

Bayou Lacombe Middle School
Grades 4-6
Mr. Raymond Morris, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u>1a. Results of Comprehensive Needs Assessment</u>		<u>1a. Measures used to Determine School Needs:</u>
STRENGTHS		DATA SOURCES
6 th grade ELA white subgroup percent proficient data has increased from 81.5% in 2013 to 92.9% in 2014 (11.4% increase) to 94.6% in 2015 (1.7% increase).	1	Analysis of subgroup trend data (2013-2015)
Students with Disabilities 6 th grade ELA increased 12.5%, from 50.0% (2013-14) to 62.5% (2014-15).	2	Analysis of subgroup trend data (2013-2015)
4 th grade ELA and Math scores were the highest across grade levels for 2012-13 and 2014-2015, while remaining solid during the 2013-14 school year.	3	PARCC, CRT Index scores; LEAP/iLEAP (2013-2015)
White subgroup in ELA has been the highest across grade levels for the past three years.	4	Analysis of subgroup trend data (2013-2015)
4 th grade Science increased from 86.1% (2013-14) to 87.3% (2014-15).	5	CRT Index scores; LEAP/iLEAP (2013-2015)

CHALLENGES

<u>1b. Results of Comprehensive Needs Assessment</u>		<u>1b. Measures used to Determine School Needs:</u>
CHALLENGES		DATA SOURCES
Math is a subject area weakness for 2014-15. 4 th grade decreased from 94.5% in 2013-14 to 76.2% in 2014-15. 5 th grade decreased from 92.6% in 2013-14 to 59.5% in 2014-15. 6 th grade decreased from 99.6% in 2013-14 to 51.1% in 2014-15.	1	PARCC, CRT Index scores; LEAP/iLEAP (2013-2015)
Students with Disabilities subgroup in Math declined across grade levels. 4 th grade declined 61.7%. 5 th grade declined 40.4%. 6 th grade declined 65.3% from 2013-14 to 2014-15.	2	Analysis of subgroup trend data (2013-2015)
4 th grade ELA white subgroup decreased 8.5% from 92.3% in 2013-14 to 83.8% in 2014-15.	3	Analysis of subgroup trend data (2013-2015)
Attendance at day and night events is a challenge. Work schedules prevent many parents from attending events held at BLMS, as evidenced by the spring 2015 survey results. The results show that 32.5% of parents indicated they could not attend PI activities due to work.	4	Sign in sheets for Parental Involvement Activities Title I PI survey 2015
6 th grade suspensions increased by 4.6% (8.1% in 2013-14) to (12.7% in 2014-15).	5	JPAMS Discipline Data for 2013-2015

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, Spring CRT index Math scores across all grade levels will increase <i>by a minimum of 2 points</i> , from 62.3 to 64.3, as a result of weekly professional development, PLC meetings where research-based strategies for effective instructional practices are shared, student work is analyzed, and next instructional steps are planned.
2 By May 2016, Students with Disabilities will narrow the gap by increasing their spring math scores (percent proficiency) by a minimum of 2 percent in each grade level (4 th grade 13.3% to 15.3%) (5 th grade 16.7% to 18.7%) and 6 th grade (12.5% to 14.5%).
3 By May 2016, spring scores for 4 th grade ELA white subgroup (percent proficiency) will increase by a minimum of 2 percent. (83.8% to 85.8%).
4 By May 2016, we will increase parent awareness of the Title I program as evidenced by a <i>minimum of a 5% increase</i> (from 64% in the Spring 2015 survey, to at least 69% in the Spring 2016 survey) in the number of positive responses to the statement “I know how the Title I program works at my school on the Title I spring survey.
5 By May 2016, 6 th grade suspensions will decrease by 2%, from 12.7% in 2014-15 to 10.7% in 2015-16 as evidenced by JPAMS discipline data.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified _____75%_____

