

Lee Road Junior High
Pre K – 8th Grade
Anna Bowie, Principal
SCHOOL IMPROVEMENT PLAN-2015-2016
ST. TAMMANY PARISH SCHOOLS

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages 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
ED Subgroup ELA and Math scores grew in grades 3, 6, 7, and 8	1	% proficient trend for subgroups on iLEAP/PARCC for 2013-2014
ELA scores increased in all grades except Grade 4	2	Whole School Trend Data on LEAP/PARCC for 2013-2014 to 2014-2015
9 th grade credits grew from 132.9 to 144.1	3	SPS Index scores on for 2013 to 2014
4 th and 6 th Grade Math are highest of all grade levels 3-8 for 2014-2015	4	CRT Index Trend Data (LEAP/iLEAP) for 2014-2015
3 rd Grade DIBELs improved from Fall to Spring in 2013 and 2014	5	DIBELs data for 2013 and 2014

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
SWD lowest percent proficient in math in all grade levels for 14-15	1	% Proficient Trend for subgroups on PARCC 2014-2015
7 th and 8 th grade Math was lowest score at that grade level (14-15)	2	CRT Index subject area weakness on PARCC 2014-2015
SWD Achievement Gap in ELA increased 13.8% from 2012-2013 to 2013-2014.	3	% Proficient Trend Data on LEAP and iLEAP and Achievement Gap Analysis
Currently almost 25% of our parents are unaware of how Title 1 works at our school.	4	Parent Survey from Title 1 Spring 2014
Behavioral-8 th Grade behavior referrals resulting in in-school suspensions/out-of-school suspensions increased from 21 in 2013-2014 to 27 in 2014-3015	5	Discipline data on JPAMs 2013-2015

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 By May 2016, improve scores for SWD at all grade levels by 5% as measured by state tests.
2 By May 2016 maintain growth in ELA at all grade levels as measured by state tests.
3 By May 2016 improve Math scores in 7 th and 8 th grades by 5% as measured by state tests.
4 By May 2016 decrease number of parents who are unaware of how Title 1 works at our school and the benefits it provides by 10 % as measured by the Spring Title I Parent Involvement Survey.
5 Behavioral- By May 2016, decrease number of 8 th grade discipline referrals resulting in out- of-school suspensions/in-school suspensions by 5% as measured by discipline data in JPams.

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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 97%

- 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.

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

<p><u>PLC</u> For all teaching staff; presented by the Principal, Assistant Principals, RHT, Technology Teacher, and Curriculum Specialists. Four substitutes for two days each month are used to allow teachers to attend. Focus of PLC is to improve standardized test scores. Teachers are grouped by grade level or subject matter.</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: Substitutes salary and benefits</p>
<p>Instructional Coach Brigette Magee is assigned to Lee Road to work with identified groups of teachers to provide instructional support and guidance in ELA and Math</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: Instructional coach salary and benefits</p>

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<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes salary and benefits</p> <p>Stipends for teachers to attend PD.</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:

At Transfer and Job Fair the RHT gives each applicant a screening document to complete which ensures they are highly qualified. In addition, she promotes our school to waiting applicants.

<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"> ◆Regular meetings are held which involve parents in the design, implementation and evaluation of the school wide program. These meetings will be documented by sign-in sheets and agendas. ◆Parents contribute ideas along with teachers and administrators in the design, implementation and evaluation of the school wide program. ◆ The parents are involved in the evaluation of the entire Title I program through discussions and planning at every general and PTA Board meeting as well as specific Title 1 meetings. 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>NA</p>
<ul style="list-style-type: none"> ○Parent Involvement Policy/compact <ul style="list-style-type: none"> ▪September 18, 2015 ▪Spring 2016 ○PI Plan- <ul style="list-style-type: none"> ▪September 25th, 2015 ▪Spring 2016 ○School Improvement Plan- <ul style="list-style-type: none"> ▪November 18, 2015 ▪May 2016 	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title I</p> <p style="padding-left: 20px;"><input type="checkbox"/> GFF</p> <p style="padding-left: 20px;"><input type="checkbox"/> SRCL</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title II</p> <p style="padding-left: 20px;"><input type="checkbox"/> LA4</p> <p style="padding-left: 20px;"><input type="checkbox"/> IDEA</p> <p style="padding-left: 20px;"><input type="checkbox"/> Title III</p> <p style="padding-left: 20px;"><input type="checkbox"/> Bond Money</p> <p style="padding-left: 20px;"><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>NA</p>

