

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Folsom Junior High**



**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
Accumulated 9th grade credit index is consistently higher. In 16-17, the difference was 53.9 points higher and in 15-16 46.7 points higher than the CRT Assessment Index.	CRT Assessment index scores are consistently lower than Accumulated 9th grade credits index. In 16-17, the difference was 53.9 points and in 15-16 46.7 points lower than the Accumulated 9th Grade Credit Index.
7th Grade ELA, Math, and Science Indexes have improved steadily from 14-15 to 16-17 with a growth of 26.7 points in ELA, 14.7 points in Math, 14.5 points in Science, and 6.3 points in Social Studies.	6th grade ELA Index declined by 10.6 points from 15-16 to 16-17; in Math by 29.2 points, and in Science by 4 points, and in Social Studies by 24 points. 7th grade declined in Social Studies index by 19 points from 15-16 to 16-17.
7th grade is a potential strength due to higher index scores in all subject areas for 2016-2017 school year. ELA 113.1 Math 89.3, Science 101.6 and Social Studies 85.7.	8th Math index has the lowest index scores two years in a row with the lowest subclaim of Expressing Mathematical Reasoning at 52% students scoring approaching basic or lower (weak) in that area. 6th Social Studies also has lower index scores two years in a row, but there are no subclaims available.
ELA is a potential subject area strength with the subclaim Written Expression as the highest - 6th 55% strong, 7th grade 66% strong, and 8th grade 55% strong (Mastery/Advanced).	Math is a potential subject area weakness with the subclaim Major Content as the lowest. 6th grade 45% weak, 7th grade 35% weak, 8th grade 52% weak approaching basic and below). Social studies index is also a potential weakness across all grade levels with no subclaims available.
White subgroup typically scores higher percent proficiency in ELA and Math as compared to the whole school. 6th ELA 85.4%, 7th ELA 89.4%, 8th ELA 80.0; 6th Math 56.3%, 7th 83.3%, 8th 68.5% proficient.	SWD is consistently lower than all other subgroups in ELA and Math for all grade levels. SWD 6th - 28.6% ELA, 42.0% Math; 7th 60% ELA, 50% Math; 8th 20% ELA, 0% Math
7th grade Black subgroup increased in ELA 2 years from 73% to 91.7%; Math increased from 53.3% to 83.3%. 7th grade White subgroup increased in ELA 2 years from 77.6% to 89.5%. 7th grade White subgroup increased in Math 2 years from 71.4% to 83%	8th Grade ED students declined 2 years in ELA proficiency from 81.8% to 64.3 % and for 3 years in Math from 73.5% to 45% proficient.
The ED subgroup showed a decreasing trend in the achievement gap in Math from 11.3% to 8.4%.	Black students in ELA showed an increasing trend in the achievement gap with 1.4% in 14-15 to 9.7% in 16-17. ED students in ELA showed an increasing trend in the achievement gap with 3.2% in 14-15 to 9.7% in 16-17.

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<p>7th grade Black, White, ED, &amp; SWD subgroups increased in ELA 2 years in a row. Black subgroup grew 18.4%, White subgroup grew 12.3%, ED subgroup grew 12.2%, SWD subgroup grew 30%. 7th grade White subgroup increased in Math 2 years in a row by 11.6%.</p>	<p>Whole school, all subgroups declined in ELA &amp; Math for 16-17. 6th grade White subgroup declined for 2 years by 5.7%. 8th grade Black subgroup declined in ELA for 2 years by 28.4% and in Math by 38.6%. 8th grade ED students declined for 2 years in ELA by 17.5% and in Math by 14.1%.</p>
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**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index 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. By spring 2018, the students in the subgroup SWD for the Whole School will increase their Assessment Index score by at least 12.8 points from a 37.2 to 50.0.
2. By spring 2018, students in grade 6-8 will increase proficiency in math Major Content by 10% (6<sup>th</sup> grade 45% to 55%, 7<sup>th</sup> grade 35 to 45%, 8<sup>th</sup> grade 52 to 62%).
3. By spring 2018, students in grades 6-8 will increase proficiency in social studies 6<sup>th</sup> grade 52.7% to 58%, 7<sup>th</sup> grade 85.7% to 94.2%, 8<sup>th</sup> grade 82.3% to 90.5%.
4. The Out of School Suspension Rate for all grades (6-8) will decrease by at least 7.37% (from 12.37% to 5.0%) in 2017-2018.