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>PLC-Teachers meet 90 minutes a week for PLC meetings to develop strategies for effective instructional practices, analyze characteristics of student work to meet instructional goals, and analyze student data to make effective instructional decisions. These groups will be led by Administration. The leadership team, which is comprised of Mr. Morris, Principal, Mrs. Kimberly Williams, Assistant Principal, Ellie Schroder, TRT, Andrea Stant, Instructional Coach, and teacher leaders Kayla Jones, Michelle Day, and Catina Walker, will monitor these practices as they are introduced in the classroom.</p> <p>As a focus for this year, knowing the format of the standardized tests requires more writing, the team will continue to use the following strategies: (RACE in ELA, RICCE in Math, and Report Form in Social Studies-added this year). The PARCC and LEAP sample items released by the state will aid in shaping the weekly trainings and into the delivery of instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies for teachers Ink for printers Salary and benefits for substitute, once a week</p>
<p>Instructional Coach-Mrs. Andrea Stant, the Instructional Coach assigned to BLMS, assists the Leadership Team and faculty in guiding the direction of weekly PLC meetings, provide support in curriculum and instruction in content areas, provide support for teacher leaders, work with BLMS to strengthen the knowledge and application of curriculum and instruction topics (CCSS, Guaranteed Curriculum assessments, lesson design and planning, gradual release of responsibility lesson development), and provide instruction modeling for teachers.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for Andrea Stant.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings (Design Team—Faculty Meetings: August 5-6, 2015, September 14, 2015, October 9, 2015, November 16, 2015, December 18, 2015, January 11, 2016, February 22, 2016, March 11, 2016, May 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies for handouts.</p>

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<p>20, 2016</p> <ul style="list-style-type: none"> • Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED (August 4—6, 2015, October 9, 2015, December 18, 2015, March 11, 2016, May 20, 2016 • After-school, before school, and district sponsored professional development 	<p style="text-align: center;"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: To obtain and attract highly qualified teachers, Bayou Lacombe Middle School participates in our annual district-led job fair. The annual job fair allows each school in St. Tammany Parish to advertise available positions and potential candidates to sign up for an interview. The job fair allows us to interview some the best teaching candidates from across the country. The top two candidates are invited to the school for an interview and tour of the campus.

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school’s design fits into 2 or 3 entries in this category.</p>		
<p><i>At BLMS, parents are involved in the design, implementation, and evaluation of the schoolwide program by:</i></p> <ul style="list-style-type: none"> • Parents will be involved in the <u>design</u> of the parent plan through attendance at the Parental Involvement Committee meeting in the spring where the plan is reviewed and revised. Agenda and sign in sheets are filed for documentation. • Parents assist in the <u>implementation</u> of the plan through attendance at family events and working at the events. • Opportunities are provided for parents to volunteer both during and after school. • Opportunities for volunteering and participation in classroom activities. • Parents will be involved in the <u>evaluation</u> and <u>effectiveness</u> of the Title I plan by completing surveys, which are used to receive input about the school and its program and by completing 	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies for meetings</p>

