

Fontainebleau Junior High School
7th and 8th grades
Timothy W. Schneider, Ph.D.
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
7 th Grade ELA	1	PARCC
ELA – Whole School	2	PARCC
LEP Students (ELA)	3	PARCC
White Students (ELA)	4	PARCC
7 th Grade Asian/Pacific Islander (Math)	5	PARCC

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
Whole School – Math	1	PARCC
Whole School – Science	2	LEAP/iLEAP
Whole School – Social Studies	3	LEAP/iLEAP
Whole School – All Subjects	4	PARCC/LEAP/iLEAP
LEP/ED/SWD	5	PARCC/LEAP/iLEAP

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Increase the percent proficient for LEP/ED/SWD in Math and ELA.
2 Continue to tailor instruction and assessments based on state standards/GLEs.
3 Continue to expose students to PARCC-like assessment items/assessments.
4 Increase the CRT index scores for Math, Science, and Social Studies.
5 Increase the CRT index scores for 7 th and 8 th grades.

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

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 93%

- 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.		
<u>Professional Learning Communities (PLCs)</u> -(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.) N/A	10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	Item(s) to be purchased to support this activity:
<i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i> N/A	10. BUDGETS used to support this activity: ___ Title I ___ SRCL ___ IDEA	Item(s) to be purchased to support this activity:
Professional Development Outside of PLCs <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings Departments will meet with curriculum specialists to discuss changes in curriculum and	10. BUDGETS used to support this activity: ___ Title I <u>X</u> GFF ___ SRCL <u>X</u> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other	Item(s) to be purchased to support this activity:

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<p>assessment as needed. School Design Team representatives will meet with the district design team monthly to be trained in WOW protocols and techniques on Coaching for Design. The focus of these meetings is creating meaningful assessments. School-Wide Professional Development will focus on construction and grading classroom assessments.</p>	
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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>		
<p>◆ Describe how parents will be involved in the o design, o implementation, and o evaluation of the schoolwide program.</p> <p>During the AdvancED verification process, a survey was distributed to all stakeholders, including teachers, parents, staff, and students. The information gathered upon the collection and analysis of these surveys provided the SIP team with pertinent information about our learning environments (digital, physical, and instructional), feedback and progress monitoring, and various elements of the school climate and culture (purpose, direction, leadership, teaching/assessing, support, preferences), which has allowed FJHS to consider the perspectives of all of the school's stakeholders. This information will allow us to make informed decisions about the functionality and success of various school structures and activities in the future. The PTA is actively involved in doing their part to ensure that all voices are heard in the process of designing, implementing, and evaluating the schoolwide program. In addition, the PTA encourages parents to become involved in the school community through several volunteer opportunities. Parents help on a daily basis in the library, front office, and student services.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ 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 strategy/activity:</p>