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**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><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• Parent Advisory Team will meet quarterly (October 28, 2017, November 30, 2017, March 21, 2018, and May 2018) to create, discuss, plan, and revise the implementation of the SIP.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• All parents are invited through email and phone calls to participate in a variety of committees including Parent Advisory, PBIS, and PTA.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent survey</p>

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<ul style="list-style-type: none"> <li>All parents are invited to participate in meetings related to their students' education plans, including IEP meetings, IAP meetings, 8<sup>th</sup> grade IGPs, SAT meetings, grade-level meetings, and athletic meetings.</li> <li>The school's vision and mission statements are shared with all parents on the school's website, in the school handbook, and verbally during Open House.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>Parents receive verbal communication during Hawk Walk Thru (Folsom Jr.'s Meet and Greet), Open House, PTA meetings, Advisory Board meetings, and other parent events including Night Out Against Crime, Honor Roll Breakfasts, Parent Breakfasts &amp; Luncheons, and Hawk Happenings.</li> <li>Parents receive written information through the school's website, weekly and monthly email blasts, calendars, and mail outs.</li> <li>Parents receive robo calls for important, timely information.</li> <li>Parents use the Student Progress Center to receive information about their children's grades.</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <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 checked="" type="checkbox"/> Other	<b>Items Needed:</b> Paper and copies stamps	<b>Effectiveness Measure:</b> Parent Survey  <hr/> <b>Effectiveness Results:</b>
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> Paper and copies	<b>Effectiveness Measure:</b> Parent Survey

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<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><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local 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><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Hawk Walk Thru (meet and greet) takes place each year the day before school starts. Notice of the activity is posted on the school's website and calendar. Parents receive information to help their students transition from the elementary to the junior high campus. Parents also receive information about scheduling, accessing JPAMS, and extracurricular activities available for students to participate in.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Open House takes place the last week in August – Parents are invited to the event through email blast, robo call, and notice on the school's website. Parents are given an overview of the school's website and where to find the resources they need (curriculum) to help their students, including information about the Student Progress Center (JPAMS) and state testing. Parents then follow their students' schedules and meet with the teachers to learn more about curriculum and class expectations. Parents are given the opportunity to set up individual conferences to meet with their students' teachers.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Hawk Happenings – Parents are given the opportunity to view student work accumulated throughout the year and learn about the curriculum and state testing. Parents also receive information on Acceleration to Algebra and Algebra I in order to plan for the next year.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets used to support this activity:</b></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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>
				<p><b>Effectiveness Results:</b></p>



**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
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guidebooks 2.0 will be used with students in grades 6-8 to provide them with challenging ELA curriculum aligned with state standards.</li> <li>• Math concerns in 6<sup>th</sup> grade are addressed through a separate math study skills class where the students have access to Reflex math and Moby Max to work on areas of need and support the curriculum. While students work on the computer-based intervention, the teacher will reteach concepts to small groups of students. This class immediately follows the math class to help support the learning environment.</li> <li>• 7<sup>th</sup> and 8<sup>th</sup> grade math classes are grouped based upon skill deficiencies and testing data so that particular skills can be addressed.</li> <li>• 7<sup>th</sup> &amp; 8<sup>th</sup> grade math students can participate in morning tutoring sessions to help them with any concerns.</li> <li>• 7<sup>th</sup> grade students who meet the standards required participate in Acceleration to Algebra.</li> <li>• 8<sup>th</sup> grade students who participated in Acceleration to Algebra take Algebra I on the junior high campus.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and copies  Moby Max Subscription licenses</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• Students in grades 6-8 will use the RACE strategy to answer evidence-based questions in social studies.</li> <li>• Due to the large number of SWD who do not score proficiently on standardized tests, Folsom Jr. High participates in the co-teaching model for special education. All special education students participate in Inclusion classes with a highly qualified regular education teacher and a highly qualified special education teacher.</li> <li>• SWD will use Achieve3000 to strengthen their reading comprehension and enhance the ELA and social studies curriculums</li> <li>• SWD will use Reflex math to strengthen their math facts and enhance the math curriculum.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 360 will be used to assess students’ readiness in ELA and Math at the beginning of the year and progress for mid-year and end-of-year.</li> <li>• District created readiness tests will be used to assess students’ beginning of the year readiness in science, social studies, and all other disciplines.</li> <li>• Students who participate in Algebra I will take the EOC test.</li> <li>• All students who take regular standardized state tests will participate in LEAP 2025. Students in special education who do not take the regular, standardized test will take LEAP Connect.</li> <li>• Students who receive special education services will be assessed three times per year using the Siveroli or RAPS 360 to identify reading levels and monitor progress.</li> <li>• Students who receive special education services will be assessed in math using curriculum based assessments.</li> <li>• Students in all grade levels will participate in Eagle assessments for ELA, math, science and social studies to measure progress toward meeting the standards.</li> <li>• English learners will take the (ELPT) English Language Proficiency Test at the end of the year.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Students will take weekly assessments in all classes to measure progress toward meeting the standards.</li> </ul>				
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>All students who receive special education, 504, or ELL services are identified at the beginning of the year and matched to appropriate ELA and/or math interventions.</li> <li>During PLC meetings, teachers meet with the administrative team to discuss students who have academic or behavioral concerns. The team makes recommendations for preliminary interventions for teachers to try.</li> <li>Parents or teachers who have concerns for students make contact to set up a parent conference to discuss concerns.</li> <li>During the parent conference, the teacher and parent discuss possible interventions to try in the classroom to help the student improve his/her weaknesses.</li> <li>Students who still have academic or behavior concerns are then recommended for SAT where the SAT chair, 504 chair, speech therapist, administrator, and teachers meet with the parents to discuss 2<sup>nd</sup> level interventions.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Paper and copies  Moby Max Subscription licenses</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT JPAMS Report</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>All students who are in the SAT process or receive special education services, 504 services, or ELL services will participate in Achieve3000 for 30 minutes 3 times per week to improve reading comprehension skills.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> Paper and copies  Moby Max Subscription licenses</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT JPAMS Report</p>