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“Tickets out the Door.”		
<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i> The Title I Budget Planning and student needs meeting for 2016 was held on March 24, 2015. The 2016 Title I Budget meeting was held on March 24, 2015. These meetings will be held again in March of 2016 for the upcoming year. <u>Evaluation and review of the Title I program</u> will be held in May, 2016. The Parent School Compact Revision meeting was held on March 25, 2015 and corrections and additions for next year will be held in March, 2016. The NNPS Revision/update meeting was held on September 17, 2015. The Title I Budget Revision meeting will be held on February 25, 2016. The SIP Parent Review will be held on January 14, 2016.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Copies for meetings</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <ul style="list-style-type: none"> ● Hold annual meeting to explain Title I requirements and rights of parents, which is held during Open House each year. ● Parents also receive information about the Title I program and how funds are used during Open House each year. ● The Parental Involvement Policy is on the school’s website. 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <ul style="list-style-type: none"> ● The district website provides access for the parents to the Guaranteed Curriculum. ● Test scores and parent guide are mailed to parents. 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> •Parent-teacher conferences are held to discuss the individual child’s achievement. •Parents receive information about the curriculum, assessments, and proficiency levels during Open House each year. 	<p style="text-align: center;">___ Bond Money ___ Other</p>	
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p style="text-align: center;">___ <u>X</u> Title I ___ <u>X</u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p style="text-align: center;">___ <u>X</u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other.</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>
<p>◆To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;">___ <u>x</u> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies for handouts</p>
<p>◆<i>Describe how parents will be encouraged to participate in decision making opportunities about their child’s education.</i></p> <p>Parents will be encouraged to participate via phone</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;">___ <u>X</u> Title I ___ GFF</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>calls, emails and invitations.</p> <ul style="list-style-type: none"> •SAT Meetings •IEP Meetings •Parents-Teacher Conferences •PTA members represent the parents' input for the annual NNPS meetings and plan. 	<p>___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other</p>	
<p>◆<u>Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></p> <ul style="list-style-type: none"> •<u>Literacy Night (October 22, 2015)-</u> Students and parents practice reading skills with short stories of high interest through cooperative grouping activities. •<u>Meet and Greet (August 5, 2015)</u> Parents and students are invited to the school to meet teachers and learn the expectations and layout of the school. •<u>Math/Tech Night (January 14, 2016)-</u> Students and parents participate in technology focused math activities such as math facts, graphing, money use, place value, division, fractions, and measurement. •<u>3rd Grade Parent/Student Orientation (May 4, 2016)-</u> Parents and students of incoming fourth graders are invited to an orientation and tour of the school to learn the expectations and the layout of the school. •<u>Grandparent's Luncheon (September 11, 2015)-</u> Grandparents are invited to attend a luncheon where they will have the opportunity to eat with their grandchild and get tips on helping their grandchild succeed in school. •<u>Computers with Your Kids (February 25, 2016)</u> Parents are invited to attend computer instruction where they visit age-appropriate educational sites and 	<p>10. BUDGETS used to support this activity:</p> <p>___x___ Title I ___GFF ___SRCL ___Title II ___LA4 ___IDEA ___Title III ___Bond Money ___Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Copies for handouts</p>

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<p>learn how to use the site to benefit their child.</p>		
<ul style="list-style-type: none"> • <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky’s folders, communication binders, agendas, etc.</i> • <u>Teacher Web</u> is used as an instrument of communication between the teacher and the parents (and sometimes the students). Parents and students can view the teacher’s website to gain information about homework, the school, or the classroom. • <u>Student Agendas</u> are given to students at the beginning of the year to serve as a communication between the teacher, student, and parent. Students can document homework and other important information in the agenda. • A <u>PTA newsletter</u> (the “Cardinal Chirp”) is sent home with students each month. The newsletter highlights the current events at the school, breakfast and lunch menus, information on current fundraisers and other important news. Additionally, PTA has a link on the school’s website to provide information to parents. • <u>Robo calls</u> are made to parents by the principal, Mr. Morris, when important events are held at BLMS. Also, Robo calls are made to alert the parents of school closures. • <u>First Day packets</u> are sent home to the parents, informing them of important information. The clasp envelope is used for home-school correspondence throughout the school year. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Agendas</p> <p>Teacher Web</p> <p>Clasp envelopes</p> <p>Copies</p>

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7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
<p>Incoming Students:</p> <p>In May, the 3rd grade students and their parents from the feeder elementary school are invited to attend an informative meeting and tour.</p> <p>When registering new students, parents are offered a tour of the school and the uniform policy is discussed. Parents also have the opportunity to ask questions during the registration time and tour.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:\</p> <p>Snacks for students</p>
<p>Outgoing students:</p> <p>In May, the 6th graders take “a mini field trip” to the feeder school, Monteleone Junior High where they tour and receive information.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Transportation: Bus</p>

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> •Teachers are to PM these students to ensure interventions/lessons are addressing student needs 		
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan)</p> <p>MHP: Due to the transient and often unstable environments that many of Bayou Lacombe Middle School students experience, a Mental Health Provider will work with students for 19 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The principal, Mr. Morris, will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mr. Morris will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP, PARCC and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>MHP Salary and Benefits</p>

