

2021-2024
SCHOOL ADVANCEMENT PLAN

St. Tammany Junior



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

| STRENGTHS | WEAKNESSES |
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| The Whole-School LEAP 2025 Assessment Index for the 2020/2021 school year shows that ELA has the highest assessment index of 66.1 points, which is a C letter grade. In 2020/2021, 69 students scored Advanced in ELA and 175 students scored Mastery in ELA on the LEAP 2025 Assessment. | The Whole-School LEAP 2025 Assessment Index for the 2020/2021 school year shows that Mathematics has the lowest assessment index of 44.3 points, which is an F letter grade. In 2020/2021, 198 students scored Approaching Basic in Mathematics and 88 students scored Unsatisfactory in Mathematics on the LEAP 2025 Assessment. |
| The Whole-School LEAP 2025 Assessment Index (Expanded View) for the 2020/2021 school year shows that 8th grade ELA has the highest assessment index of 74.5 points, which is a C letter grade. In 7th grade ELA, 40 students scored Advanced whereas in 8th grade ELA, 18 students scored Advanced. However, in 7th grade ELA, 49 students scored Mastery whereas 83 students scored Mastery. | The Whole-School LEAP 2025 Assessment Index (Expanded View) for the 2020/2021 school year shows that 8th grade Mathematics has one of the lowest assessment indices of 36.2 points, which is an F letter grade. In 8th grade Mathematics, 53 students scored Approaching Basic and 52 students scored Unsatisfactory. |
| The Student Group Performance for the 2020/2021 school year shows that the Asian student group of 22 students had a significantly higher score than the Whole School score for each subject. In ELA, the whole group performance score was 66.1 points whereas the Asian student group performance score was 104.1 points. In Mathematics, the whole group performance score was 44.3 points whereas the Asian student group performance score was 82.5 points. In Science, the whole group performance score was 44.6 points whereas the Asian student group performance score was 76.8 points. In Social Studies, the whole group performance score was 54.5 points whereas the Asian student group performance score was 98.2 points. | The Student Group Performance for the 2020/2021 school year shows that the Special Education student group of 94 students has a significantly lower score than the Whole School score for each subject. In ELA, the whole group performance score was 66.1 points whereas the Special Education student group performance score was 23.2 points. In Mathematics, the whole group performance score was 44.3 points whereas the Special Education student group performance score was 18.9 points. In Science, the whole group performance score was 44.6 points whereas the Special Education student group performance score was 22.8 points. In Social Studies, the whole group performance score was 54.5 points whereas the Special Education student group performance score was 21.8 points. |
| According to the Performance by Sub strand (Schoolwide) for the 2020/2021 school year, in ELA, Written Knowledge & Use of Language Conventions was the highest strand with 50% of students strong (Advanced or Mastery) in this strand. In Social Studies, Economics was the highest strand with 36% of students strong (Advanced or Mastery) in this strand. In Science, Investigate was the highest strand with 27% of students strong (Advanced or Mastery) in this strand. In Mathematics, Expressions Inequalities & Equations was the | According to the Performance by Sub strand (Schoolwide) for the 2020/2021 school year, in ELA, Reading Literary Text was the lowest strand with 42% of students weak (Approaching Basic or Unsatisfactory) in this strand. In Social Studies, Civics was the lowest strand with 55% of students weak (Approaching Basic or Unsatisfactory) in this strand. In Science, Reason Scientifically was the lowest strand with 51% of students weak (Approaching Basic or Unsatisfactory) in this strand. In Mathematics, Solving Linear Equations Systems of Linear |

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| highest strand with 32% of students strong (Advanced or Mastery) in this strand. | Equations was the lowest strand with 76% of students weak (Approaching Basic or Unsatisfactory) in this strand. |
| <p>According to the Performance by Sub strand (English Language Arts by Grade Level) for the 2020/2021 school year, Written Knowledge & Use of Language Conventions was the highest strand for 6th grade with 41% of students strong (Advanced or Mastery) in this strand. Written Performance was the highest strand for 7th grade with 49% of students strong (Advanced or Mastery) in this strand. Writing Performance, Written Expression, and Written Knowledge & Use of Language Conventions were the highest strands with 64% of students strong (Advanced or Mastery) in this strand.</p> <p>According to the Performance by Sub strand (Mathematics by Grade Level) for the 2020/2021 school year, Additional & Supporting Content was the highest strand for 6th grade with 39% of students strong (Advanced or Mastery) in this strand. Additional & Supporting Content was the highest strand for 7th grade with 31% of students strong (Advanced or Mastery) in this strand. Modeling & Application was the highest strand for 8th grade with 25% of students strong (Advanced or Mastery) in this strand.</p> <p>According to the Performance by Sub strand (Social Studies & Science by Grade Level) for the 2020/2021 school year, History and Economics were the highest strands for 6th grade Social Studies with 21% of students strong (Advanced or Mastery) in these strands. Economics was the highest strand for 7th grade Social Studies with 45% of students strong (Advanced or Mastery) in this strand. History and Economics were the highest strands with 41% of students strong (Advanced or Mastery) in these strands.</p> <p>According to the Performance by Sub strand (Social Studies & Science by Grade Level) for the 2020/2021 school year, Reason Scientifically was the highest strand for 6th grade Science with 24% of students strong (Advanced or Mastery) in this strand. Investigate was the highest strand for 7th grade Science with 35% of students strong (Advanced or Mastery) in this strand. Investigate was the highest strand for 8th grade Science with 24% of students strong (Advanced or Mastery) in this strand.</p> | <p>According to the Performance by Sub strand (English Language Arts by Grade Level) for the 2020/2021 school year, Reading Literary Text was the lowest strand for 6th grade with 54% of students weak (Approaching Basic or Unsatisfactory) in this strand. Reading Literary Text was the lowest strand for 7th grade with 43% of students weak (Approaching Basic or Unsatisfactory) in this strand. Reading Informational Text was the lowest strands with 35% of students weak (Approaching Basic or Unsatisfactory) in this strand.</p> <p>According to the Performance by Sub strand (Mathematics by Grade Level) for the 2020/2021 school year, Expressing Mathematical Reasoning was the lowest strand for 6th grade with 62% of students weak (Approaching Basic or Unsatisfactory) in this strand. Modeling & Application was the lowest strand for 7th grade with 59% of students weak (Approaching Basic or Unsatisfactory) in this strand. Expressing Mathematical Reasoning was the lowest strand for 8th grade with 63% of students weak (Approaching Basic or Unsatisfactory) in this strand.</p> <p>According to the Performance by Sub strand (Social Studies & Science by Grade Level) for the 2020/2021 school year, Civics was the lowest strand for 6th grade Social Studies with 74% of students weak (Approaching Basic or Unsatisfactory) in this strand. Civics was the lowest strand for 7th grade Social Studies with 49% of students weak (Approaching Basic or Unsatisfactory) in this strand. Geography and Civics were the lowest strands for 8th grade Social Studies with 43% of students weak (Approaching Basic or Unsatisfactory) in these strands.</p> <p>According to the Performance by Sub strand (Social Studies & Science by Grade Level) for the 2020/2021 school year, Reason Scientifically was the lowest strand for 6th grade Science with 51% of students weak (Approaching Basic or Unsatisfactory) in this strand. Reason Scientifically was the lowest strand for 7th grade Science with 52% of students weak (Approaching Basic or Unsatisfactory) in this strand. Reason Scientifically was the lowest strand for 8th grade Science with 50% of students weak (Approaching Basic or Unsatisfactory) in this strand.</p> |
| According to the LEAP 2025 Cohort Performance for the 2020/2021 school year, 8th grade Social Studies experienced the most growth from 50.9 points | According to the LEAP 2025 Cohort Performance for the 2020/2021 school year, 6 th grade Social Studies experienced the greatest decline from 55.4 points in 2019 to 34.1 points in 2021. Furthermore, 8 th grade math experienced the |