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<p>At monthly literacy breakfasts and principal newsletters, and by perusing our school website, parents receive timely information about the Title 1 program. Title 1 DVD is posted on our school website and is easily accessible by parents under the Learning Links. Parents are given instruction on how to access this information during our annual Open House where the DVD is played continuously for parents.</p>	<p>10. BUDGETS used to support this activity: <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: NA</p>
<p>At monthly literacy breakfasts, Open House, Meet and Greet, parent/teacher conferences and principal newsletters, and by perusing our school website, parents are informed about the curriculum, assessments and proficiency levels students are expected to meet. Academic expectations are discussed at all grade level breakfasts</p> <p>Parents know how their child is progressing due to weekly homework folders and Student Progress Center.</p>	<p>10. BUDGETS used to support this activity: <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: NA</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 in student Nicky folders.</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 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>	<p>Item(s) to be purchased to support this activity: Printing supplies-GFF Nicky folders and student planners</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><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: Membership in NNPS</p>

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<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>___ 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>NA</p>
<p>Parents are encouraged to participate in decision making opportunities about their child’s education through SAT meetings, IEP meetings, Parent/Teacher Conferences. PTA Board Meetings and Parent Committee Work. Parents are invited to these meetings as appropriate.</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>NA</p>
<p>Neon colored paper will be used for flyers/invitations to all PI events.</p> <p>Strategy 1- Family Numeracy Breakfast Grades (3, 5) All Family Breakfasts include a component where Principal discusses academic and social expectation for that grade level, and how parents can help their child met those expectations. All Family Breakfasts also include an opportunity for parents and students to work together in the child’s classroom on projects which parents can use at home to increase literacy/numeracy skills.</p> <p>Strategy 2- Meet the Teacher At Meet the Teacher night parents become familiar with teacher expectation as well as opportunities to assist in the classroom.</p>	<p>10. BUDGETS used to support this activity:</p> <p><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>Instructional budget Postage Paper Printing supplies</p>

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<p>Strategy 3- Kindergarten and New Family Orientation Grades K-8 Both Kindergarten and New Family Orientations familiarize new parents with school-wide and grade-level expectations.</p> <p>Strategy 4- LEAP Breakfast (4) All Family Breakfasts include a component where Principal discusses academic and social expectation for that grade level, and how parents can help their child met those expectations. All Family Breakfasts also include an opportunity for parents and students to work together in the child’s classroom on projects which parents can use at home to increase literacy/numeracy skills.</p> <p>Strategy 5- Parent/Teacher Conferences Each teacher will conference with the parents of every student in their class to discuss plans to differentiate instruction to best meet the educational needs of that student.</p> <p>Strategy 6- Reading Breakfast for Primary Students (K, 1, 2) All Family Breakfasts include a component where Principal discusses academic and social expectation for that grade level, and how parents can help their child met those expectations. All Family Breakfasts also include an opportunity for parents and students to work together in the child’s classroom on projects which parents can use at home to increase literacy/numeracy skills</p> <p>Strategy 7- Primary Math Breakfast- All Math Breakfasts include a component where Principal discusses academic and social expectation for that grade level, and how parents can help their child met those expectations. All Family Breakfasts also include an opportunity for parents</p>		
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<p>and students to work together in the child’s classroom on projects which parents can use at home to increase literacy/numeracy skills</p> <p>Strategy 8- K-2 Pri-Merry Christmas- Parents of primary grade students will learn what is developmentally appropriate, reading academic milestones for the grade, and participate in activities that can be used at home to enhance learning.</p>		
<p>Teacher WEB-every certified staff member at Lee Road School maintains a webpage through Teacher WEB linked to our school website. Parents and students can access the page from home to find out about classroom activities, homework, upcoming projects, expectations, and tips for parents to help students succeed. Teachers mentor at risk students and contact parents periodically Parents monitor grades through Student Progress Center Teacher WEB, school website, Nicky folders, email distribution lists, parent conferences, Principal’s monthly newsletter, monthly calendars, student agendas, rob calls, communication binders and Student Progress Center are specific home-school communication strategies.</p>	<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 <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>Teacher WEB annual subscription Nicky’s Folders Student Planners</p>