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<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <ul style="list-style-type: none"> • Monthly drawings from Cardinal Cash are held to reward students who are meeting the school and classroom expectations and exhibit Fish Philosophy expectations. • Monthly prizes are given for the homeroom class with the least amount of recess reflections. • Monthly Club days are held for students who have had no referrals from one club day to the next. • A PBIS Award Day is held yearly to reward students who have no discipline referrals with a day of games and activities. • Students can earn “Cardinal Cash” daily for various rewards such as restroom passes, no homework passes, and free snacks. • PTA funds a Halloween Dance Fest, Mardi Gras Celebration, and an End of the Year Celebration. Students who have not had any discipline referrals from one dance to the next are invited. • End of the year Awards Day, Veteran’s Day, Black History Month, Christmas, and other school programs where students practice performances and parents are invited. • Honor Roll Breakfast is provided for all honor roll students and their parents within a grading period. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Prizes Snacks/Food Copies for handouts</p>
<p><u>Instructional Program Enhancements</u> <i>Where applicable discuss how your salaried Title I Teachers and Paraprofessionals (Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>A Title I paraprofessional, Erna Basey, works with 4th grade students who are identified as at-risk by standardized test scores and/or teacher requests. She works within the classrooms and under the direction of a teacher. The para is there to assist</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for a Title I paraprofessional Erna Basey</p>

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<p>with instruction for those students who need one-on-one guidance through a lesson.</p>		
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> A Title I timesheet employee, Barbara Williams, uses a computer program, “My Reading Coach.” The students are identified through a combination of standardized test scores, teacher recommendation, and/or grades. The identified students go to the My Reading Coach Lab for 45 minutes, three times a week. As the students’ progress in the computer program, it indicates which areas of either phonology and/or comprehension need to be addressed as a weakness. The timesheet employee then provides interventions. The program has progress monitoring built into it.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Title I ROUF budget pays stipend for Barbara Williams Memory sticks</p>
<p><u>Technology Resources and Personnel (include names):</u> Teachers use many resources to enhance instruction: classroom computers, Promethean Boards, document cameras, and various internet resources, responders, projectors, and printers.</p> <ul style="list-style-type: none"> • Accelerated Reader and STAR are web-based programs to motivate struggling readers. The teachers assist the students with setting goals (points). Students check out library books, read, and take short quizzes. They gain points after successfully reading and passing the quiz. The students are awarded various ways throughout the year for having reached and/or exceeded their goals. • Teacher Web is used to enhance instruction by being a tool to check classroom homework and announcements. • Read, Write, Gold is used to assist students who may need read-a-loud or recorded answers. 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Toner Promethean Boards, Document Cameras, “Teacher Web,” Science Software, Multi-media speakers Headsets Ink cartridges CPU’s Monitors The Accelerated Reader and STAR web-based programs. Reflex Math Program Laptops, Digital Projectors, and</p>

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		replacement bulbs for digital projectors Scanners
<p><u>Technology Interventions/Progress Monitoring</u></p> <ul style="list-style-type: none"> •Accelerated Reader and STAR are web-based programs to motivate struggling readers. The teachers assist the students with setting goals (points). Students check out library books, read, and take short quizzes. They gain points after successfully reading and passing the quiz. The students are awarded various ways throughout the year for having reached and/or exceeded their goals. The STAR program provides pre and post test progress data. •My Reading Coach, taught by Barbara Williams, is an intervention tool used to help struggling students. Student progress is monitored by the program. •Reflex Math is an online intervention tool which is being used in the Special Education classroom during small group instruction. 4th grade students also use this as additional tool for instruction. •Fast Forward is an online reading intervention to assist struggling students in reading strategies 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Toner Promethean Boards, Document Cameras, “Teacher Web,” Science Software, Manipulatives, Multi-media speakers</p> <p>The Accelerated Reader and STAR web-based programs. Barbara Williams-My Reading Coach salary and benefits</p> <p>Fast Forward Program</p> <p>Reflex Math Program</p> <p>Laptops, Digital Projectors, and replacement bulbs for digital projectors</p> <p>Scanners</p>
<p><u>Special Education Subgroup Data</u></p> <p><i>The data analysis shows the following percent proficient trend data for the SWD subgroup in 2015:</i></p> <p>4th grade SWD scored 40.0 % proficient in ELA 4th grade SWD scored 13.3 % proficient in math 5th grade SWD scored 16.7 % proficient in ELA 5th grade SWD scored 16.7 % proficient in math 6th grade SWD scored 62.5 % proficient in ELA 6th grade SWD scored 12.5 % proficient in math</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money </p>	<p>Item(s) to be purchased to support this activity:</p>