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| in 2019 to 62.9 points in 2021. Additionally, 8 th grade ELA experienced the most growth with a cohort of students. These students had an assessment index of 57.7 points in 2019 when they were in 6 th grade ELA and an assessment index of 74.5 points in 2021 when they were in 8 th grade ELA. | greatest decline with a cohort of students. These students had an assessment index of 49.9 points in 2019 when they were in 6 th grade Mathematics and an assessment index of 36.2 points in 2021 when they were in 8 th grade Mathematics. |
| Over the last three years, the number of referrals have significantly decreased. In 2018-2019, the number of total referrals equaled 3,272. In 2019-2020, it went to 3,041 referrals. In 2020-2021, it went to 1,760 referrals. Restorative practices were implemented and account for this significant decrease. | In 2020-2021, 441 referrals were written for male students in comparison to 130 referrals for female students. 52% of all students' referrals (1,360 students) occur in the classroom. In 2020-2021, failure to serve assigned consequences accounted for 24.2% of all student referrals, which is equal to 334 referrals. Willful disobedience accounted for 19.83% of all student referrals, which is equal to 210 referrals. Misusing the internet accounted for 19.16% of all student referrals, which is 161 referrals. |
| At the end of the 2020-2021 school year, 235 parents responded to the online Title I survey, and 299 parents filled out the paper and pencil survey. According to the online Title I PFE Survey, 56% of the parents were aware that St. Tammany Junior High School had a school improvement plan. Of the 223 online responses, 78% of parents stated their input on their child's education decisions was taken into consideration. Over 50% of the parents reported that grades and academic achievements were communicated effectively. | According to the online Title I PFE Survey, only 39.5% of the parents were aware that the school improvement plan was available to them. Only 40% of the parents knew how to access the school improvement plan. Of these 40% of parents, 64% did not read the school improvement plan. Less than 50% of the parents reported that school events and class events were communicated ineffectively. Only 34.3% of the parents reported that they attended a virtual or in-person activity in 2020-2021. 78 parents reported that they had to work, and 67 parents reported that they were unaware of when the event took place. |
| According to the 2020-2021 ELPT results, 12% of the 8th grade LEP students scored emergent. | According to the 2020-2021 ELPT results zero percent of the all LEP students scored above emergent. |

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
- Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment
 - Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal
 - High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal

Goal #1--- From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the subcategory category of Reading Literary Text for each cohort of students will increase by 3% percentage points each year as follows:

| Grade | 2021 Goal | 2022 Goal | 2023 Goal | 2024 Goal |
|-----------------|-----------|-----------|---------------------------------------|---------------------------------------|
| 6 th | 28% | 31% | 34%/ Goal exceeded and revised to 43% | 37%/ Goal exceeded and revised to 46% |
| 7 th | 39% | 42% | 45% | 48% |
| 8 th | 39% | 42% | 45%/Goal exceeded and revised to 50% | 48%/Goal exceeded and revised to 53% |

Instructional Focus:

2021-2022

ELA Teachers in Grades 6-8 will implement, monitor, and analyze student growth in Reading Foundational Skills utilizing a subject-specific instructional strategy for 20 minutes a day 4 days a week (fluency tracking and Achieve 3000 articles).

Resources needed:

Copy paper, sentence strips, folders, Guidebook resources, binders, paper protector covers, labels, fluency worksheets, timers, computer, ink, surge protector, internet splitter and chords,

Team Reflection:

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| <ul style="list-style-type: none"> ● Reading- Reading Literary Text ● Citing Textual Evidence: Close Reading, Text Dependent Questions (RL.1) <p><u>2022-2023</u></p> <p>ELA Teachers in Grades 6-8 will implement, monitor, and analyze student growth in Reading Foundational Skills utilizing a subject-specific instructional strategy for 20 minutes a day 4 days a week (fluency passages, Achieve 3000 articles and writing journals).</p> <ul style="list-style-type: none"> ● Building Background Knowledge: Reading Complex Text, Reader's Circles (RL.10) ● Fluency: Accuracy, Rate, Expression, Comprehension (RF.4; RL.10) ● <u>2021-2024- curriculum focus</u> ● Sixth Grade <ul style="list-style-type: none"> ○ Unit 1: <i>Hatchet</i> (ELA Guidebooks 3.0) Students read literary and informational texts to understand how positive thinking, slowing down to think clearly, problem solving, and constant vigilance support survival in the face of grave danger and overwhelming odds. Students express their understanding of characters in literature by analyzing the struggle of man versus nature and the life lessons we can learn from others' survival situations. ○ Unit 2: <i>If Stones Could Speak</i> (ELA Guidebooks 3.0) Students read literary and informational texts to understand that archaeologists, like detectives, work to piece together the past through investigation. Students express their | <p>mouse, speaker, pencils, Easel Pad- Ruled, cleaning wipes for Chromebooks and computers, document camera, interactive panels, power adaptors, Chromebook Chargers●</p> <p>Reader's Circles for Literary Texts- flash cards● Evidence Sentence Starters Small group organizers, small group containers, text, pocket chart organizers, book bins, storage containers, supply caddies, task cards for informational text, literary text, and text evidence, blank flash cards, tape , tape dispenser, screen cleaners, stapler, staplers, laptops, Office Professional, Adobe Acrobat software, Magnetic Mobile Easel, Easel Dry-Erase room divider, electronic punch binder and cones, single sided book carts</p> | |
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| <p>understanding by analyzing evidence and drawing meaningful conclusions about history, texts, and their environment.</p> <ul style="list-style-type: none"> ○ Unit 3: <i>The Witch of Blackbird Pond</i> (ELA Guidebooks 3.0) Students read literary and informational texts to understand the influence of family expectations and values on the development of one's personal identity. Students express their understanding of how history influences the theme and setting of a novel. ● Seventh Grade <ul style="list-style-type: none"> ○ Unit 1: Memoir (ELA Guidebooks 3.0) Students read various memoirs and texts about a writer's craft to understand the importance of memoirs and "coming of age" literature. Students express their understanding by exploring their own voice and style as a writer, observing the firsthand connection between reading and writing, as they write their own memoir. ○ Unit 2: <i>A Christmas Carol</i> (ELA Guidebooks 3.0) Students read literary and informational texts about the meaning and redemption found through selflessness and valuing people over material possessions. Students understand how writers use stories to teach us these lessons and how characters' choices affect the plot and build the theme of a story. Students express their understanding by exploring how literature resonates with readers and has "staying power," becoming a part of our language, culture, and moral code. ○ Unit 3: <i>The Giver</i> (ELA Guidebooks 3.0) Students read dystopian literature and related informational texts to understand how individual perspectives are shaped by knowledge and memory and to determine whether perfection is worth the sacrifice. Students express their understanding by analyzing how a theme is developed through characters and their contrasting points of view and also comparing and contrasting the themes of similar texts. | | |
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| <ul style="list-style-type: none"> ● Eighth Grade <ul style="list-style-type: none"> ○ Unit 1: “Flowers for Algernon” (ELA Guidebooks 3.0) Students read literary and informational texts about knowledge and intelligence to understand what happens when humans try to manipulate the minds of others and how our understanding of intelligence has evolved over time. ○ Unit 2: “The Tell-Tale Heart” (ELA Guidebooks 3.0) Students read literary and informational texts to understand the role of the narrator and point of view. Students also understand how the narrative voice of a text can blur the line between fact and fiction. Students express their understanding through writing in different points of view and examining motives and bias in various media. ○ Unit 3: <i>The Call of the Wild</i> (ELA Guidebooks 3.0) Students read literary and informational texts about human interaction with animals and nature. They understand how authors portray animals to serve a purpose and make a comment about human interaction with animals. Students then explore scientific and personal accounts of animal cognition to express their understanding of Jack London’s portrayal of Buck and his interaction with humans in <i>The Call of the Wild</i>. This unit focuses on character point of view/perspective and the development of theme. | | |
| <p>Parent and Family Engagement Activity:</p> <p><u>2021-2022</u> Literary Virtual Nights: Fall and Spring Semesters</p> <ul style="list-style-type: none"> ○ Provide information about citing evidence, building background knowledge, and/or fluency strategies. ○ Activity: Participate in a close reading of a complex text with teacher support. | <p>Resources needed:</p> <p>Paper and ink, Computer Webcam, laptop, Power strip, Microphone Surge protector Internet splitter</p> | <p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> <p><u>Number of Participants:</u></p> |

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| <ul style="list-style-type: none"> ○ Activity: Practice identifying relevant evidence from a common text or movie. ○ Activity: Teach and then practice a fluency strategy. ○ Teachers will record virtual mini-lessons for parents and students, which will be posted in Google Classroom and STJH's website. <ul style="list-style-type: none"> ● Send home information about GB unit texts/topics through JPAMS webpages and Google Classroom and mail hard copies to targeted students. ● Teachers will mail flyers to hotspot kids and check-in and check-out students. ● <u>2022-2023 Fluency Parent-Family Engagement Activity at Boo Fest-</u> <ul style="list-style-type: none"> ○ Provide information about citing evidence, building background knowledge, and/or fluency strategies. ○ Activity: Participate in a close reading of a complex text with teacher support. ○ Activity: Teach and then practice a fluency strategy. ○ Record Fluency time ○ Reward the student ○ Explain the outcome and ways to improve and provide information ○ Complete an exit ticket to receive feedback | <p>Paper clips tape, tape dispenser, Staples, Pencils, Post-it notes Tape, Dry-erase markers Erasers Highlighters Index cards Scissors Envelopes * Pens Clip Board Classroom timers Parent Institute Online – family engagement library Cardstock-</p> | |
| <p>Professional Development: <u>2021-2022 St. Tammany District Tier 1 ELA Curriculum</u> Dates:</p> <ul style="list-style-type: none"> ■ Session 1: Pre and Post Shifts Experiential ■ Session 2: Unpacking the Instructional Shifts ■ Session 3: Preparing to Teach a Guidebooks Unit ■ Session 4: Application - Unit Unpacking | <p>Resources needed:</p> <ul style="list-style-type: none"> ● Qualitative Text Rubric for literary texts, Reader's Circles for Literary Texts, ● GB Teacher Notes (support for identifying text evidence) | <p><u>Feedback from Teachers:</u></p> |