<p>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>		
<p>Incoming Student Activity 1- Kindergarten Orientation-Kindergarten teachers meet with incoming parents to review procedures and expectations for Kindergarten students. Orientation folders are given to parents. Guided tours of the school facility are provided. Activity 2- New Parent Orientation- Mrs. Fauntleroy, our Assistant Principal, reviews policy and procedures</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</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper supplies</p>

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<p>for families new to our school. School supply lists, carline procedures, cafeteria procedures and other school policies are presented. A guided tour of the school facility is provided for all parents. Pre-K Orientation-Pre-K teachers meet with incoming parents to review procedures and expectations for Pre-K students.</p>	<p>___ Other</p>	
<p>Outgoing students</p> <p>Activity 3- Cub Day at CHS-Eighth grade students attend an orientation program sponsored by CHS which allows incoming freshman to view the campus and learn about extracurricular activities programs. Guidance counselors from CHS assist our counselor in formulating student schedules for the following school year</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>NA</p>

<p>8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?</p>		
<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 •Teachers are to progress monitor these students to ensure interventions/lessons are addressing student needs •DIBELs, Voyager, and Earobics are used to progress monitor students. •SLT mid-year assessments are also used to progress monitor students. 	<p>10. BUDGETS used to support this activity:</p> <p><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>Substitutes for WFGS Paper Printing supplies Light refreshments</p>

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<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 some of Lee Road School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling is intended 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 (Anna Bowie, Kalinda Fauntleroy, and Shelly Morris) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Brenda Klazynski 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 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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>Check-in/check-out for students at all grade levels who demonstrate a need Lee Road bucks earned for positive behavior that can be redeemed for rewards RTI Social skills instruction in MAE classes Progress Monitoring of 8th grade behavioral referrals</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 checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: PBIS rewards</p>

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<p><u>Instructional Program Enhancements</u> Full time employee is in the technology section.</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: . NA</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u> Karen Beard tutors students in first and second grade whose DIBELS scores show that they are in need of intervention. The intervention used here is the Voyager Program. She is paid through Title 1 funds.</p> <p>Students who score at risk in Reading/ELA are invited to participate in our Fast-forward Program presented by Jessica Monteleone and Bonnie Basher.</p>	<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 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 1 ROUF funding Instructional supplies for special programs</p>
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u> 1-Students are chosen by DIBELS scores analysis and classroom performance 2-Students are progress monitored by the same method. 3-Tutoring program is evaluated by end of the year student performance on the same two measures. 4-This year’s Helping Hands tutors are Bonnie Basher and Sarah Fauntleroy</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: 2 Helping Hands tutors salary and benefits</p>
<p><u>Technology Resources and Personnel (include names):</u> Title I teacher, Stacey Hoover-teaches weekly technology classes to all students K-6th. In addition, she schedules and supervises frequent video conferences through our Polycom. She uses and maintains a Wiki of video conference appointments and availability. She also chairs our school’s technology committee.</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</p>	<p>Item(s) to be purchased to support this activity: Salary, benefits and substitutes for Title 1 Technology teacher; Brain Pop, and Moby Max subscriptions; Computers, monitors, Activboards and</p>

