

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Bayou Lacombe Middle



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The CRT Assessment Index increased in 2013-14 by 11.4 points to 88.1.	For the 2014-15 year, the CRT Assessment Index dropped 13.3 points from 88.1 to 74.8.
4th grade Math has shown improvement for the past two years (Increase of 0.7 index points from 14-15 to 15-16 and an increase of 5.5 from 15-16 to 16-17). 6th grade Math has shown improvement for the past two years (Increase of 14.8 from 14-15 to 15-16 and an increase of 9.8 from 15-16 to 16-17).	4th grade Social Studies has shown an area of decline for the past two years (Decline of 0.9 points 2014-15 and 34.5 points from 2015-16 to 2016-17). 5th grade Social Studies has shown an area of decline for the past year (Decline of 44.8 points 2015-16 to 2016-17).
4th, 5th and 6th grade ELA: Writing Usage and Knowledge (4th-43%) (5th-51%), (6th-52%) & Use of Language Conventions (4th-43%) (5th-57%), (6th-56%).	6th grade Math: Modeling and Application (37%) 4th grade Math: Major Content (35%) and Additional/Supporting Content (48%)
6th grade Science: 2015-16 77.9 points and 2016-17 87.7 (Increase 19.5 points)	5th grade ELA declined)2015-16 89.6 points to 2016-17 80.6 points) (Decline of 10.8 points).
In grade 5 ELA , the white subgroup has increased its percent proficient 6.8% compared to whole school from 2015-16 to 2016-17.	In grade 6 Students with Disabilities consistently score lower in Math than whole school (SWD scored 7.% lower than whole school 2015-16 and 14.4% lower than whole school 2016-17).
4th grade SWD Math has improved over the past two years (Increase of 11.7% in 2015-16 and 10.7% in 2016-17). 6th grade Math Economically Disadvantaged has improved over the past two years (Increase 13% and 5.2% 2016-17).	6th grade SWD Math has scored significantly lower than other subgroups for the past two years (10% proficient 2015-16, 11.8% proficient 2016-17)
The Whole School, Students with Disabilities subgroup in ELA shows a declining trend in the achievement gap for the past three years (43.7% 2014-15, 39.5% 2015-16, 37.8% 2016-17).	The Whole School, black subgroup Math shows trend in the increase of the achievement gap (16.1% 2014-15 and 24.5 % 2015-16). The Whole School, Economically Disadvantage subgroup Math show a trend in the increase of the achievement gap (11.6% 2014-15 and 12% 2015-16).
ELA whole school all subgroups except with Students with Disabilities show a potential area of strength.	Students with Disabilities subgroup in both ELA and Math show a potential area of weakness compared to other subgroups due to significantly lower proficiency.

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index

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Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***

1. From Spring 2017 to Spring 2018 each cohort of students in grades 4-6 will increase the percentage of students achieving Mastery or Above by 5% in the Major Content Subclaim in Math on LEAP.
4th- 44% to 49%
5th -35% to 40%
6th- 45 to 50%
2. From Spring 2017 to Spring 2018 each cohort of students in grades 4-6 will increase the percentage of students achieving Mastery or Above by 5% in the Reading Performance in ELA on LEAP.
4th 51% to 56%
5th 29% to 34%
6th 25% to 30%
3. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index Score by at least 8.2 points from a 38.8 to 47.0 on LEAP. Also, the subgroup Race: Black for the Whole School will increase their Assessment Index Score by at least 3 points from a 62.6 to 65.6 on LEAP.
4. The Out of School Suspension Rate for all grades (4-6) will decrease to at least 5% overall in 2017-2018.