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	<u>Other</u>	
<p><u>Special Education Program Design</u></p> <p>State test scores for Students with Disabilities Subgroup in Math and ELA are significantly lower than the other subgroups across years. The addition of a second MAE class teacher and para were needed again this year which indicates a large population of students who require mental health hours (MHP).</p> <p>We have one full time mild/moderate teacher who services the 4th, 5th, and 6th grade ELA special education students. Her students start the day in homeroom and are pulled out for reading assistance. The other 4th, 5th, and 6th grade students have no classroom support inside the science and social studies classrooms.</p> <p>The half time mild/moderate teacher services the 4th, 5th, and 6th grade Math special education students. Her students start in homeroom and are pulled for assistance in math. Her 4th grade students are given educational support and one-on-one interventions.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>School board pays salary and benefits for Special Education teachers and Paraprofessionals.</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p> <p>Title I pays for an additional 4th grade teacher (Robin Pratt) to reduce classroom size. The smaller class sizes should reduce behavior issues which, in turn, should reduce suspensions. Smaller classes positively impact the students' transition into a new school and allows for more teacher attention during lessons. The data shows 4th grade students have continued to make improvements with the continuation of a classroom reduction teacher.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Robin Pratt- Salary and Benefits (Title 1 Teacher)</p>
<p><u>Curriculum Enhancements</u></p> <p>Paper, classroom supplies such as ink, pencils, pens.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bulletin board paper</p>

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	<input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other
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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> • McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA • Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. • Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. • Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> •Tutoring •Clothing •School supplies •Field trip fees •Summer school fees •MHP services •Community Resource Connections •Meals •Services of the LEP para and LEP tutor

11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?		
<p>The Title I Committee meets and discusses all of the following:</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Printing</p> <p>Copies for handouts</p>
<p>Overall-The school's performance on standardized test scores, including strengths and weaknesses is reviewed by the Needs Assessment committee meetings and by the faculty and staff at BLMS. One meeting is to</p>		

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<p>compile information for the data analysis, set a date to meet, complete, and discuss results. The other meeting is to review strengths and weaknesses and refine the SIP plan for submission. Also, the school’s performance is shared and discussed with the entire faculty during a faculty meeting and analyzed during weekly PLC meetings. The school’s performance is shared with parents during Open House, Parent Nights, and parent/teacher conferences. The SIP committee, comprised of a parent, TRT, Principal, Assistant Principal, and teacher will be responsible for analyzing the information in the Data Analysis and completing the School Improvement Plan for submission in December.</p>		
<p><u>Tutoring programs-</u></p> <p>The <u>Title I Para tutoring</u> program is monitored by the TRT and directed by the classroom teacher. The “at-risk of failure in a subject” students in 4th grade are identified by the previous years’ standardized testing scores and through teacher recommendation. Fourth grade is targeted to assist with the transition into a middle school setting. The para keeps logs of which students she worked with, depending on the skills being taught as to who needs the most assistance (directed by the teacher) and what for which skill she provided assistance.</p> <p>The para will keep a record of the original “at-risk of failure” students’ beginning STAR test and compare it to the end of the year (because other students will be entering during the year as identified). The para will then indicate what percentage of growth each student has achieved.</p> <p>The para keeps a record of data from each nine weeks, indicating growth from STAR data and report cards.</p>		

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<p><u>The ROUF Tutor</u>, My Reading Coach tutor, is monitored by the TRT and directed by the program.</p> <p>The “at-risk of failure” students from all grades are identified by the standardized tests scores from the previous year and by teacher recommendation (if positions open). The class is limited to 12 students (no more computers available). The tutor services approximately 75 students in the beginning of the year. The tutor assigns, assist students with progress monitoring, and provides one-on-one intervention when the student struggles with a section of the program.</p> <p>The tutor prints beginning of the year reports and end of the year reports to provide data for growth. The tutor also keeps a list of those who exit from the program based upon progress.</p> <p>The tutor creates a spreadsheet, indicating the scores of the students at the end of the year. She uses this as a baseline to determine growth for the next year. For the 2015-2016 school year, students meeting a growth target of 10% will be considered successful in the program.</p> <p><u>After school Math Tutoring Program—</u> After school math tutoring will be provided beginning in January of 2016. Students will be selected using spring test scores. Transportation by bus will be provided. Two certified teachers will tutor students in math concepts. Evaluation will occur through the use of a pre/post test.</p> <p>Mr. Morris will write the final report in May, 2016.</p>		
<p><u>Parental Involvement</u></p> <p>Parental Involvement and input is tracked through the PTA volunteer log, an event chart, and Title I PI surveys. The <u>volunteer log</u> has</p>		