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| <ul style="list-style-type: none"> ■ Session 1: Experience and Unpack a Guidebooks Lesson ■ Session 2: Qualitative Complexity ■ Session 3: Re-Thinking the Role of Text-Dependent Questions ■ Session 4: Structured Work Time <ul style="list-style-type: none"> ● 2022-2023: Student Feedback and Data-Driven Instruction (Ongoing) <ul style="list-style-type: none"> ○ District curriculum specialists will present and lead teachers on providing students with meaningful feedback on literary analysis tasks (comprehension and evidence). ○ Teachers will collect and analyze student samples of literary analysis writing (2-high, 2-middle, and 2-low) and select/develop instructional strategies to promote student growth. | <ul style="list-style-type: none"> ● GB Unit/Lesson Specific Diverse Learner's Guide and Additional Supports for Diverse Learners ● Gb Supports Flow Chart ● Organizational Frames (SPO, CER) ● Graphic Organizers (citing evidence) ● Annotations Text Strategy Guide (GB) ● Fluency Passages for each GB unit (with vocabulary and comprehension questions) ● Fluency Strategies (from ELA Content Leader Training) GB Fluency Tracker-binders, color paper, white paper, copies, anchor charts, cardstock, page protectors, highlighters, Data Tracker for ongoing progress monitoring-binders, copies, pens, cardstock, page protectors, highlighters, loose leaf paper, pencils, paper, anchor charts, (yellow anchor charts with lines). Organizers for small groups, folders, 2 pocket folders, file folders, | |
| <p>Follow Up and Support:</p> <p>2021-2022- ELA Content Leaders model lessons or portions of lessons focusing on: fluency, close reading, and identifying text evidence, citing text evidence in written expression</p> <ul style="list-style-type: none"> ● PLCs will focus on: <ul style="list-style-type: none"> ○ 4 Highly Effective ELA Strategies (teacher clarity, anchor charts, modeling, accountable talk) ○ Planning close reading GB lessons using the reader's circles ○ Planning GB lessons to support students in reading and comprehending complex text ○ Planning GB lessons with a focus on citing evidence (4 Methods) ○ Curriculum specialists will provide support to coaches and ELA content leaders 2022-2023 Foundational Skills Fluency strategies and planning how to incorporate them into GB lessons or as extra support <ul style="list-style-type: none"> ○ Planning common assessments with a focus on Part A and Part B questions, multiple-select questions, and technology-enhanced questions | | |

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| <ul style="list-style-type: none">○ Analyzing data from common assessments to select/develop instructional strategies that promote student growth○ Identifying writing progression from sixth to eighth grade based on Louisiana State Standards <p><u>2021-2024</u></p> <ul style="list-style-type: none">● The instructional coach will co-teach lessons or portions of lessons focused on close reading, citing evidence and fluency. They will also provide support with GB planning based on topics. The instructional coach will provide guidance on student data tracking in order to plan effective lessons. The instructional coach will hold one on one meetings with teachers to discuss data, instructional practices, and guidance and tips on student grouping based on need. The coach will also ensure intervention fidelity.● Curriculum specialists will provide support to coaches and ELA content leaders.● Supports and Strategies for Students with Exceptionalities<ul style="list-style-type: none">○ Evidence Sentence Starters○ Organizational Frames (SPO, RACE)○ Graphic Organizers (citing evidence)○ Annotation Support○ Summarizing Frames (Somebody, Wanted, But, So; TWR Summary Sentence and Paragraph)○ GB - Companion guide and document○ GB Diverse Learner’s Guide and Additional Supports for Diverse Learners○ GB Supports Flow Chart○ Fluency strategies (from ELA Content Leader Training)○ Fluency Passages for each GB unit | <p>pocket folders, hanging organizers, loose leaf paper,</p> | | | | | | | | | | | | | |
| Budgets used to support this activity: | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
| x | x | | | | | | | | | | | | | |

Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim,
- Track Progress on Unit tasks (CWT, ET, CRT, and teacher created unit assessments (focus on Part A/Part B questions)- Cold Read Task and Cumulating task.
- Track fluency Progress (GB Fluency Tracker)

GB 2020 - Section Diagnostics and Culminating task

Observations:

- One administrator will visit every 6th-8th ELA classroom at least once a month to conduct a snapshot using the NIET ELA look-for tool.
- Once a year the School Improvement Committee will visit every 6th-8th grade class to conduct a snapshot using the NIET ELA look-for tool.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #2 - Math

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Major Content Subcategory increase by 2% for 6th and 7th grade and 8th grade 3% points each year as follows:

| Grade | 2021 Goal | 2022 Goal | 2023 Goal | 2024 Goal |
|-------|-----------|-----------|-----------|-----------|
| 6TH | 19% | 21% | 23% | 25% |
| 7TH | 19% | 21% | 23% | 25% |
| 8TH | 10% | 24% | 31% | 36% |

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| <p>Instructional Focus:</p> <p>6th and 7th grade - Proportional Relationships</p> <p>8th Grade - Expressions, Equations and Inequalities</p> <p>Sessions within Content Leader Modules (Module/Topic would be related to identified subcategory/subcategories):</p> <ul style="list-style-type: none"> Hands on manipulatives to visual show proportions for added visual learning LEAP small group learning sessions with manipulates <p><u>2022-2023</u></p> <p>Teachers will implement with fidelity the Ready Math curriculum with a focus on the three reads strategy.</p> <p>Teachers will focus activities to improve proportional relations and ratio. Students will utilize the <i>I-Ready Mypath</i> in class for 20 per class period to improve overall math major content.</p> <p><u>2021-2024- Curriculum focus</u></p> <p>6th Grade</p> <p>Unit 1: Ratios and Proportional Relationships</p> <p>Unit 2: The Number System</p> <p>Unit 3: Expressions and Equations</p> <p>Unit 4: Geometry</p> <p>Unit 5: Statistics and Probability</p> <p>7th Grade</p> <p>Unit 1: The Number System</p> <p>Unit 2: Ratio and Proportional Relationships</p> <p>Unit 3: Expressions and Equations</p> <p>Unit 4: Geometry</p> <p>Unit 5: Statistics and Probability</p> | <p>Resources needed:</p> <ul style="list-style-type: none"> District Resources within Guaranteed curriculum <p>Learning Posters, Glue sticks, rulers, Computers, headphones, , laptops, printers, ink, surge protectors, internet splitters, internet chords, One subject notebooks Plastic 2 pocket folders, calculators, pencils, loose leaf paper, composition notebooks, markers, crayons, erasers, large paper clips, pencils highlighters, graph paper, dry eraser markers (skinny), headphones, compasses, protractors, reflection mirrors, dry erase cleaner, anchor chart paper, anchor chart markers, dry erase paddles or boards, glue, pencil sharpener, transparent tape, tape dispensers, timers, Table top Flip Charts, large learning dice, dice, probability spinners, various weight sets, storage bins for organization, small group caddies, flip tote for storage small and large</p> | <p><u>21-22 Team Reflection:</u></p> |
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| <p>8th Grade Unit 1: Expressions and Equations (Exponents) and the Number System Unit 2: Functions Unit 3: Expressions and Equations (Linear Equations) Unit 4: Geometry Unit 5: Statistics and Probability</p> | <p>Algebra thinking text, algebra small group games, all operations flash cards, linear graph flash cards, learning tiles, integer flash cards and inter war flash card game, fraction flashcards, multiplication flash cards, graph paper, graph anchor charts, Number line card set grades – 12, number line floor mat, number line fraction set, working with the number line, number line mats, dry-erase fraction number line, whole number line mats, Ziploc bags</p> | |
| <p>Parent and Family Engagement Activity: <u>2021-2022</u> Math Learning Project to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.</p> <p>All grades will complete a family engagement project based on major content ratio and rate (6th), proportional relationships (7th), expressions, equations, and inequalities (8th) in the fall of 2021.(Math Mania- Skittles)</p> <ul style="list-style-type: none"> Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content- information sent home on unit letter• Send home LDOE Parent Support information-Information highlight on unit letter | <p>Resources needed: Ziploc bags, colored skittles, copy paper, colored paper, glues sticks, graph paper, transparent tape, pencils envelopes staples various packages of M&Ms and Skittles gloves wipes index cards</p> | <p><u>Number of Participants:</u> <u>Summary of Parent Feedback/Exit Tickets/Survey:</u> <u>2022-2023</u></p> |

