

**St. Tammany Junior High  
Vincent E. DiCarlo  
SCHOOL IMPROVEMENT PLAN  
ST. TAMMANY PARISH SCHOOLS  
2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
8 <sup>th</sup> Grade ELA School Performance Scores (SPS) are a strength school wide increasing by 9.6%	1	Data Analysis (DA) SPS Subject Strengths page 32., 2015
8 <sup>th</sup> Grade Discipline Data Decrease from 37.6 to 18.1. A decrease of 19.5%.	2	DA SPS Discipline Data pg. 29, , 2015
The 7 <sup>th</sup> Grade Level Science CRT Index Score is 13.5 points higher than those in 6 <sup>th</sup> and 8 <sup>th</sup> .	3	DA SPS Grade Level Strengths pg. 34, , 2015
7 <sup>th</sup> Grade level Social Studies CRT Index Scores are a strength scoring at 83 points.	4	DA SPS Grade Level Strengths pg. 34, , 2015
Hispanic subgroup trend data analysis scores ELA scores increased in the last 3 years by 38.9%. (Last year by 10%).	5	Subgroup Trend Data Analysis pg. 36, 2012-2015

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
6,7,8 Grade SPS Math Index Scores range from 50-50.7.points		DA SPS Grade Weakness Chart pg. 35, 2015
6 <sup>th</sup> grade scores CRT Index scores have decreased in Math by 9.3 points.	2	DA SPS 6 <sup>th</sup> Grade Weakness Chart pg. 42, 2015
Economically Disadvantage (ED) and Black subgroups have decreased in the % proficient trend data. (Black by 12.9% and ED by 11.1%.)	3	DA Achievement Gap Chart pg. 42, 2015
Parent Involvement - Lack of Attendance at School Functions. Of seven Activities the highest attendance was 188 parents while the lowest was 38. School population is over 600.	4	Title I Parent Survey & Attendance Logs, 2015
Behavioral – Number of Student Referrals During the school year of 2014-2015 total student referrals numbered 1,155.	5	PBIS & JPams Discipline Data, 2015

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**GOALS**

<b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>
<b>GOALS</b>
1 By May 2016, Increase 8th grade Math Scores by 10 points on the State Test Scores from 57.1 to 67.1.
2 By May 2016, Increase 6 <sup>th</sup> and 7th Grade Level Math Scores by 10 points of the CRT Index score measured by State Test in 6th: 57.1 to 67.1 and in 7th: from 50.0 to 60.0.
3 By May 2016, Increase % proficient in subgroup ED and Black on state testing-.ED from 47.3% to 57.3% and Black subgroup from 43.8% to 53.8%.
4 PI By May 2016, Increase Parent Involvement (PI) by 20% measured by # attendees on sign-in sheets from a total of 537 attendees/parents from 6 PI activities to 644 from a total of 6 PI activities.
5 Behavioral – By May 2016, Decrease Discipline Referrals by 30% as evidence by JPams Data from 1155 in 2014-2015 to at least 808 2015-2016.

**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 - **84%**.

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

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<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>PLC</u></b>- <b>Melissa Odom</b> facilitates 3 PLC meetings per month. Topics of PD include test analysis of state scores, state curriculum, subject curriculum alignment, SLTs, core subject resources/lessons/strategies, DOK, Choral Reading, developing common assessments, Read Write, and Gold program, and other professional development as requested or needed. District Curriculum Specialist provides workshops/PD on campus.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" 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:            Make and take resource books, copy paper, card stock copier ink, toner, poster maker paper, poster maker ink, highlighters, pencils and subscriptions.            Melissa Odom salary &amp; benefits.</p>
<p><b><u>Instructional Coach</u></b>  <b>Leslie Knapp</b> pulls low achieving students in ELA to implement reading intervention programs designed specifically for each student. The response to intervention programs include: SRA, Rewards, Rewards Plus in an effort to increase Lexile levels and comprehension, vocabulary, and fluency.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:            Salary and Benefits for Leslie Knapp.            Rewards, Rewards Plus, SRA, Lexile resources, Paper, ink</p>
<p><b><u>Professional Development Outside of PLC</u></b></p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state mandated training</li> <li>•Parish required PD days-Curriculum, Assessments, SPED, Advanced ED</li> <li>•Assessment alignment</li> <li>•Professional Growth Plans</li> <li>•Test Analysis</li> <li>•Curriculum Alignment</li> <li>•SPED resources for students</li> <li>•PARCC seminars</li> <li>•NASA workshop on STEM program design to enhance and promote science and math</li> </ul>	<p><b>10. BUDGETS</b> 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:            Refreshments            Make &amp; take resources paper, ink, poster paper, poster ink, highlighters, markers, post-it-notes, pens            Workshop/Seminars fees and travel</p>