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<p>name of volunteer, event title, time in/time out, and rounded number of hours spent at school. The chart is used to track hours for PTA reporting. The <u>event chart</u> has the school event name, date, time, number of people in attendance, and a ticket out the door section to record one pro and one con from the input of the participants. Both of these items will be evaluated at the end of the year to determine which event had the greatest attendance and most positive feedback. The Title I committee will evaluate the information collected and make changes to the events to implement for the next school year. The Title I PI surveys will provide important information summarized to the committee through comments submitted in the surveys. This report will be used when the PI Policy and Plan are ready for review and updated to be sure parents have feedback into the process even if they cannot be at the committee meeting.</p> <p>All of the above mentioned will be used by the Title I committee to develop/steer the creation of the following years' NNPS and Title I PI plan.</p> <p>The data will be collected during the school and analyzed to write a report by May, 2016. The TRT will create an Excel spreadsheet to collect data from tickets out the door, volunteer logs, and information obtained from the parent surveys.</p>		
<p><u>MHP Evaluation Form</u></p> <ul style="list-style-type: none"> ●Students involved in the MHP program demonstrated increased academic achievement. Data shows that out of 60 students, 45% of students involved in the MHP program showed an increase in English achievement and 20% of students showed an increase in Math achievement. Students who show an increase in either math or ELA achievement are considered successful in this program. 		

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<ul style="list-style-type: none"> • Administrators as well as teachers are responsible for referring students for MHP services. • The goal of the MHP program at BLMS is to decrease student referrals, time out of class, and to help students improve their classroom management. • Data shows that out of 60 students in the MHP program, 7% showed a decrease in behavior referrals from the end of the first nine weeks to the end of the fourth nine weeks. Students who show a decreasing trend in the number of behavior referrals are considered successful in this program. • Data such as behavioral referrals and grades are taken quarterly and will be reviewed by the MHP and the school administration. • MHP referral forms and documentation logs are kept on file. • The MHP writes the final report at the end of the school year and it is shared with administration. 		
<p><u>Professional Development</u></p> <ul style="list-style-type: none"> • The professional development format which has been in place has proven successful as our school grade has moved from a C to a B. With the proven success of the professional development, we are always analyzing, planning and adjusting. <p style="padding-left: 40px;">Mr. Morris will meet with each teacher to discuss an action plan and interventions that will be used for each student. (Teacher will group students based on test scores/ and classroom data.)</p> <p style="padding-left: 40px;">Professional development will be evaluated based upon teachers meeting their SLT goals of at least 75%.</p>		

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<p>Mr. Morris and Mrs. Williams will input data into CIS to obtain results of the SLT's for the 2015-16 school year.</p>		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <p>The principal, assistant principal, and TRT are responsible for presenting this information through the use of charts, graphs, and/or power point presentations to the faculty and staff during a faculty meeting in May, 2016.</p> <p>The One-year Action Plan for partnerships and the School Data Analysis is reviewed in August of each year by the Title I committee, which consists of parents and teachers. Additionally, it is presented and reviewed by teachers and staff at a faculty meeting. The principal, assistant principal, and TRT are responsible for disseminating this information.</p> <p>Title I parent surveys are also another way to evaluate the effectiveness of the program. The surveys are sent to parents in the spring, and reviewed and discussed with the faculty and staff during the May faculty meeting each year</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Copies</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <p>The results of the entire evaluation are shared with parents at the final Title I Committee meeting in the spring and at Open House the following year.</p> <p>The activities to support our academic and behavioral goals are outlined to parents at Open House, as well as a brief overview of the components of Title I.</p> <p>Title I parent surveys are also another way to evaluate the effectiveness of the program. The surveys are sent to parents in the spring.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>