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| <ul style="list-style-type: none"> Curriculum Based Parental Support Letters to support at-home learning- Teachers will send home Ready unit home letter at the beginning of each unit. <p><u>2022-2023</u></p> <p>All grades will participate a family engagement project based on major content ratio and rate (6th), proportional relationships (7th), expressions, equations, and inequalities (8th) at the Fall Festival- Boo Fest- October 30,2022</p> <ul style="list-style-type: none"> Students and families will open Skittles and M & M packages to find the rate/ ratio of each package. Families will count out the different colors and answer questions based on the ratio of the package. Families will learn the definitions of important terms Complete an exit ticket & Students will be rewarded. | | |
| <p><u>Professional Development:</u></p> <p><u>2021-2022- Training on Assessment Guidance</u></p> <ul style="list-style-type: none"> Utilizing High Quality Common Assessments Progress Monitoring through data sheets Training on Purposeful Planning- Annotating lessons and resources Integrating Targeted Remediation with Progress Monitoring Training on High Quality Instruction- Facilitating and Orchestrating Productive Mathematical Discussions <p><u>2022-2023</u></p> | <p><u>Resources needed:</u></p> <p>Copies of content leader participant worksheet, presentation cart, microphone. Speakers, Highlighters, pens, pencils, cardstock, ink, poster paper, lamination paper, sticky notes, binders, Anchor Chart paper, Anchor Chart markers,</p> | <p><u>Feedback from Teachers:</u></p> |

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| Training on High Quality Instruction- Year 2 | | | | | | | | | | Clip boards, composition notebooks for interactive notebooks post-its, Filing cubes | | | | | | |
| <ul style="list-style-type: none">• Four Strategies for Highly Effective Instruction• Facilitating and Orchestrating Productive Mathematical Discussion• Using Multiplicative Thinking to Reason about Ratio and Rate• Mastering the “3 Reads” Strategy in Mathematical reasoning. | | | | | | | | | | | | | | | | |
| Follow Up and Support: <u>2021-2024</u> <ul style="list-style-type: none">o Math Content Leader will present Module Support and Training will take place during professional development Mondays, PLC/Planning timeo Instructional Coach will model lessons/Co-teach (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategoryo Curriculum Specialists will provide support to coaches and Math Content Leaders and Department Leader will guide:<ul style="list-style-type: none">• The Instructional Coach will guide Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area, analyzing assessments, feedback and next action steps.• Conduct Walk Through and “Look for” according NIET rubric <p>All intervention resources identified within the “Triad of Instruction”</p> | | | | | | | | | | | | | | | | |
| Budgets used to support this activity: | | | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | | |
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Monitoring and Evaluating

Assessments: Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks,

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks
- and district/teacher created unit assessments
- Interim LEAP 360 Reports
- I-Ready Diagnostic Assessment Reports

Observations:

- One administrator will visit every 6th-8th Math classroom at least once a month to conduct a snapshot using the “math Look for checklist”
- Instructional Specialist conduct bi-monthly walkthroughs and coaching sessions

Middle of the Year Monitoring Results/Areas for improvement.

End of the Year Results:

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Goal #3

From Spring 2021 to Spring 2024, the students in each grade and cohort will increase by 3 percentage points in the sub strand Reasoning Scientifically as follows:

| Grade | 2021 Goal | 2022 Goal | 2023 Goal | 2024 Goal |
|-----------------|-----------|---|---|---|
| 6 th | 24 | 27 | 30 | 33 |
| 7 th | 21 | 24 | 27 | 30 |
| 8 th | 20 | 23/ Goal exceeded and revised to 27% | 26/ Goal exceeded and revised to 30% | 29/ Goal exceeded and revised to 43% |

Instructional Focus:

Implementing high quality instructional resources from the Guaranteed Curriculum.

Students will be able to explain and differentiate the outcomes of topics learned in class.

6th Grade:

In order for students to understand these principals, teachers will perform mini labs in small groups and in whole class instruction in order to visualize each of the following scientific principals in action.

Teachers will use lab equipment and everyday office and house hold items to show the various changes in states of matter and how each of these principals of science can be explain by every day materials. The function of labs in science causes these principals to make sense, come alive, and become relevant.

Resources needed:

(blocks, cups, coffee cans, etc.)Composition notebooks, glue, highlighters, pencils, laminating paper, supply kits for energy, volume, bottle cloud apparatus, 9v batteries, rubbing alcohol, glue sticks, food coloring, zip lock bags, acetone, metallic paper, foil, coffee stirrers, straws, tape, salt, measuring cups, masking tape, tooth picks, marshmallow / Twizzlers for DNA construction, plastic gloves, detergent,

Team Reflection:

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| <p>For example: teachers and students will build paper roller coasters to show force and gravity, build electric currents in a simple operation game, and use magnets to show polarization and movement.</p> <p>Unit 1: Earth Place in the Universe Unit 2: Energy Unit 3: Forces and Interactions Unit 4: Electrical, Magnetic, and Gravitational Forces Unit 5: Molecules to Organisms Unit 6: Interdependent Activities Unit 7: Sound</p> <p>7th Grade:</p> <p>In order for students to understand these principals, teachers will perform mini labs in small groups and in whole class instruction in order to visualize each of the following scientific principals in action. Teachers will use lab equipment and everyday office and house hold items to show the various changes in states of matter and how each of these principals of science can be explain by every day materials. The function of labs in science causes these principals to make sense, come alive, and become relevant.</p> <p>Unit1 : Structure and Properties of Matter Unit 2: Chemical Reactions- states of matter Unit 3: Human Body and Functions of Cells Unit 4: Genetics and Inheritance of Traits Unit 5: Biodiversity and Changes in the Environment Unit 6. Weather Patterns Unit 7: Sex Education and Anatomy</p> <p>8th Grade:</p> <p>In order for students to understand these principals, teachers will perform mini labs in small groups and in whole class instruction in order to visualize each of the following scientific principals in action.</p> | <p>pie pans, 3 prong folder, borax, copy paper, bulletin board paper, poster maker paper, poster boards, calculators, markers, projector bulbs, Chromebook chargers, colored pens, colored pencils, fabric, liquid glue, stop watch, weighing dish, electrical tape, colored tape, weather change kits, plant cell models, periodic table, Human body kits, balloons, modeling clay, stackable utility carrier, Newton's law apparatus, Surge protectors, electric wire, 9V batteries and connectors, electric tape, miniature lamps, metal lamp holders, tweezers Wool cloth, aluminum foil, Transparent tape, clip boards, compressed air, magnets, computer tool kit, organizers for small groups, storage for experiments, IPAD cart and IPAD for science walks and gizmos. Rock cycle model Fossils and mineral samples Luster collection Rock cycle resource book</p> | |
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| <p>Teachers will use lab equipment and everyday office and house hold items to show the various changes in states of matter and how each of these principals of science can be explain by every day materials. The function of labs in science causes these scientific principles to make sense, come alive, and become relevant.</p> | <p>Mineral identification posters, geological timeline Foam layers of the earth Fossil demonstration collection and samples Volcano models and posters water treatment activity, soil, landforms posters model and resources hotplate</p> | |
| <p>Parent and Family Engagement Activity: <u>2021-2022</u></p> <p>We will implement a web based science night focused on scientific reasoning. These will be activities that parents can complete with their child. Students should be able to apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process, or system.</p> <p>Separate activities will be planned for each grade level that are specific to that grade's curriculum in order to enhance their learning. If they do not have internet access, a copy will be printed for them and sent home. Parents will be invited via google classroom, email, and a flyer sent home with their child.</p> <p><u>2022-2023-</u></p> <p>All Grades will participate in the Boo Fest- Family Engagement Activity October 31st. Students will learn about Newton's Laws of Motion by weighting pumpkins, moving pumpkins, and throwing pumpkin with a large catapult. A catapult is a launching device that allows us to experimentally observe projectile motion. A catapult uses elastic potential energy stored in a wooden stick as you bend it. When you let go, this stored energy is</p> | <p>Resources needed: empty 2-liter soda bottle. wooden blocks or plastic cups, note cards, string, hole punch, transparent tape, glue sticks, containers for storage, paper bags, straws, starburst candy, iPad and cart, digital presenters, wireless mice, keyboards, speakers, chords, surge protectors.</p> <p>Pumpkins Catapult Launching stick Tape measure Cones Table Paper Calculators Organizing bin Boxes for fence or wall Pencils Exit ticket</p> | <p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p> |