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<p>Parents also volunteer for school dances, PBIS activities, chaperoning field trips, and athletic events. A parent committee determines winners of a several PTA mini-grants which help fund inventive teaching in the classroom. Parents also are in charge of the beautification committee to help keep our campus looking its best. The volunteer opportunities are offered during school, after school, and on weekends to fit all schedules. Also, parent volunteers serve as members of the PBIS committee and provide valuable insight.</p> <p>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan.</p> <p>The FJHS PTA meets on a regular basis (the last Wednesday of every month at 9:30). At these meetings, various topics are discussed, including ways to include parents in school-based decision making.</p> <p>◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</p> <p>At least three meetings will be held during the school year to provide parents information on how to access the curriculum as well as information about assessments and expected proficiency levels. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations. On the Tuesday prior to the first day of school, new students and parents are invited to an orientation. During this meeting, students are sent on a scavenger hunt while parents remain in the gym and are given important information regarding how to help students achieve success in junior high. When the meeting is over, parents are afforded the opportunity to meet the principal, ask questions,</p>		
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<p>socialize with other parents, and sign up for volunteer opportunities.</p> <ul style="list-style-type: none"> ◆ Describe how parents will be encouraged to participate in decision making opportunities about their child’s education. Identify specific decision-making opportunities for parents, <ul style="list-style-type: none"> ○ For example: <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent Committee Work ▪ Comments about plans posted on school website <p>Parents are encouraged to participate in a variety of ways. The PTA meets on a regular basis, and parents bring concerns and ideas to the table for discussion. Also, at our school’s orientation, parents are invited to ask questions about any and all school-based activities (courses, curricula, logistics, etc.). They also have the opportunity to choose their students’ electives at this time. Parents have the opportunity to call conferences at any time. We encourage open discourse between parents and teachers, whether it be via telephone, email, or face-to-face meetings. Other opportunities for parents to advocate for their children include TAT, SAT, and IEP meetings.</p> <ul style="list-style-type: none"> ◆ List specific school events that include parent involvement and training activities. <p>In the Spring, parents of incoming students are invited to school for a nighttime meeting that addresses questions and concerns dealing with their student’s transition from the middle school to FJH. At this time, parents are invited to sign up for volunteer positions needed at our school.</p> <ul style="list-style-type: none"> ◆ Identify parent communication strategies used at your school. For example: Teacher Web, communication folders/binders, agendas, etc. 		
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Teacher Web, school website, callers		
<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><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 strategy/activity:</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><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>Printing supplies-GFF Postage-</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</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 Incoming Parent Meeting: In the spring an administrator, counselor, and elective chairperson from FJH will meet with incoming 7th graders at each feeder school to introduce them to the expectations of junior high. These representatives will also explain the scheduling process to the students. Parents are invited to a new parent meeting where school policy and scheduling are explained to them by the administration.</p> <p>Orientation: On the Tuesday prior to the first day of school, new students and parents are invited to an orientation. During this meeting, students are sent on a scavenger hunt while</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>Spirit Pins Paper Teacher Web Accounts</p>

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<p>parents remain in the gym and are given important information of how to help their student achieve success in junior high. When the meeting is over, parents are afforded the opportunity to meet the principal, ask questions, socialize with other parents, and sign up for volunteer opportunities.</p> <p>TeacherWeb Sites: Teacher will keep a TeacherWeb Site updated as a resource for parents. The information included on each website includes classwork, homework, handouts, PowerPoints, classroom procedures, test calendar, and announcements.</p> <p>SPED Teacher Collaboration: Each Spring our SPED coordinator and administration meets with the SPED coordinator at the high schools and Middle Schools to discuss incoming/outgoing students. At these meetings, recommendations for placement, accommodations, and other supports are discussed in order to make the transition between schools easy for students with learning difficulties.</p>		
<p>Outgoing students</p> <p>SPED Teacher Collaboration: Each Spring our SPED coordinator and administration meets with the SPED coordinator at the High Schools and Middle Schools to discuss incoming/outgoing students. At these meetings recommendations for placement, accommodations, and other supports are discussed in order to make the transition between schools easy for students with learning difficulties.</p> <p>Outgoing Students: Each spring FHS invites 8th Graders to an event named “The Freshman Experience.” At this event, students learn about clubs, sports, and other ways to get involved in school life at FHS. This in conjunction with a visit to the FJH English classes from the FHS counselor to guide the student with scheduling their classes.</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 <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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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. For example: EAGLE testing, DIBELS, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, etc.</p> <p>RAPS 360, SRI, EAGLE, Reading Counts, district-created SLT assessments, unit pre/post assessments, Achieve 3000 (8th grade only).</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>	

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><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 Fontainebleau Junior High School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve</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>Item(s) to be purchased to support this activity:</p>

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<p>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 (Dr. Schneider) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Mrs. Whitlock 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>___ IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>School Wide Positive Behavior Interventions and Supports activities such as Cane Cash Thursday, Movie Day, and Picnic Day encourage appropriate Student behavior in and out of the classroom. Student behavioral expectations are taught over the broadcast system by the Broadcast Team reinforced daily by HQ teachers everywhere on campus. The PBIS team will meet monthly to analyze discipline data and develop strategies to target problem behaviors on campus. In addition, the school is working on implementation of its check in-check out plan for students in need of extra support. Students in need of the highest level of behavior support receive social skills training through the MAE classroom. Behavior and improvement is documented through the use of the MAE point sheet and binder.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Snacks</p>