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<p><u>General Technology :</u> To increase engagement and prepare students for the 21st Century world of work: Activboards, ACTi votes, Active Expressions, iPods, computers, printers, laptops, projectors and document cameras. Learn Pads are tablet computers designed for classroom management. Learn Pads enable effective supervision and control, and provide differentiated learning by selecting and assigning appropriate resources for each student. Curriculum mapped lessons and resources are preloaded, but there is ample room for teacher creativity as well.</p>	<p><input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>installation, projectors, document cameras, ACTi votes, ACTi Expressions, iPods, iPads, toners printers, replacement bulbs, and RAM for upgrades; headphones supplied for computer workstations; ink and toner cartridges will be supplied for all printers; Promethean Pens.</p>																					
<p><u>Technology Interventions/Progress Monitoring</u> Brain POP is a website which provides short animated lessons in the areas of math, ELA, science, social studies and technology for K-8. Moby Max addresses students’ needs K-8. Math and Reading instruction is leveled and the site provides teachers with a wealth of diagnostic and prescriptive information for each child. Moodle is used to access math textbook materials at all grade levels. EAGLE is used to prepare for state-wide testing in grades 3-8. Achieve 3000 is used in Grades 7 and 8 to strengthen skills relating to reading in the content area. GIZMOs is used in Grades 3-8 to strengthen math and science skills.</p>	<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 type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Brain POP Moby Max</p>																					
<p><u>Special Education Subgroup Data:</u> SWD</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>42.9</td> <td>42.9</td> </tr> <tr> <td>4</td> <td>28.6</td> <td>35.7</td> </tr> <tr> <td>5</td> <td>41.7</td> <td>41.7</td> </tr> <tr> <td>6</td> <td>55.6</td> <td>27.8</td> </tr> <tr> <td>7</td> <td>47.1</td> <td>35.3</td> </tr> <tr> <td>8</td> <td>61.5</td> <td>07.7</td> </tr> </tbody> </table>	Grade	ELA	Math	3	42.9	42.9	4	28.6	35.7	5	41.7	41.7	6	55.6	27.8	7	47.1	35.3	8	61.5	07.7	<p>10. BUDGETS used to support this activity: <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: NA</p>
Grade	ELA	Math																					
3	42.9	42.9																					
4	28.6	35.7																					
5	41.7	41.7																					
6	55.6	27.8																					
7	47.1	35.3																					
8	61.5	07.7																					

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<p><u>Special Education Program Design</u> Students receive instruction in math and ELA in resource classes designed to meet their needs. All students are in a regular classroom for at least a portion of the day. This year we have a large population of students receiving resource instruction in Grade 7. Krystal Szalajeski, the 7th Grade regular education ELA teacher, co-teaches with the ELA resource class teacher, Suzette Brooks, in the 7th Grade ELA resource class. Lauren Happel, the 7th Grade regular education Math teacher, co-teaches with the Math resource class teacher, Suzette Brooks, in the 7th Grade Math resource class.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: NA</p>
<p><u>Classroom Size Reduction Teachers</u> Jenifer Revere serves as our first grade Title 2 teacher. The fact that we have Mrs. Revere means that other first grade classes are reduced in size, thus insuring that every student receives more individual attention. Smaller classes allow teachers more time to differentiate so that all students can reach their goals. In addition, Mrs. Revere is an excellent teacher and a valuable addition to our staff. Having Mrs. Revere allows us to have a 17/1 pupil/teacher ratio</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL <u> X </u> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Salary and benefits and substitute for Title II CSR teacher</p>
<p><u>Curriculum Enhancements</u> Math manipulatives for classroom instructions Privacy partitions for student testing and dry eraser markers for classroom instruction. ELA Guaranteed Curriculum projects</p>	<p>10. BUDGETS used to support this activity: <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: Math manipulates Privacy partitions Dry easer markers Art supplies Calculators White boards Erasers and markers</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. •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. •Students in participating schools are entitled to attend 21st Century programs in the afternoons. 	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> X </u> LA4 <u> X </u> IDEA <u> X </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<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, with the Principal being responsible for collecting the data at the end of the school year and writing the final report:</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> X </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Overall-The school's performance on standardized test scores/ DIBELs scores</p>		