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| <p>released, converted into kinetic energy, the energy of motion, and transferred to the projectile, which then flies through the air. Once the projectile is launched, the only forces acting are gravity and air resistance. Catapults are one good way to learn about the relationship between force, mass and acceleration. The relationship $F = ma$ is called Newton's second law of motion because it is a mathematical description of the relationship among force, mass and acceleration. Students will weigh object, throw object, next measure the acceleration and force. Students and families will complete an exit ticket and be rewarded for participation.</p> | <p>Sign in Sheets Pens Rewards Information sheet- Cardstock, Ink, Plastic page protectors/covers Flags Table cloth Welcome sign Name badges Scale Clipboards</p> | |
| <p>Professional Development: <u>2021-2022</u></p> <ul style="list-style-type: none"> · The “Why”: shifts in science instruction, three dimensional and phenomenon based learning. · High Quality Curriculum: Louisiana Student Standards for Science, scope and sequence, 5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources. <p><u>2022-2023</u></p> <ul style="list-style-type: none"> · Pedagogy: Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning, · Supports/Scaffolds: <ul style="list-style-type: none"> ○ purposeful anchor charts, word walls (3rd-5th) ○ CER(R) writing checklist, three answer methods writing frames (6th-8th) | <p>Resources needed:</p> <p>Binders, copies, paper, ink, anchor charts, highlighters, computer, ink, surge protectors, caddy for traveling from room to room with supplies, assorted colored paper</p> | <p><u>Feedback from Teachers:</u></p> |

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| <ul style="list-style-type: none"> · Assessments: Creating common assessments that are standard/3D aligned and in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries. · Feedback: Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------|-----|----------|-----------|----------|-----------|----------|---------|-----|-------|-------|-----|-------|-----|-------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>Follow Up and Support:</p> <p>PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</p> <ul style="list-style-type: none"> · Curriculum Specialists Side-by-side planning and model lesson support with TRT/RHT, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | x | x | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Monitoring and Evaluating</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessments:</p> <ul style="list-style-type: none"> • BOY AND MOY- DISTRICT CREATED MOODLE TEST • EOY: LEAP 2025 <p>Progress monitoring: District created readiness and benchmark assessment and sample unit performance task assessments.</p> | <p>Observations:</p> <ul style="list-style-type: none"> • One administrator will visit every 4th-8th Science classroom at least once a month to conduct a snapshot using the district science observation 'Look-For' tool. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> Once a year the School Advancement Committee will visit every 4th-8th science classroom to conduct a snapshot using the Science Observation 'Look-For' tool. |
| Middle of the Year Monitoring Results/Areas for improvement: | |
| Points to improve- | |
| End of Year: | |

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
- Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners

DISCIPLINE

- Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years
- Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 3 % points each year as follows:

| 2020-2021 % Goal | 2021-2022 % Goal | 2022-2023 % Goal | 2023-2024 % Goal |
|------------------|------------------|-------------------------------------|-------------------------------------|
| 60 | 57 | 54/Goal exceeded and revised to 48% | 51/Goal exceeded and revised to 40% |

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| <p>Tier 1 (School-wide):</p> <p>School counselor provides guidance lessons on character and social emotional competencies, supportive counseling.</p> <p>PBIS- Positive Rewards/ Post cards/positive referral/ wildcat bucks and shout outs/ brag tags are given to increase positive behavior; Send home good job notes for academic success, grade improvement, and outstanding work.</p> <p><u>Triad of Instruction:</u> Classroom Management Plan</p> | <p>Resources needed:</p> <p>Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, Folders, paper, paper clips, brag tags, brag tag chains, composition notebooks, notebooks, loose leaf paper, discipline forms, dividers, filing cabinet, brag tags, cardstock, ink, paper, colored paper, Colored paper, ink, toner, folders, binders, index cards, , whole punchers , positive support bracelets poster maker, brag tags, emotion flash cards, call bell postage, certificate paper, ink, card stock, poster supplies, ID lanyards, Color printer Computers Surge protector Scanners Bulletin board paper Poster boards</p> | <p><u>Team Reflection:</u></p> |
| <p>Tier 2 (Targeted Prevention):</p> <p><u>Triad of Instruction:</u></p> <p>Targeted social skills instruction</p> <p>Mental Health Counseling Services Individual and Group.</p> | | |

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| 5th Anniversary Dinner 2022-2023 | | |
| <p>Tier 3 (Intensive Individual):</p> <p><u>Triad of Instruction:</u></p> <p>FBA & BIP</p> <p>Safety Plan</p> <p>Mental Health Counseling Services Individual and Group</p> | | |
| <p>Parent and Family Engagement Activity: What’ your Cyber status?</p> <p>The goal of this presentation is to educate parents and students on navigating various social media platforms. Through this education adolescents and their families will learn the potential for negative mental health effects, and possible legal ramifications due to misuse. Parents and guardians will learn how social media directly influences teenagers and their though processes, which has been shown to cause increased anxiety. Caregivers will also learn how to communicate with their teenagers about using social media appropriately which can increase positive relationships within the family and decrease anxiety.</p> | <p>Website, computer, postage, certificate paper, ink, card stock, folders, copies, presentation cart</p> | <p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p> |
| <p>Professional Development: Positive classroom support</p> | <p>Resources needed:</p> | <p><u>Feedback from Teachers:</u></p> |
| <p>Follow up and Support:</p> | | |
| <p>Budgets used to support this activity:</p> | | |

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| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
| x | x | | | | | | | | | | | | | |
| Monitoring: Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others. | | | | | | | | | | | | | | |
| End of the Year Results: Outcome | | | | | | | | | | | | | | |
| End of the Year Results: | | | | | | | | | | | | | | |

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goal book Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 2 points each year as follows:

| 2020-2021 SPS | 2021-2022 SPS | 2022-2023 SPS | 2023-2024 SPS |
|---------------|---------------|---------------|---------------|
| 23.2 ELA | 25.2 ELA | 27.2 ELA | 29.2 ELA |
| 18.9 Math | 20.9 Math | 22.9 Math | 24.9 Math |
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| <p><u>21-22- ELA- Increase fluency in common Literary article- Math- Increase fluency in multiplication</u></p> <p>Guidebooks, Unique Learning News 2 You (Moderate, Severe, RNC), Writing Revolution, Achieve 3000</p> <p><u>22-23- Social Studies- decrease the number of scoring approaching basic and unsatisfactory</u></p> <p>Guidebooks, Unique Learning News 2 You (Moderate, Severe, RNC), Writing Revolution, Achieve 3000</p> <p><u>2022-2023- Tier 1 (School-wide)</u></p> <p>Reflex Math, Gizmos, Ready, I-Ready, Project Read, Actively Learn</p> <p>Geographic/Relationships through Map interpretation and Timeline Comprehension</p> | <p>Folders, binders, plastic covers, dividers, 4-color pens, composition notebooks, copies, Ziploc bags, post-it notes, index cards, headphones, glue sticks, Flashcards, document holder, two hold puncher, dry-eraser calendar, dry erase markers, timers, small group organizers, pencil grips, pencil sharpener- 4 color pen, highlighter, maps, atlas, timeline task cards</p> | |
| <p>Tier 2 (Targeted Prevention)</p> <p>IRLA, Project Read (Small Group), Fast for Word, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Reflex Math, Ready Math (Small Group)</p> <p>Typing Agent</p> | <p>Leveled Readers from American Reading Company, rolling cart, flash cards, index cards, card stock, folders, labels, ink toner, headphones, document holder, timers, counter pen, glue sticks, containers,</p> | |

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| <p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <p>IRLA,</p> <p>Project Read (Small Group),</p> <p>PCI (Moderate, Severe, RNC)- visual and tactile projects</p> <p>Achieve 3000 (Personalized Learning Path), Reflex Math, i-Ready, Active Learn,</p> <p>Maps and interactive manipulatives.</p> <p>T-Shirt manipulative designs</p> <p>Unique Learning</p> | <p>Resources needed:</p> <p>Organizers for small groups, binders</p> <p>Copies, paper, ink, document holders, pens, highlighters, 8th grade social studies support classroom pack, large maps, headphones, Atlas, timers, fabric pens, watercolors, watercolor brushes, Big Money coins and bills, smart money kit, money flash cards, money match cards, money dice, two tone- file folders, heavy duty paper trimmer.</p> | |
| <p>Parent and Family Engagement Activity:</p> <p><u>2021-2022</u></p> <p>Family Informational Video Night- Meet our staff</p> <p>Teachers held a virtual power point presentation to inform parents of the services that are provided by the SWE department.</p> <p><u>2022-2023</u></p> <p>Mardi Gras Family Event</p> | <p>Resources needed:</p> <p>Cardstock, paper, laminating and poster paper</p> | |

