

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
ELA across grades and years has an index of 96% or higher.	1	CRT Indexes
White subgroup of students in ELA and Math have high proficient scores across 2-3 years	2	CRT indices by subgroup 2012-2015
Decreased the Asian/Pacific Islander subgroup's achievement gap in ELA from 5.9% to 5.8% and in Math from 15.5% to 8.7%	3	CRT indices by subgroup 2012-2015
Maintained SPS high % for Accumulated Carnegie Unites	4	SPS Report 2012-2015
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CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Boyet has steadily declined in CRT performance since 2012 with the greatest decline in 8th grade Math, Science and Social Studies from 2013 - 2015.	1	Subject/Level Proficiency Trends 2012-2015
Students with Disabilities Achievement Gap has increased ELA 32.9%, 39.3%, 49.3% Math 46.8%, 34.0% 48.6%	2	Subject/Level Proficiency Trends 2012-2015
Black Achievement Gap has increased ELA 13.8, 8.3, 18.2 Math 25.6, 12.7, 25.0	3	Subject/Level Proficiency Trends 2012-2015
7th and 8th Grade Social Studies has the lowest SPS of content areas tested.	4	CRT indices/SPS by Level 2012-2015
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GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Increase CRT performance scores in Math, Science and Social Studies
2 Decrease the achievement gap in Math for Students with Disabilities to highest performing group.
3 Decrease the achievement gap in ELA for Black students to the highest performing group.
4 Increase SPS Percentage of Accumulated Carneige units
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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 _____

- 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.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p><i>Professional Learning Communities (PLCs)</i> Professional Learning Communities have been formed for each major content area and electives. The groups are supervised by the Assistant Principal and TRT. They meet biweekly to analyze data gathered from formative assessments which are aligned with CCSS and curriculum; determine areas of needs for each student based on data; share strategies to provide intervention and then reassess.</p>	<p>10. BUDGETS used to support this activity: <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: <u>Learning By Doing</u> by Richard Dufour and Common Formative Assessment by Bailey and Jakicic were purchased to assist/guide PLC leaders.</p>
<p><i>Planned:</i> To address the challenges facing our Students with Disabilities, professional development on how to deliver special education accommodations in the inclusion classroom is scheduled.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> SRCL <input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity: N/A</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, Sp. Ed, LASAR, Pupil Appraisal, Common Core •After-school, before-school, and district 	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity: N/A</p>

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2015-2016

sponsored professional development for ELA and Math teachers <ul style="list-style-type: none"> ●New Teacher Meetings BOOST ●Department meetings ●Guaranteed Curriculum Review ●Teacher Surveys ●Moodle Training for teachers and Educational Aids 	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<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>		
<ul style="list-style-type: none"> ◆ Monthly PTA meetings will be held during which parents can offer their opinions and suggestions on the <ul style="list-style-type: none"> ○ design, ○ implementation, and ○ Evaluation of the school wide program. ◆ Parents will receive timely information about testing and performance scores via website, Robocalls, and PTA and principal communications sent home via students. <ul style="list-style-type: none"> ○ Parents will be encouraged to participate in decision making opportunities about their child's education by participation in <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent Committee Work ▪ Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity:</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	Item(s) to be purchased to support this strategy/activity:

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>◆In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity: Curriculum Descriptions Access to Louisiana Believes and STPSB.ORG</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>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Printing supplies-GFF Postage-</p>

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list at least one for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <ul style="list-style-type: none"> •Counselor to attend IEP meetings for incoming students when conducted at our major feeder school. •6th grade students from LOM will come on campus in the Spring to be given tours of the campus. •6th grade students and their parents will be invited to a sporting event or arts evening. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Outgoing students Feeder school counselor will attend IEP meetings at Boyet when appropriate. H.S. Counselor will host a scheduling visit with 8th graders at Boyet. In the spring begin implementing cultural/procedural features of the high schools into Boyet’s daily activities.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community (PLC) 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 • Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input 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 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>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <p>Teachers use Eagle, PACC practice test questions and Achieve 3000, district created assessments and those approved by the curriculum to assess student learning and inform instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input 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 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><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
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2015-2016

<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) MHP: Due to the transient and often unstable environments that many of Boyet Jr. High students experience, a Mental Health Provider will work with students for <u>20</u> 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 administration (Assistant Principal) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the Assistant Principal 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 and iLEAP will also occur.</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><u>Positive Behavior Support (PBS) or other Social Curriculum</u> The PBIS committee meets once a month to discuss incentives to encourage positive behaviors from all students.</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><u>Instructional Program Enhancements</u> Read & Write Gold Achieve 3000 EAGLE</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity:</p>

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

	<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	
<u>Tutoring Programs-Pull out</u> 1-KIT Tutor 2-Morning Tutoring with Para-educators	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	Item(s) to be purchased to support this activity:
<u>Study Skill</u> 1-Students with 3 or more failing grades were identified. 2- Students who held special education designation. Students who met those criteria were placed in a study skills class. The are monitored by completion of daily assignments while in study skills as well progress in classes once failing.	10. BUDGETS used to support this activity: <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	Item(s) to be purchased to support this activity:
<u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase student engagement: Each classroom has an Activboard and or/ interactive projector. Expressions, computers, printers, laptops <u>Technology Interventions/Progress Monitoring</u> Special Education population has been selected to use the Achieve 3000 technology based of its lexil leveling and assessment.	10. BUDGETS used to support this activity: <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	Item(s) to be purchased to support this activity:
<u>Special Education Program Design</u> <i>Answers ranged from total Inclusion to total resource.</i> <i>Any answer given here must first cite the SWD</i>	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF	Item(s) to be purchased to support this activity:

Boyet Jr. High School
7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><i>subgroup data as a basis for the design of your program. For example—This year we had a large number of higher performing students, so we expanded the size of our inclusion program. OR This year we have a large population of moderate students who are mostly self-contained.</i></p>	<p>___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	
<p><u>Student Assistance Team (SAT):</u> SAT Committee is convened at the request of a parent or teacher with concerns about the academic performance of a student. The chairperson is contacted, the chair contacts the other members including representatives from Pupil Appraisal and sets the date. Teachers are asked to provide a FBA. The committee meets and a determination is made.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) Title I or Title II State grade and how data supports this decision for this position and how it will be utilized to address student needs.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

<p>10. COORDINATION OF PROGRAMS</p>		
<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 	<p>10. BUDGETS used to support this activity: ___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III</p>	<p>Item(s) to be purchased to support this activity:</p>

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7th And 8th Grades
John Priola, Jr.
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>IDEA funding.</p> <ul style="list-style-type: none"> 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><input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
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<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>The SIP Committee meets monthly to discuss implemented programs. The committee looks at data such as Lexil reports from Achieve 300 to determine if the special education population is showing growth. Progress reports of students placed in student skills to assess progress;</p> <p>Each member is assigned a specific area to report and to provide a recommendation. As a whole the committee evaluates the overall effectiveness of the plans in action as they relate to the established goals. .</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>The results of the SIP assessment will be presented at faculty and PTA meetings.</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>