**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

Principal invites HQ teachers to the school campus. Candidates are taken for a tour and then meet the administration, some faculty and staff members. STJH assets are discussed.

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<b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement?		
<p>◆ <i>Describe how parents will be involved in the design, implementation, and evaluation of the ENTIRE TITLE I schoolwide program.</i></p> <p>The Title I plan is <b>designed</b> at the end of every school year based upon the evaluation of the Title I plan from the year before. School begins with adjustments in programs that then become solidified when the Spring testing data becomes available. The SIP Committee meets and write the School Improvement plan based upon the results of the data analysis and the evaluation. These meeting take place in November/December 2015. Parents are on the SIP Committee and have input in the development of the plan.</p> <p><b>Parents are involved in the implementation of the Title 1 plan</b> when they attend the Title 1 Parental Involvement Activities, where they learn about the Title 1 Program and are informed that information about the plan is posted on the website. Program benefits posted school wide.</p> <p>All Parents are invited to attend the Title I committee meetings to discuss the SIP plan, PI activity ideas, students resources, NNPS results are discussed, reviewed and revised, or revisited if needed. Participation is measured by sign in sheets. Parents will have notice by robotic call, marquee posting, and website posting.</p> <p>The <b>evaluation</b> of the plan occurs through completion of the Spring Title I survey and participation in the Title I Program evaluation meeting at the end of the school year.</p>	<p><b>10. BUDGETS</b> 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>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <p>Three Title I meetings are planned, October 7, 2015, February 17, 2016, and May 18, 2016. The committee also meets on an as needed basis to discuss a concern, devise a plan of action, compose a plan, and meets again throughout the school</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper, ink, folders, toner, copies, postage</p>

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<p>months to evaluate the program. The committee meets to compose an evaluation at the end of the school year.</p> <p><b><i>In addition, the following documents are discussed as follows:</i></b></p> <ul style="list-style-type: none"> <li>○ Parent Involvement Policy/compact; <ul style="list-style-type: none"> <li>▪ March 2016 to review and revise the existing plan for the upcoming year</li> </ul> </li> <li>○ PI Plan <ul style="list-style-type: none"> <li>▪ March 2016</li> </ul> </li> <li>○ School Improvement Plan. November / December 2015 and May 2016</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>The Title I program is clarified during our Open House Assembly, a DVD presentation and the Title One plan is located on school website. In addition, Title I parent activities are announced via robocall and on the school’s marquee sign.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents are informed of the curriculum expectations, assessments and proficiency levels of students. Invitations are extended to parents to attend the Meet and Greet, the Math Night, Science Discovery Day, ELA and Social Studies night, 5<sup>th</sup> grade orientation presentation, and Academic Planning Workshops, conferences, teacher/school website. Parents are contacted through flyers, post cards, automation calls, school marquee, and website.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper, ink, toner, card stock</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>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p>

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<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>___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><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:  Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p><b>10. BUDGETS</b> used to support this activity: ___ 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><b>Describe</b></i> how parents will be encouraged to participate in decision making opportunities about their child's education.</p> <p>◆ Parents receive phone calls, emails and invitations to participate in the meetings listed below.</p> <p>◆ <i><b>List</b></i> specific decision-making opportunities for parents.</p> <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ Parent Committee Work</li> <li>▪ Comments about plans posted on school website, housed in school office</li> <li>▪ Parent library &amp; DVDs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:  Parent library &amp; DVDs</p>

