

William Pitcher Junior High
7th and 8th Grade
Dr. Raphael Tillman
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
Accumulated 9 th Grade Credits	1	SPS Data
White subgroup Performance in ELA and Math	2	CRT Data
	3	
	4	
	5	

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
Subject Area Weakness in Math	1	Subject Area CRT Data
Subgroup Performance for LEP and SWD in ELA and Math across Grade Levels	2	Subgroup Percent Proficient CRT Data
Black Subgroup Performance in ELA and Math	3	Percent Proficient CRT Data
	4	
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Improve whole school Math performance
2 Increase performance in ELA and Math for SWD and LEP subgroups
3 Decrease the Achievement Gap for Black subgroup performance in ELA and Math
4
5

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 75%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- 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>Professional Learning Communities (PLCs)-</u></p> <ul style="list-style-type: none"> •Whole Faculty Study Groups - Teachers, across all core subject areas, participate in bi-weekly WFSG during planning time to analyze student work, collaborate, and design effective instructional strategies to improve student achievement. Personnel involved include administration, RHT, Curriculum Specialist and teachers. •Strategic professional development will be provided to all content teachers to increase instructional strategies used to improve the math and LEA performance of African American students. 	<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 checked="" 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>Office Supplies</p> <p>Substitutes</p> <p>Print Resources</p>
<p>Leadership Team consists of department representatives that meet monthly and is facilitated by the Principal. The goal is to collaborate and analyze data to provide strategic instruction across all content areas.</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>Office Supplies</p>
<p>Design Team consists of science and social studies teachers who attend quarterly district professional development with a focus on designing assessments and analyzing student work.</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> <p>Office Supplies</p>

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	<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
Discipline Team <ul style="list-style-type: none"> •Facilitated by the Assistant Principal. •Open to all stakeholders • Collaborates and analyzes discipline data that leads to recommendations for the PBIS team and school safety plan. 	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: Office Supplies
Professional Development Outside of PLCs includes: <ul style="list-style-type: none"> •Faculty meetings are held monthly •Parish Mandated Professional Development is held four times throughout the school year. •After-school, before-school, and district sponsored professional development is available to all teachers and Para educators. •New Teacher Meetings – held quarterly at the school and district level. 	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: PD Registration
Special Education <ul style="list-style-type: none"> •Teachers meet monthly to review tracking logs and collaborate with regular education teachers to assure individual student progress. •Paraprofessionals will provide support. •Professional development will be available to provide specific strategies for improving student performance through special education instruction. 	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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: Substitutes Office Supplies PD

5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

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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>School Day:</p> <ul style="list-style-type: none"> • Invite families and students to attend the quarterly Honor Roll Breakfast, and we provide breakfast for all family members. • PTA quarterly meetings are open to all family members and students. • PBIS Committee: Parent representation during monthly PBIS planning and parent participation in PBIS events. • Volunteers: Parents are encouraged to volunteer in the front office, athletic concessions, and special activities. • The weekly <i>Panther Post</i>, administrative newsletter, is distributed to parents via email and the school website. • IEP Meetings are scheduled annually for parents to review and discuss their child's performance and plan for success. • SAT meetings are scheduled at teacher or parent request to discuss and plan ways to meet the needs of each child. • Parent Conferences are available daily before and after school and are scheduled through the secretary. • Communication tools including teacher web, agendas, and email are available to students and parents. 	<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 strategy/activity:</p> <p>Breakfast/Refreshments</p> <p>Decorations</p> <p>Reward Recognitions</p> <p>Office Supplies</p> <p>Postage</p>
<p>Week Night:</p> <ul style="list-style-type: none"> • ELA and Social Studies Night provide parents an opportunity to participate in student led literacy activities. • Pitcher Pizzazz in the Spring provides parents an opportunity to observe the Student Academic Showcase, performances and dinner. 	<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>Supplies</p> <p>Dinner</p> <p>Decorations</p> <p>Postage</p>

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<p>Weekend:</p> <ul style="list-style-type: none"> •Annual Panther Prowl and Family Fall Festival: Families participate in activities, performances, and a 1Mile fun run/walk. 	<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>Awards Supplies Dinner Decorations Postage</p>
<ul style="list-style-type: none"> ◆ 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>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 strategy/activity: Office Supplies</p>
<ul style="list-style-type: none"> •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. •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><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: Printing supplies-GFF Postage-</p>

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<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"> •Incoming students are provided 6th grade orientation through the administration and guidance in the spring. •Teachers collaborate with PVMS teachers to plan for specific student needs. •In August, we provide a meet-and-greet for parents, students, and teachers. •During the first month of school we have Open House. • Design Learning Team- administration meets monthly with the Learning Community. 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA <input checked="" type="checkbox"/> Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Substitutes</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> •Students are provided opportunities to receive High School Credit on the Junior High campuses for the following courses: <ul style="list-style-type: none"> ○Reading, Algebra I, Foreign Language, Journeys to Careers, Art, Music, and Band •Students attend Cub Day at CHS in the Spring. •In March of each year the CHS counselors meet with the 8th graders to discuss scheduling and career planning. • Teachers and administration collaborate with Learning Community in the spring for at risk and students with disabilities. 	<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>