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| <p>Professional Development:</p> <p><u>2021-2022</u> SER, FBA, BIP training, Dyslexia, PWN, Weekly SWE consultants and meetings, 4 Strategies of Effective Learning</p> <p><u>2022-2023</u></p> <ul style="list-style-type: none"> • Lesson planning/unit planning for Guidebooks • The Writing Revolution Overview and focus on specific strategies • Project Read – Phonics, Linguistics, Written Expression, Report Form • Achieve 3000/Actively Learn | <p>Resources needed:</p> <p>Binders, anchor charts, highlighters, chart markers, pencils, pens, Leveled Readers from American Reading Company, post-it notes, laminating paper, poster paper,</p> | <p><u>Feedback from Teachers:</u></p> |
| <p>Follow Up and Support:</p> <p><u>2021-2023</u></p> <p>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> ○ ELA and Math Content Leader Module Support and Training ○ Model lessons - Instructional Strategies, pedagogy and scaffolding <p><u>2022-2023</u></p> <ul style="list-style-type: none"> ○ Walk Through and Look for | | |

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| <p>Supports and Strategies for Students with Exceptionalities</p> <ul style="list-style-type: none"> • Achieve 3000 sentence and paragraph writing frames • Adapted Novels • Writing Scaffolds built in The Writing Revolution • Companion documents with scaffolds (Guidebooks 2020) <p><u>2023-2024</u></p> <p>Anchor Charts</p> <ul style="list-style-type: none"> • Read and Write/ Equation • Achievement Level descriptors | | |
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Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| x | x | | | | | | | | | | | | | |

Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- I Ready Diagnostic Assessment Reports
- Dibels

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- LEAP Connect/ Unique Learning assessments
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)

GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

Observations :

- One administrator will visit every SWE classrooms at least once a month to conduct a snapshot using the NIET classroom walkthrough rubric (subject area look for).

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & 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, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart); Reduce the number of unsatisfactory on the leap by 5%.

| 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|--|--|--|
| Social Studies | Social Studies | Social Studies | Social Studies |
| 6 th Grade- Unsatisfactory 39% | 6 th Grade- Unsatisfactory 34% | 6 th Grade- Unsatisfactory- 29% | 6 th Grade Unsatisfactory- 24% |
| 7 th Grade-Unsatisfactory-25% | 7 th Grade- Unsatisfactory 20 | 7 th Grade-Unsatisfactory- 15% | 7 th Grade- Unsatisfactory- 10% |
| 8 th Grade- Unsatisfactory- 24% | 8 th Grade- Unsatisfactory- 19% | 8 th Grade- Unsatisfactory- 14% | 8 th Grade- Unsatisfactory- 9% |

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| Supports and Strategies in Tier 1 (Core Instruction): 2021-2022- ELA- Increase fluency in common Literary article Math- Increase fluency in multiplication by Reflex and flashcards The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. Students are grouped into small group settings for ELL instruction. One to two periods per day are provided to each grade level/EL learner with a Certified part-time teacher Grades 7-12: scheduling ESL class - up to two class periods for junior Programs include: <ul style="list-style-type: none"> • Newcomers • ELPT- Practice 2022-2023- The ELL teacher will provide push in monitoring in core classroom and then remediate in the ELL classroom. | | Resources needed: Computers, folders, arc bookshelf, copies, certificates, cardstock, ink, brag tags, leveled readers from American Reading Company, folders, bilingual flash cards, picture English Spanish dictionary, ELL connecting content in social studies strategies resources, around the home flash cards for students, computers, laptops, surge protector, charging charts, presentation cart, iPad, iPad charging carts, | Team Reflection: |
| Supports and Strategies in Tier 2 (Targeted Prevention): Programs include: Achieve 3000-All subjects will implement Achieve 3000 articles to support struggling readers by completing one article per week based on a rotating schedule. Journal writing support Week 1- ELA- Electives Week 2- Science and PE Week 3- Social Studies | | | |

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| <p>Week 4 – Math Week 5 Electives</p> <p>Achieve 3000 will be monitored weekly and rewards and incentives will be given to both teacher and students for improvement and usage.</p> <p>Supports and Strategies in Tier 3 (Intensive Individual): IRLA (supplement to core classroom instruction)</p> | | |
| <p>Parent and Family Engagement Activity:</p> <p>Intentional efforts to welcome EL families into the schools, i.e.:</p> <p>We will create a newsletter that will be sent home in English and the student Native Language. In this newsletter we will provide the monthly subject goals that students are working on, activities that parents can engage in with their child at home, resources that are provided by the district, contact info for their child’s teacher(s), upcoming school events, and a student spotlight (one student per grade level that has improved over the course of the month).</p> <p>Students and Family will create a research on family lineage and culture and create a heritage Flag and research family culture and cultures of the world.</p> | <p>Resources needed:</p> <p>Copies, paper, ink, laminating paper, cardstock, certificate paper, reward pins, brag tags, Wildcat post cards, poster boards, colored pencils, colors, pens,</p> | <p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p> |
| <p>Professional Development: <u>2021-2022</u></p> <ul style="list-style-type: none"> • ELL District support meeting • Identification of ELs and language proficiency levels Differentiating instruction • Modifying curriculum to be more accessible to EL students <p><u>2022-2023</u></p> | <p>Resources needed:</p> <p>EL Outreach documents for families, i.e., Provide school information in parents’ native language, Rob calls, and Summer Learning Brochure</p> | <p><u>Feedback from Teachers:</u></p> |

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| <ul style="list-style-type: none"> • Understanding and using LEP accommodations effectively <p>SBLC considerations for English language learners (environmental, language and cultural)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|----------|---------|------|-----------|----------|---------|-----------|----------|---------|-----|-------|-----|-------|-------|-----|-------|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>Follow Up and Support:</p> <ul style="list-style-type: none"> • EL Team, EL teachers and EL instructional aides on campus, Math and ELA district coaches support teachers and students in the classroom. • Small group observations (based on previous ELPT achievement scores) • EL Team Presentation/ Q & A during PLCs • ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | x | x | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Data used to Evaluate Goal:</u></p> <ul style="list-style-type: none"> • ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana • ELPT - administered every February • LEAP/ LEAP Connect | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Middle of the Year Monitoring Results/Areas for Improvement:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>End of the Year Results:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Students receive a monthly school newsletter that outlines current learning targets and events and parents are invited to join the PTA and volunteer at the school monthly athletic activities.
- Students receive printed copies of progress reports and parent newsletter every 4 weeks.
- Parents receive robocalls informing of upcoming testing and reporting periods.
- The school maintains Jpam pages and a school website with features of parent engagement, welcome videos, SAP information, community resources, parenting resources, schedules, and important school information.
- Parents receive post cards via mail highlighting events and positive actions of students.
- A copy of the SAP is in the front office for parental viewing and feedback.
- Family Engagement posters are advertised throughout the school before and during the school events.
- Communication folders to bring student report cards, progress reports, newsletters, and school information to and from school.
- Teachers send out STJH Post Cards with event information, parent-teacher communication, and community outreach.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Parents and community members are invited to attend a Fall virtual open house via Google classrooms and virtual SAP committee meeting via website and Google classrooms.
- Parents are invited to join the PTA and volunteer at the school monthly via the school newsletter.

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Resources Needed to Support Parent and Family Engagement:

- Copies, color paper, folders, post cards, printing, toner, ink, Parent Institute subscriptions, table coverings, card stock, laminating paper, postage, poster paper, communication folders, agendas, calendars, post-its, envelopes, bulletin board paper, lamination, hole punchers, paper clips, binder,

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| X | X | | | | | | | | | | | | | |

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

Students were chosen for placement in Tier II intervention based on the following criteria: 2020-2021 LEAP 2025 test scores, beginning of the year DIBELS scores, and finally if they were passing or failing the first 9 weeks. If students had a grade of D or lower they were chosen to be screened with the IRLA- Independent Reading Level Assessment- Framework. These interventions will be monitored by the Federal Programs interventionist placed on St. Tammany Junior High's campus, and will be monitored in the following ways: DIBELS progress monitoring during the middle of the year and end of the year windows as well as reading checks with the IRLA coaching record and middle of the year and end of the year screening with the IRLA framework.