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<p>◆ <i>Describe specific training activities (at least all 6 from Title I Application PI Plan)</i></p> <p><b>The training activities include the:</b></p> <p><b><u>Carnegie Unit Information Night</u></b> - Informational night for all parents to understand the opportunity for their students to earn high school credits on the junior high campus.</p> <p><b><u>Math Parent Workshop</u></b> - two activities are held, one is an informational night on how to access the online textbook through Moodle and a Parent-Student math day to discover strategies to assist <u>students in math concepts.</u></p> <p><b><u>Science Discovery Day</u></b> - 10 Science labs are set up for parents and their students to discover the scientific method for a variety of science related labs, A company called Circus Science brought two labs for science investigations, the national wildlife refuge &amp; Big Branch Wildlife Refuge sets up their station to educate parents and students about wildlife and the plants and animals that inhabit those areas.</p> <p><b><u>ELA Discovery Evening</u></b>- Parents are taught literacy strategies that are used in the classroom that they can implement at home to assist their children.</p> <p><b><u>Social Study Primetime</u></b> - An informational night for parents using strategies used in the classroom to assist their children and information is discussed concerning state test expectations for Social Studies curriculum.</p> <p><b><u>Picnic in the Park</u></b> - Parent are invited to bring a picnic lunch to enjoy with their children. The Public Library sets up a station for library card sign up and the public library's Summer Reading Program. In addition a Parent Institute station is also set up for parental information and strategies parents can use at home and useful summer remediation.</p> <p><b><u>Academic Planning Evening</u></b> - Parents are invited to a scheduling workshop to gain information on what academic subjects, electives, and Carnegie</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p>___ GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p>___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Item(s) to be purchased to support this activity: Materials &amp; supplies for each PI activity, science supplies/kits for science discovery day, plastic gloves, 3 prong folders, file folders, paper, card stock, signs, laminating, poster paper, poster ink and markers, magnetic tape, packing tape, ink, postage, envelopes, labels and refreshments.</p>
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<p>Units are available to their students. In addition we instruct parents how to plan for the most Carnegie Units for the 8<sup>th</sup> grade year of their students.</p> <p><b><u>Orientation Meet &amp; Greet</u></b> - Incoming 6<sup>th</sup> graders and their parents are invited to STJH campus for an informational meeting concerning organizational tools available to their students via the Title I Program, state standards/expectations, curriculum, state testing, along with policy and procedures for STJH campus.</p>		
<p>◆ <i>List specific Home-School Communication strategies-TEACHERWEB, Nicky's folders, communication binders, agendas, etc.</i></p> <p><b>Communication strategies-</b> TEACHERWEB, NCR forms, communication folders, agendas, posters, brochures, newsletters, website, school marque, and automation calls.</p> <p><b>Home-School Communication</b> between teachers and the student's home are managed by <b>Carmen Butler, Counselor</b>, via e-mail, teacher websites, school website, Telephone calls, student folders, and agendas.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p><i>TEACHERWEB</i>  Agendas,  home/school connections</p> <p>Parent library &amp; DVDs  Parent institute subscriptions, booklets, software, Agendas, Home/School Communication folder,  Printing, paper, ink, toner, folders, poster materials</p>

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<b>7. TRANSITION:</b> What activities are in place to transition incoming and outgoing students at your school?		
<p>Incoming Students from our feeder schools are invited on a field trip to the STJH campus for an informational meeting and a tour of the school campus.</p> <p>6<sup>th</sup> grade parents and new parents to the parish are invited to an informational orientation covering student agendas, state standards, curriculum, state testing, along with policy and procedures for the STJH school.</p>	<p><b>10. BUDGETS</b> 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:            Paper, ink, toner, refreshments</p>
<p>Outgoing students take a field trip to Salmen High School for high school information, requirements, a tour and scheduling.</p> <p>Salmen High School brings their scheduling committee to STJH campus for an informational workshop to assist our 8th grade students in the transition.</p>	<p><b>10. BUDGETS</b> 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:            Bus rental</p>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<ul style="list-style-type: none"> <li>•Teachers are expected to participate in job embedded professional development through Professional Learning Community (PLC) sessions, and faculty meetings where data is discussed and analyzed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below) which is provided to them in a spreadsheet by the RHT.</li> <li>•Teachers use data driven decision making to develop lessons and interventions for at-risk students.</li> <li>•Teachers are to progress monitor these students to ensure interventions/lessons and differentiated instructions are addressing student needs.</li> <li>•Teachers are to create lessons based on curriculum alignment to ensure meaningful engaged learning within the classroom.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper, ink, toner, highlighters, card stock</p>
<p>Additional assessments included but are not limited to: i-Leap, PARCC, Eagle, Khan Academy, Teacher created pre, mid and post SLT assessments. Teachers examine students' data and progression to identify areas of strength and weakness. Strategies are discussed and shared in PLC meetings to address areas of weakness and the different strategies which were used in order to become an area of student success/strengths.</p>		