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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 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 checked="" 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>Substitutes</p>
<ul style="list-style-type: none"> • The Principal attends a Retreat with the Learning Community and provides professional development to the teachers for data-driven planning. • During WFSG, teachers analyze the data and plan assessments based on students need. • RHT provides rostering data designed for teachers to provide instruction based on individual student needs. • Teachers attend department meetings to collaborate on district created mid mastery and mastery assessments. • Teachers present to the School Improvement Team Departmental Data Analysis Action Plan providing strategies for formative and summative assessments. 	<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>Office Supplies</p>
<p>Other assessment data used to design strategic instruction and monitor targeted student’s progress include:</p> <ul style="list-style-type: none"> • My Reading Coach • Achieve3000 • Reflex Math • Eagle • Gizmo • CBAs • RAPS 	<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>Purchase of resources</p>

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	Other.
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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 many of our students experience, a Mental Health Provider will work with students for 20 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 (_Dr. Raphael Tillman_) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the MHPs 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 style="margin-left: 20px;"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 Timesheet</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> All students participate in the Tier 1 PBIS. The students earn Panther Bucks which can be redeemed weekly for a variety of items. The students also participate in semester schoolwide events. Our Tier 2 students participate in Check In/Check Out daily. They have additional incentives along with the Panther Bucks if they achieve their weekly goal. Some of our Tier 2 students receive counseling on a regular basis from the guidance counselor or MHP to assist them in reaching their weekly goals.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="margin-left: 20px;"> <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: Rewards/Incentives Office Supplies</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> <ul style="list-style-type: none"> •Para educator support is strategically designed into the master schedule to provide optimal support to students in the regular, resource, and self-contained settings. 	<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: Timesheet/Pay</p>
<p><u>Tutoring Programs-Pull out</u></p> <ul style="list-style-type: none"> •Students who are identified as needing assistive technology for basic math are targeted in a program that provides 2-3 opportunities a week for additional Math support through the use of Reflex Math. •Students who receive the accommodation of test read aloud are targeted to participate in Achieve3000 2-3 times a week with support from the special education teacher or tutor. 	<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 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: Program Resource</p>
<p><u>Technology Resources and Personnel:</u></p> <p><u>General Technology</u> to increase student engagement teachers utilize Activboards, Smart Projectors, ActivVotes, ActivExpressions, computers, printers, and laptops in the instructional process.</p> <p><u>Technology Interventions/Progress Monitoring</u> List programs and describe how students are selected and monitored for each program identified.</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: Technology</p>
<p><u>Special Education Program Design</u></p> <ul style="list-style-type: none"> •The SWD subgroup performance has decreased from 2014 to 2015 in ELA and Math according to the CRT subgroup data. The addition of a highly qualified special education teacher was added to provide resource and inclusion support in ELA in addition to the Special Education Teacher for math who team teaches in an inclusion math setting as well as provides support in the resource setting. 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> • Targeted students are placed in selected elective class to provide additional support in ELA and math through research based strategies such as Reflex Math and Achieve3000. 		
<p><u>Student Assistance Team (SAT):</u> The SAT process is a collaborative effort to support students' and teachers' needs. The process begins with referrals from teachers, parents, or administration. A student is referred to SAT when there are academic and/or behavioral concerns. Once a student has been referred, the parent is invited to attend a meeting with the SAT team to collectively design a plan to implement and document research-based interventions that address the target concerns. The team reconvenes after about 4-6 weeks to determine if the student needs further accommodations through 504 or Special Ed. School-wide interventions: Achieve 3000, MobyMax, lunch time and after school tutoring, check-in/check-out, mentor program, academic counseling, Study Skills elective, Reading intervention elective, etc. The interventions are decided as a team to meet each individual's needs.</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><u>Classroom Size Reduction Teachers</u></p> <p>Trend data indicates a three year decline in math performance. The additional teacher has been added to the math team to reduce class size and maximize instruction to meet individual students' needs.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Additional teacher</p>

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<p><u>Tutoring:</u></p> <p>Tutoring is available from teachers for Math during lunch and after school as optional support for any student.</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>Office Supplies</p>
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<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 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. •Students in participating schools are entitled to attend 21st Century programs in the afternoons. •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. 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input 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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11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?

<ul style="list-style-type: none"> •The SIP committee is comprised of stakeholders. Through WFSG and Leadership team meetings, data is reviewed and analyzed. The Data Analysis results are reviewed and the most significant strengths and weaknesses are targeted for improvement. Stakeholder input is requested and reviewed by the SIP Committee and used to plan for the upcoming school year. •The final draft of the SIP along with the data analysis are posted on Blackboard. The final SIP document is available and accessible to all stakeholders online. •Ongoing WFSG and Leadership meetings are utilized to review the progress of implementations and revise as needed. 	<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>Office Supplies</p>
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