It should be noted that the groups that are with the interventionist will receive 30 minute blocks of intervention four days a week and will be the students with the lowest IRLA reading levels because they will require the additional time. The groups with the tutors will only receive intervention two days a week for 30 minutes. They will be the students who still meet the criteria of being two years behind their grade level in reading; however, they will be the students who are identified in the White (3rd) and Black (4th) levels of IRLA. When those students are not receiving direct intervention they will be given books from the circulating library in order to practice their fluency skills in their grade band. Additionally, they will still be receiving Tier I support during the intervention time from their classroom teacher.

Describe how the school ensures that interventions do not replace core instruction:

Interventions are only provided during a set 30-minute block. This is when Tier I interventions are also being administered in ELA classes by ELA teachers. The people who will administer Tier II interventions are the tutors and the interventionist.

Interventions/programs available for students in need (include grade levels and skills addressed):

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The first grade level being given intervention will be 6th grade, then when time slots become available 7th grade will receive interventions via the tutors and interventionist, finally the 8th grade will receive the last set of times slots. This is based on the LEAP 2025 test scores and the need identified in each grade level.

- IRLA (Tier II and III)
- Project Read (Tier II and III along with students with characteristics of dyslexia)

Describe the process for ensuring progress monitoring is carried out and results are monitored:

The interventionist will ensure that all timeframes for progress monitoring are being met. The district provided the interventionist with testing windows for DIBELS and IRLA assessments. The people responsible for administering these coaching records are the tutors and the interventionist. The middle of the year and end of the year IRLA and DIBELS results must also be recorded on the longitudinal data chart that the interventionist provides to her supervisor in the Federal Programs department. In addition to the middle of the year and end of the year screenings the coaching record, within the IRLA toolkits, will be administered every three weeks (15 days) to ensure students are still in the correct IRLA reading level. These coaching records will be recorded and placed in the students' portfolios within the intervention file cabinet.

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| X | x | | | | | | | | | X | | X | | |

Resources Needed to Support Interventions:

IRLA toolkits and the circulating IRLA library

Middle of the Year Monitoring Results:

End of the Year Results:

6. SPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- **LEAP Math-** Increase in math core minutes – Students scoring below basic on the LEAP 2025 assessment receives 94 minutes of math instruction per day.
- **Accelerated Math Class (Pre-Algebra & Algebra)-** Acceleration to Algebra is a blended course in which students complete both 7th and 8th grade math content over the course of one school year. With this significant amount of math curriculum being covered in one year, students will experience a faster, more challenging pace. Students who successfully pass Acceleration to Algebra will be enrolled into Algebra I as an 8th grader. In the Algebra I course, students have the opportunity to earn a Carnegie unit of high

Resources needed:

Bulletin board paper
Staples, laminating paper, paper, ink, folders, printer, ink, speakers, band repair kit. (stickers, pencils, and trinkets with Spanish words, phrases or decorations), composition book, graph paper, folders, glue sticks, colored pencils, dry erase markers.

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school credit. To receive a Carnegie credit in Algebra I, a student must pass the course and take the LEAP 2025 assessment for Algebra I. The results for the LEAP 2025 Algebra I assessment will count for the final exam and 20% of the fourth quarterly grade. Taking Algebra I as an 8th grader presents the opportunity for students to take Calculus at the high school level.

- **Gifted Classes in ELA, Math, and Science:** Gifted classes move at an accelerated pace, incorporate texts at higher Lexile levels, target higher levels of Bloom's Taxonomy, address social-emotional learning, and offer flexibility and choice in product options and areas of study. Gifted teachers teach the regular education curriculum, but they also differentiate, enrich, and/or extend the curriculum. This includes compacting the curriculum and supplementing it with above-grade-level resources, such as novels, primary source documents, technical texts, and special projects.
- **Advanced Band-** students perform higher skills in both performance and theory in order to prepare for high school marching band.
- **ART-** Art instruction helps children develop motor skills, social skills, decision-making, risk-taking and inventiveness. Visual arts can teach learners about elements in art, principles of design, media found in art and art throughout history. This program is important for students to expand their knowledge and engage students in moments of self-expression.
- **Keyboarding-** Open to 7th and 8th grade students. The class is divided into 2 semesters for high school credit. The first semester has an emphasis on learning the keyboard. This includes skills tests requiring knowledge of all keys on the keyboard using proper form and typing techniques. The second semester, Keyboarding Applications, has a prerequisite of Keyboarding from the first semester. The second semester will build on keyboarding skills and add applications of creating, editing and formatting various business documents
- **Quest to Success-** Open 8th grade students. Students explore careers and become aware of the required educational experiences necessary to achieve their academic, social, and career goals. Through this course, students answer three essential questions: What are My Interests (Who Am I), What are My Goals (Where Am I Going), and How Do I Achieve My Goals (How Do I Get There)? *This course is offered for Carnegie Unit for high school credit and has attendance requirements.*
- **Spanish-** In 7th grade, students are introduced to basic Spanish vocabulary, grammar, and culture. In 8th Grade, students are attaining a Carnegie Unit/High school credit for Spanish I review their previously learned vocabulary from 7th grade, and practice more of their Spanish conversational skills while expanding their vocabulary and grammar. They learn to write basic Spanish phrases and sentences, practice pronunciation, and discuss cultural figures, holidays, and music. In Spanish I (8th

Reeds, music stands
instrument repair kit,
bouncing balls, foam fliers, cones, weights,
step and stones balancers,

daily warm-resources for art activity book
on perspective,
art-resources for daily work , games for
teaching art, embroidery Hoop, thread,
canvas panels drying racks,
speedball block printing, block printing ink,
glue,
construction paper, paper holder,
mesh art desk organizer,
football
soccer balls
Indoor Soccer balls
Volleyballs
Ball cart
Long jump mat
Growth chart
Cones
Ball inflation needles
Score board- flip numbers
Badminton net
Birdies Shuttlecocks
Agility ladders
Hurdles
Baton
Indoor Footballs
Comeback hurdles
Beach balls
Bowling carpet
Soccer goals
Library labels
Bulletin paper

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| <p>Grade), students academically prepare for High School Spanish II, practice basic conversations in Spanish, and go more in depth into Spanish culture</p> <ul style="list-style-type: none"> ● Talented Art- Advanced Art, Beginning Art and intermediate Art, Talented Theater, Talented Music ● Adaptive PE- for students with disabilities and Regular Physical fitness and Health- Physical benefits are: improved physical fitness, gross motor skill development, regular healthy physical activities, improved cardiovascular fitness, increased flexibility in both girls and boys. P.E. activities are also designed to increase endurance when participating in sports. In school aged children P.E. helps by providing children the physical activity they need to improve their cognitive function. Social/ emotional benefits can include peer relationship development, problem solving skills, teaching children self-discipline along with respect for self, others, and equipment. Benefits of physical education can also be a boost in ones' self-confidence and/or self-esteem. Mental benefits can include improved mood due to production of endorphins (happy hormones), stress reduction, provides skills needed to participate in lifelong sport and recreational activities, and provides regular healthy physical activities ● Library skills and research skills - STJH library provides access to a wide array of resources for students and staff. These resources [textbooks, consumables, curriculum novels] are issued yearly to students and staff as an educational tool to enhance student academic growth and provide instructional material for teachers. The library is also used for academic instruction, whereby teaching and learning are the primary emphasis. Additionally, all educational materials are maintained and inventoried for use throughout the school year. | <p>Lamination paper</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):</p> <p>After school Tutoring for Math</p> | <p>Resources needed:</p> <ul style="list-style-type: none"> -Scheduled Recovery Days per Administration -Robo Call home to parents -Add to monthly newsletters -funding for Tutoring | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td>x</td> <td>x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | x | x | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | | | | | | | | | | | | | | | | | |
| x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>List programs that need to be evaluated and what data will be used to monitor and evaluate:</p> <p>Jpams,</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

End of the Year Results:

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):

Increase student understanding of the warning signs and preventative strategies in regard to suicide prevention will empower students to recognize warning signs in themselves and others as well as equip students to respond appropriately and effectively thus increasing the likelihood of potentially saving lives. The program video will be shown through the PE.

MHP will have documented evidence via a Readiness and Mastery Assessment that the targeted health class students prove effective at increasing student knowledge of suicidal warning signs and preventative strategies. The MHP provides brief counseling, social emotional learning, and self-awareness skills to all three tiers.

The MHP provides crises interventions with students and family support as evidence by connecting student, and family to community resources.