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<ul style="list-style-type: none"> <li>• All students who are in the SAT process for math concerns, or have math goals on their IEPs will participate in Reflex math at least 15 minutes 3 times per week to improve their basic math facts.</li> <li>• All students in grades 6-8 will participate in Moby Max weekly during time in computer lab.</li> <li>• Students who do not meet the reading level necessary for Achieve3000 will participate in Fast ForWord or My Virtual Reading Coach at least 3-5 times per week, depending upon their individual needs.</li> <li>• Students who are in need of intense one-on-one reading help participate in SRA daily.</li> <li>• Students who are identified as having the characteristics of dyslexia will participate in Project Read activities in the ELA classes.</li> <li>• Students with difficulties writing will use Read and Write Gold and the Word Prediction tool daily to help them write fluently.</li> <li>• Students with continued academic concerns will participate in a pull-out program on Tuesdays and Thursdays led by the librarian to meet the students' area of need.</li> <li>• Students with behavioral concerns will participate each day in CICO (check in check out) with a mentor teacher or a Behavior Point Sheet monitored by the MAE teacher or Assistant Principal.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• PLC meetings address students with behavioral or academic concerns and the administrative team recommends interventions or starting the SAT process.</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> paper and copies	<b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT JPAMS Report

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<ul style="list-style-type: none"> <li>Students with behavioral or academic concerns that are not addressed by Tier 1 interventions will be referred to SAT.</li> <li>Once in the SAT process, teachers and parents work together to identify Tier 2 interventions to address academic or behavior deficiencies.</li> <li>Students in the SAT process who are not successful with their interventions will be referred to the 504 coordinator for testing or to Pupil Appraisal.</li> </ul>		<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		<b>Effectiveness Results:</b>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Folsom Jr. High has a part time ESL teacher who works with ELL Students in the morning to help support the curriculum.</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> 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 <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	<b>Items Needed:</b> paper and copies	<b>Effectiveness Measure:</b> ELPT  <hr/> <b>Effectiveness Results:</b>
<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>Folsom Jr. High has a full time gifted program to support the ELA curriculum in grades 6-8, and the 6<sup>th</sup> grade math curriculum.</li> <li>Folsom Jr. High has an on-site Talented Art and Drama class.</li> <li>Folsom Jr. High has a one-day per week strings class.</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <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	<b>Items Needed:</b> Paper and copies	<b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT  <hr/> <b>Effectiveness Results:</b>

**Folsom Junior High**

<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>All 6<sup>th</sup> graders and students who were identified as non-proficient in math receive extra instruction during elective time.</li> </ul>	<p><b>Goal(s):</b> 2</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><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></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students _14_ 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.</li> </ul>	<p><b>Goal(s):</b> 4</p>	<p><b>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"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Outcomes Measure for MHPs Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Folsom Junior High**

