> <li>• Red Ribbon Week (Carmen Butler)</li> <li>• Student Brag Tags, Brag Patches, Brag Bracelets</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p><b>Items Needed:</b></p> <p>Wildcats post cards, ID lanyards, student brag tags and bracelets, brag patches, awards and certificates, card stock, colored paper, ribbons and medals, copy paper, ink cartridges, toner, poster supplies, wildcat bucks</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>• Restorative Practices (RP) – In an effort to decrease discipline referrals, faculty and staff are implementing RP strategies as a first and second line of intervention.</li> </ul>  |                        |   |                             |   |
| <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 students ‘assembly and campus tour field trip</li> <li>• 6th Grade incoming Informational Night – Presentation covers procedures, expectations, state standards, state assessments, grading policy, curriculum, agendas, Title 1 resources, etc.</li> <li>• Outgoing 8th graders during the month of April/May attend a scheduling assembly and tour of Salmen High School</li> <li>• Scheduling workshops for students and parents</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 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"/> DSS</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> |

## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

| Professional Learning Communities (PLCs):   | Goal(s): | Budgets used to support this activity:   | Items Needed: | Effectiveness Measure:  |
|---|----------|--|---------------|---|
| <ul style="list-style-type: none"> <li>• Once a week three times a month during subject specific common planning time, PLC meetings take place through core subject area for 45 minutes.</li> <li>• Meetings discuss a variety of topics: state standards, classroom assessments, strategies, shared resources, writing structure, student work, etc.</li> <li>• Online Assessments through Moodle is used to track students' progress towards mastery and core instruction. In PLC, LEAP 360 Diagnostic, Interim data along with Moodle and teacher created assessments are reviewed and utilized to form small group within the core blocks.</li> <li>• Collaborative Planning of weekly lessons and assessments between core subject areas</li> <li>• Assessment alignment to state standards and state testing Assessment data is tracked to find areas of weakness to structure our small group instruction around areas of weakness.</li> <li>• Jennifer Hutchinson PLC – <b>Science</b> Teachers</li> <li>• Lindsey Miller PLC – <b>Math</b> Teachers</li> <li>• Callie Foreman (Instructional Coach), Jessica Kastner, Francis Gummere (Interventionist) PLC – <b>ELA</b> Teachers</li> <li>• Kacie Moore PLC – <b>Social Studies</b></li> <li>• Curriculum Specialist Visitation to PLC as requested</li> <li>• Administration monitors meetings and meets with PLC leaders periodically.</li> <li>• ELA Content Leader – <b>Jessica Kastner</b> - Providing content rich resources to new and current teachers.</li> <li>• Math Content Leaders – <b>Angie Beach</b> - Providing content rich resources to new and current teachers</li> <li>• Two Intervention Content Leaders – <b>Theresa Earhart</b> and <b>Shalone LaCoste</b> attended 9 days of training on</li> </ul> |          | <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul> |               | <p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p> |



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|   |                        |   |                             |   |
|---|------------------------|---|-----------------------------|---|
| <p>interventions and strategies to support students who are struggling in English and math and train teachers in the intervention process.</p> <ul style="list-style-type: none"> <li>•</li> </ul>  |                        |   |                             |   |
| <p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• One certified coach that analyzes student data with a focus on the implementation of small group instruction within the ELA classroom, Guidebooks, and Writing</li> <li>• Plain Talk Conference- All ELA teachers attend</li> <li>• Jan Latino assists with online testing through Moodle for social studies and science content areas.</li> <li>• Curriculum Specialist Support - Specialist assist in PLCs to give updates and dissemination of curriculum instruction and assessment planning.</li> <li>• Quarterly Professional Development Days – These days are used to review prior assessments to identify areas of weakness and plan small group instruction to meet the needs of struggling learners.</li> <li>• Monthly Faculty Meetings - Title 1, Curriculum Updates, Discipline strategies, classroom management tips, and student data breakdowns are covered, etc.</li> <li>• Sped teachers participate in PLCs with traditional core subject teachers.</li> <li>• Restorative Practices – PD was offered to faculty and staff.</li> <li>• DIBELS training is offered to all teachers to increase awareness and understanding student’s reading weaknesses.</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 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"/> DSS</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> |
| <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> </ul>   |                        |   |                             |   |

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- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.
- A District Representative serves as a speaker on college campuses for different education courses.

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

|   |                        |   |                             |   |
|---|------------------------|---|-----------------------------|---|
| <p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>  | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><input type="checkbox"/> Other | <p><b>Items Needed:</b></p> | <p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> | <p><b>Goal(s):</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> DSS<br><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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***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, Title III, or DSS funding.
- English Learners (EL):**
- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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.*

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- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

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

- Pull discipline report periodically, SLT data documentation, Common assessments, LEAP 360 Interim Data

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

- Once completed the SIP will be shared during a faculty meeting, posted on school website, and posted in SIP binder within school office.
- Three meeting per year are planned to revisit SIP

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

- Once effectiveness measures are completed, the SIP evaluation results will be shared during a faculty meeting, posted on school website, and posted in SIP binder within school office.

**2019-2020 Committee Members**

| <u>School Improvement Planning Committee</u><br>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP  | <u>Parent/Family Engagement Committee</u><br>Responsible for the Implementation of the PFE Activities in the SIP  |
|--|---|
| <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Vincent E. DiCarlo</li> <li>• AP: Karen Dufrene</li> <li>• TRT: Theresa Earhart</li> <li>• Teacher: Jennifer Hutchinson</li> <li>• Teacher: Sharon Watson</li> <li>• Teacher: Caitlyn Parker</li> <li>• Parent/Family: Tanya Williams</li> <li>• Parent/Family: Ashley Spencer</li> </ul> | <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Vincent E. DiCarlo</li> <li>• Student:</li> <li>• RHT: Karen Dufrene</li> <li>• Teacher: Sharon Watson</li> <li>• Teacher: Caitlyn Parker</li> <li>• Parent/Family: Tanya Williams</li> <li>• Parent/Family: Ashley Spencer</li> </ul> |

## DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school wide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date