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<b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance?		
<p><b><u>Mental Health Providers-</u></b>  <b>MHP, Randall Parent and Sheryl Cousin:</b> Due to the large transient population and often unstable environments that many of St. Tammany Junior High students experience, a Mental Health Provider will work with students for <b>19</b> 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 stress they face in and outside of school 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 <b>Vincent E. DiCarlo</b> will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, <b>Vincent E. DiCarlo, Carmen Butler, and Leo Casanave</b> 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><b>10. BUDGETS</b> 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><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>  STJH uses an economic system to encourage and reward positive student behavior. Students earn "Wildcat Bucks" for good choices and actions. Pizza lunches are held for those students who exhibit positive behavior.</p>	<p><b>10. BUDGETS</b> 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:  Wildcat store items/school supplies, Pizza.</p>

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<p><b><u>Instructional Program Enhancements</u></b> Due to low performing math test scores, and a high percentage of students scoring below basic on state assessments, <b>Heidi Pace</b> is used to improve the academic performance of lower achieving students and she is placed in the intervention math class.</p> <p><b>Leslie Knapp</b> is used to improve the academic performance of lower achieving students through the efforts of the SRCL Grant to build literacy skills.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input checked="" 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: Salary and benefits For Heidi Pace and Leslie Knapp</p>
<p><b><u>Tutoring Programs-Pull out</u></b> <b>Leslie Knapp</b> uses Rewards, Rewards Plus, Lexile and SRA, along with state test assessment scores to identify low performing students in need of intervention. Students who read below grade level are scheduled into the intervention program in place on campus through SRCL grant. Students in the program are progressed monitored through SRCL literacy testing and mid-year SLT assessments as well as pupil progression data. Students are pulled out. Student's progress data is collected by <b>Leslie Knapp</b> and the data determines which intervention is appropriate for each student or if the student has reached their goal and can be put on a monitoring plan.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" 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: assessment materials Leslie Knapp salary and benefits</p>
<p><b><u>Tutoring Push-in- Include names of timesheet personnel hired to do this program.</u></b> STJH uses Rewards, Rewards Plus, Lexile and SRA assessments along with state test assessment scores to identify low performing students in need of intervention. Students are progressed monitored through SRCL literacy testing and mid-year SLT assessments. Tutors, <b>Greta Richardson and Brenda Jacobi</b>, collect documentation through use of pupil progression. Their student's interim reports and report card grades help to evaluate their progress.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" 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: Salary and benefits, <b>for Greta Richardson and Brenda Jacobi</b>  assessment materials, intervention workbooks, manuals, paper, ink, toner, transparency sheets, and sheet protectors, paper, pencils</p>
<p><b><u>Technology Resources and Personnel</u></b> <b><u>General Technology</u></b> <b>Mary Kubala and Andrew Ricketts</b> enhance the student's knowledge of ELA and Math standards</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input checked="" type="checkbox"/> Title I  <input type="checkbox"/> GFF</p>	<p>Item(s) to be purchased to support this activity: Salary and benefits for Mary Kubala and</p>