<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• Restorative Practices (Example: Victim/Offender meeting &amp; restitution planning)</li> <li>• Reteach expectations and help students to identify appropriate replacement behaviors</li> <li>• Behavior point sheet to help students focus on improving specific behaviors</li> <li>• CICO to provide students with an adult mentor to meet with before and after school to discuss behavior expectations</li> <li>• Tiered PBIS reward system for students who meet their behavior goals throughout each nine week period.</li> <li>• Positive behavior is reinforced each week during Thoughtful Thursday where teachers identify students who have gone above and beyond for their fellow students, and those students are recognized and rewarded.</li> <li>• A tiered PBIS system to reinforce positive behavior goals throughout the nine week period is maintained. Students are identified and celebrated during a monthly assembly for Student of the Month and Hawk Hero. Spirit points are awarded to each grade level based upon participation in various events.</li> </ul>	<p><b>Goal(s):</b> 4</p>	<p><b>Budgets</b> used to support this activity:</p> <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 checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Rewards for students Paper and copies</p>	<p><b>Effectiveness Measure:</b> Report in JPAMS with percentage of suspensions and expulsions</p> <hr/> <p><b>Effectiveness Results:</b></p>
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Incoming 5th grade students and their parents are invited to participate in an orientation at the end of the school year to familiarize them with the school building, their teachers, the courses, and extra-curricular activities they will experience in 6th grade. During the orientation,</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> paper and copies  bus transportation to and from the feeder school</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p>

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<p>students and parents meet in a general assembly first to learn more about the school and the curriculum, and then they break out into small groups to tour the school.</p> <ul style="list-style-type: none"> <li>• Before school starts in August, the students and their parents are invited to Hawk Walk Thru to help them become familiar with the school. They receive their schedules, practice using their lockers, and get a chance to purchase t-shirts or other school items. Parents are given information about scheduling, curriculum, parent communication options, and testing.</li> <li>• Eighth grade students participate in activities throughout the year to help them transition to the high school. Some of the activities include: meeting individually with the counselor to discuss goals and 5 year plan (IGP) and "cub day" activities on the high school campus. High School counselors also visit the school to present information to the 8<sup>th</sup> grade students to facilitate an easier transition.</li> <li>• The high school also sponsors 8<sup>th</sup> grade parent nights to help parents familiarize themselves with the high school curriculum and expectations.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p align="center"><b><i>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:</i></b></p>				
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• All faculty and staff participate in bi-weekly PLCs grouped by grade level. Teachers meet in their grade level groups on Tuesdays, and with the administrative team (Principal, Asst. Principal, RHT, &amp; Counselor) on Thursdays.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT JPAMS reports</p> <hr/> <p><b>Effectiveness Results:</b></p>



**Folsom Junior High**

<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Teachers visit other schools to learn new strategies, collaborate, and gain knowledge from peers who work in their same discipline area.</li> <li>New teachers participate in district sponsored new teacher inductions and school sponsored new teacher meetings.</li> <li>Teachers participate in summer institutes and during-school and after-school district sponsored professional development on topics such as Guidebooks 2.0, Achieve3000, and updated academic standards.</li> <li>The social studies curriculum specialist met one-on-one with each social studies teacher to help them understand the new standards and writing component.</li> <li>Best practices are shared during semester PDs (Kagan, Depth of Knowledge, Vocabulary, and classroom management).</li> <li>Growth Mindset is a school-wide goal for our teachers and students. Everyone participates in monthly activities to support the growth mindset.</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP Connect ELPT JPAMS reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>Teacher openings are advertised through the district website.</li> <li>District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>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.</li> <li>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.</li> <li>Placement of Student Teachers from local universities</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>				
<p><b>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b></p>				
<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• All 7<sup>th</sup> grade students take Journey to Careers for a high school credit.</li> <li>• 7<sup>th</sup> grade students participate in a field trip to the court house and local hospital to learn more about careers related to those environments.</li> <li>• All 8<sup>th</sup> grade students complete an IGP with the counselor and their parents to plan for high school and beyond.</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and copies</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>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"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

**Folsom Junior High**

		<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		<b>Effectiveness Results:</b>
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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.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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:**

- The SIP Committee will meet quarterly to monitor progress and note any changes or adjustments needed.

**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:**

- The SIP plan will be monitored monthly during PLC meetings to note any changes or adjustments taking place with curriculum and the information will be shared with the Parent Advisory Committee.

**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:**

- Beginning of the year diagnostic tests (LEAP 360, SLT's and Readiness tests) are used to identify students' strengths and weaknesses and help teachers determine gaps in standards. This information helps to inform instruction, determine class schedules, and plan for necessary interventions. Students also participate in interim diagnostic tests mid-year to determine individual student and class growth toward standards. For example, students in special education are evaluated beginning of the year, mid-year, and end-of-year using the Siveroli to determine each student's individual reading growth. Lack of growth could indicate a need to reteach certain standards. Summative tests are used to determine if students have met the standards in each subject area. Continuation of certain interventions or schedule configurations will be determined upon the successful attainment of standards.

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

- Results will be reported out to the Parent Advisory Committee first, and then to all parents during Open House.