The MHP provides support to staff linking them to school board provided resources through the education on the Employee Programs Assistance.

What's your **Cyber status**? Family Engagement Activity –

The purpose is to educate the parents and students on the mental impact of cyber activity.

The Slidell Police Department will directly engage with the student population to educate the students on the legal and social-behavior-and emotional aspects of Cyber activity. This interactive presentation will take during school hours beginning with a pre-survey and concluding with a post-survey.

2022-2023- Leader in Me

Resources needed:

Sandy Hook: See Something, Say Something programs. Cart, computer, microphone, speakers, Second Step middle school social emotional learning program. Copies, class room set of markers, construction paper, glue, and scissors, and non-toxic finger paint. Caddy of supplies for ISS room, emotions cards and dice, Social Emotion Learning 18 books for check in and check out, 180 days of social emotional learning -6th grade, conversational cubes,

Services Provided by Counselor(s):

Resources needed:

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Career Interest Week (SS teachers will show 1 or 2 presentations daily in their SS classes to educate the students about different opportunities to explore post high school graduate). The student will participate in another survey to determine the effectiveness of the Virtual Career Interest Program. Committee Meeting 4 (discuss Career Interest Program, results of survey and plans for next year.

Individual and group counseling, restorative practices, and social emotional behavioral skill building throughout the school day.

Child sexual abuse education videos will be shown in the PE classes in the Fall of 2021. Each video is grade specific and shown in a small group setting for each grade.

Red Ribbon Week Activities a video was shared with all classes, ribbons and decorations are displayed, student council make banners and wrist bands.

Sandy Hook – Start with Hello- streamed programed through google classrooms in the Spring 2022. The program teaches the students warning signs that are associated with self-harm.

SBLC- Students with educational and behavioral concerns are brought to a committee to discuss strengths and weakness and an individual plan is drafted, parents are consulted, and teachers are contributors. The plan is monitor weekly through SBLC to determine effectiveness of interventions and goals to review.

Computers, copies, ink, printer, wrist band, red ribbons, folders, binders, filing boxes, pencils, highlighters, pens, binders,

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

Transition Activities for Students:

Virtual new student orientation-The principal recorded a welcome video and voice overlaid power point presentation that is uploaded on the school website. This video welcomes and introduces the new students to the school and reviews basic instruction, campus layout, daily must for students, and navigation tool for the beginning of school.

Resources needed:

Cardstock, lamination paper, paper, bulletin board paper, ink, name badges

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|--|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|--|-------|-----|-------|--|
| The principal sends out weekly Robo calls to parents and students informing of school activities and events. | | | | | | | | | | | | | | | |
| <u>5th to 6th transition Activity</u> Students from both feeder schools (5th grade) attend a tour of STJH of the physical plant hosted by campus leaders. A mini-pep rally which includes the band and cheerleaders orient students to the campus life and students are given an orientation message from the principal. | | | | | | | | | | | | | | | |
| Parent and Family Engagement Activity: <u>Parent Scheduling Workshop</u> Students and Parents in the 6 th and 7th grade are invited to attend a scheduling night and given materials and information about electives and core subjects. Students are informed about proper academic planning for 8th grade Carnegie Units in an effort to maximize high school credits earned. Scheduling assistance is given to both parents and students. <u>9th Grade Orientation Night held at Salmen High School</u> Students and parents are invited to an in person tour of the High School and review their schedules for the fall. The schedules were created when a counselor from Salmen High school presented at High School Orientation in the students Social Studies classes. | | | | | | | | | | | Resources needed: Banners, balloons, poster paper, bulletin boards, lamination paper, copies, cardstock Computer, speakers, microphone, table cloth, pens | | | | |
| <u>Participation Results:</u> | | | | | | | | | | | | | | | |
| Budgets used to support this activity: | | | | | | | | | | | | | | | |
| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other | |
| x | x | | | | | | | | | | | | | | |

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- Professional Learning Communities meet during departmental planning periods. Teachers meet once a week for a minimum of 40 mins to discuss data, prepare and plan instruction, and receive professional development in order to prepare the teacher for the demanding needs in the classroom.

Describe the format of your PLC groups (When? How often? How long?):

Planned dates for 2021:

- PLC are held weekly in order to provide more time for deeper training and collaboration. (60 Mins)
- PLC format includes invitation and sign in through Google PLC classroom; teachers bring in student samples, discuss relevant and current data in order to prepare for the instruction in the classroom, followed by an exit ticket.
- Department Leaders and TRT provide the outline with DATA and teachers complete monthly task and receive guidance from Google PLC classroom and TRT Google Classroom.
- Instructional Coaches and Specialists attend and present to provide professional development and support for the teachers.
- Administrative notes and instructions are housed in the Departments PLC google classroom and TRT google classroom.

Resources needed:

Binders
Anchor Charts
Paper
Copies
Computer
Ink
Toner
Pen
Pencils
Post-its
Folders
Dividers
Index cards
Scope and Sequence of each Department

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| x | x | | | | | | | | | | | | | |

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- **2021-2023**

- Differentiation of Instruction
- *Writing across the Curricular*
- *Positive Classroom Management*
- *JPAMS*
- Virtual Safe Schools Training
- Virtual - Ethics training
- Teacher website in JCAMPUS
- First Day of School Preparations
- *SBLC, TAT, 504, KIT, MHP & Student Services refresher*
- *IEPs & Accommodations*
- *SAP Committee and Title I refresher*
- *Instructional Strategies*
- *Google Training and set up of Google Classroom*
- Mental Health- Handling Grief and Loss Nonviolent Crisis Intervention
- Achieve 3000- Virtual Zoom with district Representative
- I Ready Curriculum Training

2022-2023

- Differentiation of Instruction
- *Writing across the Curricular*
- *Positive Classroom Management*
- Virtual Safe Schools Training
- Virtual - Ethics training
- Teacher website in JCAMPUS

Resources needed:

Copies
Ink
Colored paper
Index cards
Pens
Pencils

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- First Day of School Preparations
- SBLC, TAT, 504, KIT, MHP & Student Services refresher
- IEPs & Accommodations
- SAP Committee and Title I refresher
- Writing Revolution training by Reading Coach
- Achieve 3000 Refresher
- Actively Learn for Social Studies Teachers
- Gizmo training for Science teachers
- Nonviolent Crisis Intervention

Describe how the Instructional Coach will support your school (if applicable):

- Learning walks, feedback, modeled lessons, and co-planning with teachers.

Budgets used to support this activity:

| Title I | GFF | Title II | LA4 | IDEA | Title III | Title IV | Perkins | JAG | Bonds | DSS | CDF | ESSER | SCA | Other |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-------|-----|-------|
| X | X | | | | | | | | | | | | | |

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Parents have the opportunity to view the SAP in the front office and offer feedback on the feedback tickets in the SIP binder.
- Parents have the opportunity to view the SAP on the school's website and offer feedback through a feedback link.
- Parents have the opportunity to attend open after school Fall and Spring Committee Meeting.

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

A summary of the results of the 2020-2021 is shared during the virtual Open House and then recorded and uploaded to school website.

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Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The Sap committee will meet on Wednesday Afternoons from 3:00-4:00 pm or during ILT meetings to collaborate, plan, and monitor school wide events, activities, and programs.
- Meeting Dates
 - August - review Leap 2025 Scores and School Goals
 - September - Data meeting and SAP Plan shared with faculty
 - October -Collaboration of the SAP and Family Engagement Activity Planning
 - November- monitoring of goals and interventions and review PLC goals
 - January - Collaboration of departments for monitoring of Goals, Data analysis, and Mid-year Monitoring
 - February – Planning of final Family Engagement
 - March – Final Budget Revision and Monitoring of Implementation of Plan
 - April- Review and Revisions of Final first year Review

2021-2024 Committee Members

| <u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating | <u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities |
|--|---|
| Members Include: <ul style="list-style-type: none">● Administrator: VINCENT DICARLO● Teacher: Theresa Earhart● Teacher: Caitlin Parker● Teacher: Jessica Kastner/Patty Beckham● Teacher: Jennifer Hutchinson/Heidi Pace● Student: Kayla Watson/Mia Mackenzie | Members Include: <ul style="list-style-type: none">● Administrator: KAREN DUFRENE/ Tania Woods● Administrator: SHALONE LACOSTE/ Harry Dixon III● Teacher: Patricia Price● Teacher: Tracey Enright/Heather Gullledge● Teacher: Kaci Moore/ Tara Johnson● Teacher: Mary Kubala● Teacher: Clarissa Sunsin |

DISTRICT ASSURANCES

- ☐ I certify that this school-wide 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.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date