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<p>through technology. To increase engagement we use Activeboards, ActiVotes, Expressions, ipads, computers, printers, and laptops.</p>	<p>____ SRCL ____ Title II ____ LA4 ____ IDEA ____ Title III ____ Bond Money ____ Other</p>	<p>Andrew Ricketts. Computers, monitors, activboards and installation, projectors, document cameras, Laptops, ipads, toner printers, replacement bulbs, and RAM for upgrades. Salary and benefits</p>
<p><b><u>Technology Interventions/Progress Monitoring</u></b> Students scoring below basic on state test are scheduled to attend the Khan Academy (Math) computer intervention class. Achieve 3000(ELA) is used to increase achievement levels of low performing students in ELA. Both programs have monitoring software within the program. Teacher, <b>Connie Gowan</b> and Literacy Coordinator, <b>Melissa Odom</b>, receive the monitoring documentation.</p>	<p><b>10. BUDGETS</b> 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: Achieve 3000</p>
<p><b><u>Special Education Subgroup Data</u></b> SWD % proficient whole school group has declined in ELA from 40.9 to 34.9. In math, SWD whole school data went from 42.4 to 15.9 as measured by school's data analysis 2014-2015.</p>	<p><b>10. BUDGETS</b> used to support this activity: ____ 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><b><u>Special Education Program Design</u></b> This year we had a decrease in SWD trend data so we have expanded the number of students scheduled into inclusion classes while keeping a smaller number of students scheduled in resource classes. The special education program at STJH includes para-professional within the inclusion classes and resource classes for lower achieving students.</p>	<p><b>10. BUDGETS</b> used to support this activity: ____ Title I <u> X </u> 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:</p>

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<p><b><u>Classroom Size Reduction Teachers</u></b>  <b>Tabitha Dallimore</b> reduces the ratio of teacher to students per class in 8<sup>th</sup> grade. The number of students per class went from an average of 32 to 25. This allows for more manageable class numbers to perform meaningful engaged lessons.</p>	<p><b>10. BUDGETS</b> 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:  Salary and benefits for <b>Tabitha Dallimore</b></p>
<p><b><u>Curriculum Enhancements</u></b>  Scholastic magazines are used to enhance reading and responding for core subject areas.   Academic posters and flyers are used to enhance academic material and parental information.</p>	<p><b>10. BUDGETS</b> 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:  Subscriptions – Scholastic magazine for all students in every subject area, poster materials for poster machine, poster ink, poster paper, colored paper, card stock, Brain Pop, Subject specific books, math manipulative items, class novels</p>

<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•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.</li> </ul>	<p><b>10. BUDGETS</b> 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 checked="" 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> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul>

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<b><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>		
<p>The Title I Committee meets and discusses all of the following:</p> <ul style="list-style-type: none"> <li>◆ Administration, bookkeeper, personnel and RHT will collect Title I data.</li> <li>◆ Data is collected from tutoring program, MHP services, CRT, Parent Involvement Activities.</li> <li>◆ Data is collected throughout the school year</li> <li>◆ Data will be analyzed and discussed in the areas of improvement and success.</li> <li>◆ RHT, <b>Karen Dufrene</b>, will write the final report.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>  X  </u> Title I  <u>      </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: Toner, ink, paper</p>
<p><b>Overall-</b> The testing data is collected by Principal, <b>Vincent E. DiCarlo</b> and RHT, <b>Karen Dufrene</b> collect and analyze scores by subject, teacher, and grade level and are used for scheduling and intervention selections.</p>		
<p><b><u>Tutoring programs-</u></b>  <b>Karen Dufrene, Greta Richardson, Brenda Jacobi</b> use one or more of the state assessment scores, previous and/or current state test scores, pupil progression data and literacy assessment data, SLT pre-test data to evaluate students' academic weaknesses.</p> <p><b>Leslie Knapp and Melissa Odom</b> use literacy grant assessments, pupil progression data, and SLT pre- test data to evaluate students.  For each tutoring program SLT data will be used for evaluation purposes:</p> <ul style="list-style-type: none"> <li>● All tutors (Brenda and Greta) will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing.</li> <li>● Students meeting their learning target will be considered successful and given a "1".</li> <li>● Those not reaching their target will get a "0".</li> <li>● A percentage of successful students will be determined for each tutor/program</li> <li>● These spreadsheets will be submitted to the TRT who will compile the data for each</li> </ul>		