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<p><u>Instructional Program Enhancements</u> Where applicable discuss how your teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students.</p> <p>Students identified as Economically Disadvantaged through the KIT program receive tutoring. Paraprofessionals are present in various classroom settings, including inclusion, resource, reduced numbers classes, and various regular education elective courses. These paraprofessionals support students' academic needs during these classes. As needed, classroom teachers provide tutoring before and after school without compensation.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring Programs-Pull out</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p> <p>Students identified as Economically Disadvantaged through the KIT program receive tutoring. Students are pulled out of PE and their grades are monitored weekly by the tutor and KIT coordinator.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-How students are identified 2-How students are progress monitored 3-How is the tutoring program evaluated</p> <p>Through our TAT process, a team identifies students who do not fall under the umbrella of IDEA (SPED/504). Once identified, the TAT team, in conjunction with the students' teachers and parents, determine if interventions are needed within the classroom. This could include interventions such as Achieve 3000, Fast ForWord, or REFLEX math.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ <u>X</u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><u>Technology Resources and Personnel:</u></p> <p><u>General Technology</u> to increase student engagement: For example, Activboards, Votes, Expressions, ipods, computers, printers, laptops</p> <p><u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are selected and monitored for each program identified.</p> <p>Achieve3000- All 8th grade students Gizmos-All Science Students EAGLE-All Students/All Subjects Reading Counts-All ELA 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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Special Education Program Design</u></p> <p><i>Answers ranged from total Inclusion to total resource.</i></p> <p><i>Any answer given here must first cite the SWD 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>This year our SWD have similar abilities as in previous years, so we use an inclusion model for most students. Students performing under grade level are provided ELA and Math instruction in the resource setting. We also added a Reduced Numbers Class to provide appropriate services to our non-verbal/severe students.</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>
<p><u>Student Assistance Team (SAT):</u></p> <p><i>Indicate how the SAT process works at your school to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs.</i></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</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Every Wednesday morning, the SAT team (which consists of the SAT coordinator, assistant principal, speech therapist, counselor, and pupil appraisal representative) meets to discuss the progress of students who have recently been identified as SPED or 504, discuss the progress of students who have not been identified but are currently being evaluated/receiving interventions, and identify students who could potentially benefit from SAT services. Both teachers and parents identify and suggest students to the SAT team. Typically, students who are referred to the SAT team have already gone through the TAT process with little or no success. These students are assessed using a variety of tests (RAPS 360, SRI, CBAs, Achieve 3000's Level Set assessment, etc.). Based on this, a student either receives interventions and is monitored or the team moves forward with an evaluation. Upon the assessment of the student's needs, the student is then a) supported through SAT interventions, b) recommended for a 504 evaluation, or c) recommended for a special education evaluation and possible implementation of an IEP. From this point, students are monitored by the appropriate team (SAT, 504, IEP, etc.).</p>	<p>___ Bond Money ___ Other</p>	
<p><i>Classroom Size Reduction Teachers</i> (if applicable) <i>Title I or Title II</i> <i>State grade and how data supports this decision for this position and how it will be utilized to address student needs.</i></p> <p>N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ 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><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

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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. •<i>Students in participating schools are entitled to attend 21st Century programs in the afternoons.</i> •<i>Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</i> 	<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 checked="" type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p><i>Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year.</i></p> <p>The SIP Committee meets on a bi-monthly basis to discuss the status of student achievement, effective professional development, parental involvement, successful student transitions, effective assessment, students with disabilities and how to assist them based on their needs, PBIS opportunities, technology, and coordination of programs. To determine the effectiveness of these elements, the SIP Committee reviews classroom and statewide</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>

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<p>assessment data, develops and distributes needs assessment questionnaires, and interviews teachers, staff, parents, and students. Based on the information collected, decisions for the upcoming school year are made.</p>		
<p><i>HOW</i> are the <i>results of this assessment REPORTED</i> to the stakeholders (<i>FACULTY AND PARENTS</i>)? Faculty meetings, PTA meetings, FJHS Website, callers</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:</p>