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<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation Karen Beard tutors students in first and second grade whose DIBELS scores show that they are in need of intervention. The intervention used here is the Voyager Program. She is paid through Title 1 funds. The students who participate in this program are chosen based on their Fall DIBELS Benchmark. The effectiveness of the program is determined based on the EOY benchmark testing in DIBELS. The criteria to determine the success of the program is to decrease the number of at risk and strategic students by 5 % This data will be analyzed by the Voyager tutor, classroom teacher and along with the RHT who will report the results to the Principal in the spring of 2016. The Principal will write the final report about the Voyager tutoring program.</p> <p>Students who score at risk in Reading/ELA are invited to participate in our Fast-forward Program presented by Jessica Monteleone and Bonnie Basher. Student participation is based on teacher referral due to student’s deficiency in reading grades. The program based reading assessment determines the student’s success as well as improvement in student’s grades. Mrs. Monteleone is responsible for collecting the data by the Spring of 2016. This information will be reported to the Principal who will write the final report in regard to this tutoring program.</p>		Tutors salary
<p><u>Helping Hands Program</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •Student data is examined to ensure that students in classrooms with Helping Hands personnel benefit from their presence. Data includes SLT assessments, grades, and standardized test scores. Grade level teacher/administrators collect data. •The Helping Hands program will be evaluated using SLT data. All teachers who have students participating in the 		Helping hands personnel salary and benefits

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<p>Helping Hands program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the Assistant Principal who will enter the % success for each teacher on her spreadsheet. Teachers with an 80% success rate will be given a “1” and the other will receive a “0”. 85% of the teachers are expected to meet the target set for evaluating the Helping Hands program.</p> <p>•</p>		
<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •Parenting committee evaluates attendance numbers at events to see what time/topics draw the largest groups of parents •The Title I School Committee and/or the Title I parenting Committee reviews the Title I Parent Survey results in the spring •Website responses are evaluated by PTA President and Principal •Administrators will review the NNPS plan and survey information in the spring •The Principal and PTA president will write the final report in the Spring of 2016 •We will have met our goal when the number of parents aware of Title 1 benefits decrease’s by 5 % according to the Title 1 Parent Survey. 		

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<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none">•The students involved in the MHP program should demonstrate an increase in academic achievement.•Behavioral data of students involved in the MHP program will be examined to see if referrals and time out of classrooms decreased.•MHP will collect data and examine in the spring of 2016 on students within the program•Mrs. Klazynski will monitor students’ academic progress in conjunction with classroom teachers, aiming for a 5 % decrease in referrals and out-of-class time and/or completed assignments as is appropriate for each individual student’s situation. Review of performance on classroom assessments, benchmark assessments, and standardized test will also occur.•A final report will be compiled by the Principal using the data collected emphasizing a reduced number of behavior referrals by 5 %.		MHP salary and benefits
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <p>Minutes from all meetings will be taken and filed so a formal evaluation report can be written by principal at end of year.</p> <p>All meetings will have agendas and sign-in sheets.</p> <p>All PLC topics relate to improving student achievement.</p> <p>The professional development program will be evaluated using SLT data. All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be</p>		Substitutes for PLC

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<p>considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the Assistant Principal who will enter the % success for each teacher on her spreadsheet. Teachers with an 80% success rate will be given a “1” and the other will receive a “0”. 85% of the teachers are expected to meet the target set for evaluating the PD program.</p>		
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>? The results of the evaluation will be reported at the first faculty meeting after the final report is completed. It will also be reported at the first design team meeting by the administration.</p>	<p>10. BUDGETS used to support this activity: <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: NA</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>? The information is relayed to the parents at the first parenting event of the year when the Title 1 program for the year is introduced to the parents.</p>	<p>10. BUDGETS used to support this activity: <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: NA</p>