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<p>program and incorporate it into the Title I Final Evaluation report</p> <ul style="list-style-type: none"> <li>•the target set for evaluating the tutoring programs is 75%.</li> <li>•The final report is composed by RHT</li> </ul> <p><b>Technology Lab/Personnel</b> will be evaluated using SLT data for Math and ELA. Data will be collected by classroom teachers and submitted to the TRT for evaluation. If 70% of the students meet their SLT goals the program will be considered a success.</p> <p><b>Math Tutoring</b> will be evaluated using SLT data</p> <ul style="list-style-type: none"> <li>•All tutors will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing.</li> <li>•Students meeting their learning target will be considered successful and given a “1”.</li> <li>•Those not reaching their target will get a “0”.</li> <li>•A percentage of successful students will be determined for each tutor/program</li> <li>•These spreadsheets will be submitted to the TRT who will compile the data for each program and incorporate it into the Title I Final Evaluation report</li> <li>•the target set for evaluating the tutoring programs is 75%.</li> <li>•The final report is composed by RHT</li> </ul>		
<p><b><u>Parental Involvement</u></b> <b>Vincent E. DiCarlo, Karen Dufrene, Melissa Odom, Heidi Pace, Greta Richardson and Brenda Jacobi</b> collect data throughout the school year and compile a program evaluation at the end of the school year.</p> <ul style="list-style-type: none"> <li>•Parenting Committee meets to evaluate tickets-out-the door for events</li> <li>•Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents</li> <li>•The Title I School Committee and/or the Title I parenting Committee need to</li> </ul>		

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<p>review the Title I Parent Survey results</p> <ul style="list-style-type: none"> <li>•Review the NNPS plan and survey information</li> </ul> <p>Areas of success and areas of improvement will be determined and solutions and how to implement them. It will also be determined if we met our goal of increasing attendance at PI events during the year by 20%.</p> <p><b>Karen Dufrene</b> will write and submit the final report.</p>		
<p><b><u>MHP Evaluation Form</u></b> <b>Randy Parent, Sheryl Cousin, and administration</b> are responsible for the following evaluations:</p> <ul style="list-style-type: none"> <li>•Did the students involved in the MHP program at your school demonstrate increased academic achievement?</li> <li>•The goal is to decrease referrals and time sent to student services due to behavior interruptions.</li> </ul> <p>Monthly evaluation data is collected by <b>Zondra Hopkins</b> along with the time sheets.</p> <p>SIP committee will evaluate MHP’s data to determine the success of the program. Discipline data will be compared to students who are receiving services to determine school behavior effects. The report will be included in the final evaluation written by <b>Karen Dufrene</b>.</p>		
<p><b><u>Professional Development</u></b> Professional development(PD) activities translate into a more educated and creative teacher which brings that knowledge to the students in the classroom.</p> <p><b>The evaluation will be conducted as follows:</b></p> <ul style="list-style-type: none"> <li>•The professional development program will be evaluated using SLT data.</li> <li>•All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student MOY benchmark testing with EOY benchmark testing.</li> <li>•Students meeting their learning target will</li> </ul>		

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<p>be considered successful and given a “1”.</p> <ul style="list-style-type: none"> <li>• Those not reaching their target will get a “0”.</li> <li>• A percentage of successful students will be determined for each teacher.</li> <li>• These spreadsheets will be submitted to the TRT who will enter the % success for each teacher on her spreadsheet.</li> <li>• Teachers with a 70% success rate will be given a “1” and the other will receive a “0”.</li> <li>• 85% of the teachers are expected to meet the target set for evaluating the PD program.</li> </ul> <p><b>Melissa Odom</b> collects notes from all meetings per month. Reports are shared with administration and filed so a formal evaluation report can be written. All meetings have agendas and sign-in sheets. SLT data from pre, mid and post assessments will determine strengths and areas of need of more PD. Report will be included in final evaluation. <b>Melissa Odom</b> determines the needs and <b>Karen Dufrene</b> writes the report.</p>		
<p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>Results of the Title I evaluation are presented to the faculty members by administration during the last faculty meeting and/or the first meeting of the school year.</p> <p>The results of the data analysis and the SIP and how it impacts the use of Title I funds and personnel in the upcoming year is discussed and changes are made where needed.</p>	<p><b>10. BUDGETS</b> 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><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <p>Results of the Title I evaluation are presented to the parents by administration during the first August meeting of the year.</p> <p>Input and questions are encouraged.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p>