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <p>The Parent and Family Engagement Committee (consist of 2 parents) will meet 6 times per year. The PFE committee will be involved in the design of the school wide plan when they comment/review/revise, meet with the administration and review the strengths and weaknesses of the data analysis. Goals are discussed and feedback is encouraged to determine steps to meet the goals. Parents/families assist in the <u>implementation</u> of the plan through attendance at family events and working at the events. Parents/families will be involved in the <u>evaluation</u> and <u>effectiveness</u> of the Title I plan by completing surveys, which are used to receive input about the school and its program and by completing “Tickets out the Door.” In addition, parents/families will be invited to attend a meeting to analyze data and complete the final SIP Evaluation prior to release to the stakeholders. Evaluation results of the 2017-2018 SIP will be presented at the first Title I Parent Night activity</p>	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Copies for meetings</p> <p>Printing supplies-GFF</p> <p>Postage-</p>	<p>Effectiveness Measure:</p> <p>Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>in the fall of 2018.</p>				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Opportunities for submitting feedback and suggestions by parents and community stakeholders can be done through a link on the BLMS website. • Parent representative from the PTA attends NNPS (National Network of Partnership Schools) meeting to give input and assist in decision making opportunities. • Opportunities are provided for parents/families to volunteer both during and after school to assist with all facets of the schoolwide plan. • Opportunities for volunteering and participation in classroom activities. • Parents/families will be involved in the <u>evaluation</u> and <u>effectiveness</u> of the Title I plan by completing surveys, which are used to receive input about the school and its program and by completing “Tickets out the Door.” • SAT/504/IEP Meetings – parents are invited to discuss the needs of students, diagnosis, interventions, and/or accommodations if needed • Parent-Teacher Conferences are held on an 	<p>Goal(s): 1, 2, 3, & 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Membership to NPPS Note paper Colored paper Copies Agendas Clasp envelopes 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>as-needed basis. Parents and teachers can request conferences at any time. Also, parents are given the opportunity to schedule a conference with teachers at all Title I Parent/Family Nights.</p> <ul style="list-style-type: none"> • Parents give input and evaluate through participation in Title I Committees, Parent Plan activities, and Evaluation meeting. 				
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Parent Compacts-are sent home at the beginning of the year for the parent, student, and teacher to sign. These compacts give parents suggestions on how to help their child be successful in school. • JPams-Parents can view grades and attendance. • Open House-Parents can visit the school, meet their child’s teacher, learn about classroom procedures and curriculum, plus learn how the Title I program functions at school. • School/Teacher Website-Information about curriculum and important dates. • Robo Calls (1 per quarter or as needed) to communicate important school events. • NPPS-is a subscription used to help plan informational parent-family events. • Parent Teacher Conferences-each teacher holds conferences on an as-needed basis to communicate the progress of the student and share strategies that may be helpful. 	<p>Goal(s): 1, 2, 3, & 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Membership to NPPS</p> <p>Note paper</p> <p>Colored paper copies</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA 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>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local</i></p>				

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assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Computer with Kids Parents are invited to attend guided computer instruction where they visit age appropriate educational sites and learn how to use the sites to benefit their child. Sites include Moodle, Reflex Math, Achieve, Typing Agent, Homework Helper. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Copies Computers Printers</p>	<p>Effectiveness Measure: Tickets out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Literacy Night Students and parents will practice reading skills with short stories of high interest through cooperative grouping activities which parents can continue at home to assist with increasing student comprehension. 	<p>Goal(s): 2 & 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Copies Stipends for teachers</p>	<p>Effectiveness Measure: Tickets out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Family Math Night Students and parents will participate in math activities such as math facts, graphing, money use, place value, division, fractions, and measurement. Parents will leave with the ability to recreate these activities at home. 	<p>Goal(s): 1 & 3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Copies Manipulatives Stipends for teachers</p>	<p>Effectiveness Measure: Tickets out the Door</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
Rigorous, Standards-Based Curriculum: Core – <ul style="list-style-type: none"> ● CSR teacher (full-time) – A 4th grade ELA teacher is placed in this position to reduce student teacher ratio. ● ROUF tutor (1 day) - support core instruction in Social 	Goal(s): 1, 2, & 3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Salaries and Benefits of CSR teacher, Certified ROUF tutor, and Title I	Effectiveness Measure: LEAP - CSR, ROUF tutor, Reflex Math, Guidebooks, Achieve 3000, GC

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<p>Studies & ELA using Achieve 3000</p> <ul style="list-style-type: none"> Title I Instructional Aide (part-time) – supports ELA core instruction Reflex Math – support core Math instruction by focusing on math fluency skills. This program is used in all grade levels as a station in the classroom by students three times a week. Guaranteed Curriculum – support Math and ELA core instruction Guidebooks – (one unit in the 2nd nine weeks) support core ELA instruction Achieve 3000 - supports core instruction in Social Studies & ELA using Achieve 3000. All students use this program in the regular classroom 3 times a week. They are assigned 3 articles a week in ELA and 2 articles a week on Social Studies. <p>Subgroup –</p> <ul style="list-style-type: none"> ROUF tutor – all SPED students receive Achieve 3000 for core instruction in Social Studies and ELA. Mrs. Barbara Williams, Certified ROUF tutor, provides additional support on an individual and group basis 3 days a week. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Instructional Aide Toner/Ink Promethean Boards Document Cameras Science Software Multi-media speakers Headsets Ink cartridges CPU's Monitors Camera Reflex Math Program Achieve 3000 Laptops Tablets Bulletin board paper Digital Projectors, and replacement bulbs for digital projectors Scanners	<p>Effectiveness Results:</p>
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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360 – used for diagnostic, SLTs • District Created – for Science and Social Studies SLTs • Unit Test Pre & Post from the Guaranteed Curriculum • Weekly Assessments • EAGLE – test created for units 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: LEAP – LEAP 360, District Created, Unit Test for GC, EAGLE</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Leap Scores - looked at growth to mastery and determined grouping for classroom instruction • Lexile Level Test – given to determine reading levels and are adjusted every 6 weeks for Achieve 3000 • Curriculum Based Assessments – are used to determine interventions and placement for Math and ELA • Meetings are held by the administration, teachers, TRT, and ROUF certified tutor to determine the students placed in interventions and the progress of each student. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Report Cards & LEAP scores • Lexile Spreadsheet <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • ROUF tutor implements Virtual Reading Coach for 4th, 5th, and 6th grade Special Ed. students who are 2 or more standard deviations below their grade level. Students attend Virtual Reading Coach interventions for 30 minutes 3 times a week. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: none</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP scores • Progress Monitoring

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<ul style="list-style-type: none"> Fast Forward is implemented by the Resource teachers for an ELA intervention (Do we use this? Mrs. Laurent said we do not although we have a license...) <p>Subgroups –</p> <ul style="list-style-type: none"> Fast Forward (2 days) – Resource Teachers are using as an intervention with SPED students. Certified ROUF tutor (2 days) – Virtual Reading Coach with Sped Students who are more than 2 standard deviations below their grade level is used for 30 minutes 3 times a week. Reflex Math – implemented as needed for a math intervention. (Do we need to put this here, since all students use this, as noted above?) 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> TAT – (teachers & admin) meet twice a month as a grade level to discuss interventions with students who are continuing to experience difficulty. SAT – meet on a monthly basis to discuss interventions and determine if accommodation are needed. The committee consist of the Counselor, TRT, Teachers, and one admin representative. Check-in / Check-out – students with behavior and/or academic concerns meet with the counselor on a daily basis as an intervention if needed. 	<p>Goal(s): 1, 2, 3, & 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Copies</p> <p>Tutoring</p> <p>Clothing</p> <p>School supplies</p> <p>Field trip fees</p> <p>Summer school fees</p> <p>MHP services</p> <p>Community Resource Connections</p> <p>Meals</p> <p>Services of the LEP</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Report Card Grades LEAP scores Weekly Assessments Point Sheets PBIS Data <hr/> <p>Effectiveness Results:</p>

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			para and LEP tutor	
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. ESL Paraprofessional assists and monitors ESL students in the classroom twice per week. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> ESL Progress Reports LEAP scores <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Enrichment – (gifted students) attend science based class to promote STEM, robotics, and gardening. ESL Paraprofessional provides collaborative support to the ELA teacher. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computers</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Report Cards LEAP Scores Progress Reports for SPED student <hr/> <p>Effectiveness Results:</p>

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<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • KIT Tutor – tutored twice per week before or after school by a certified teacher • Field Trips – Swamp Tour (Science based to discuss animal habitats and Ecosystems) 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Report Cards • LEAP Scores <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school’s students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3, & 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Outcome Measurement Chart</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></p>				

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<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Student Conference with students to address problem behavior. • Parent Conference if problem behavior continues. • Recess Reflections – students reflect during recess by writing • Afterschool Detention / Saturday Detention • ISS for students to work on assignments during the school day. • Referral to Counselor/MHP for consistent behavior concerns. • SAT for Behavior Concerns – check in/check out • PBIS Club Days for students with no referrals for the month. Students participate in their grade level incentive and turn in Cardinal Cash for the month to receive a snack. • Professional development will be held by the school counselor for all faculty and staff to implement basic restorative practices. 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Forms or copies Snacks</p>	<p>Effectiveness Measure: PBIS / Discipline Data Report Cards</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Third Grade Visit is for students that will enroll for the following school year from our feeder school. The students, teachers, and parents are invited to attend a tour of BLMS and receive information about school procedures. • 6th Grade Visit to the Junior High – students receive a tour of the school and receive information about school procedures. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Tickets out the Door</p> <hr/> <p>Effectiveness Results:</p>
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High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

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<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs meet twice a month on Tuesdays for an hour and a half by grade level (regular Ed & SPED teachers) with administration or TRT facilitating to focus on student data, growth, and achievement gaps. • The Instructional Coach will facilitate discussion and implementation of Guidebooks. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Substitutes for Professional Development Agendas</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • TRT facilitated workshops as needed to support instruction and testing • Curriculum Specialist Support – once a quarter during PLCs to support curriculum • Learning Walks by subject once a month to see the structure of a lesson. • Conference with Administration for instructional support and data support. • Faculty Meeting PD for Title I, curriculum updates, and data analysis. • PD for all faculty and staff by the school counselor for basic restorative practices. 	<p>Goal(s): 1, 2, 3, & 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. 	<p>Goal(s): 1, 2, & 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Attainment of Goals</p>

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<ul style="list-style-type: none"> • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Committee meets quarterly or as needed according to plan dates afterschool to discuss the impact of school programs and PFE events are outlined in the SIP to determine their effectiveness.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

SIP is monitored through----

- SLTs provide diagnostic, pre, and post test results
- Progress Monitoring - data is collected and charted
- JPam Reports – behavior and academic grades are monitored
- Teacher Assessments are created and aligned with standardized test formats.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

Diagnostic, Interims, and Summative Assessment Data...

- Give a benchmark of standards that are mastered from the previous school year.
- Teachers will use to align instruction and provide remediation for achievement gaps.
- Allows for changes and revisions of instruction led by student data.

Describe how results of this assessment are reported to the school's stakeholders:

- Report to the Stakeholder at Open House