

**2018-2019  
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).*

3/8/2019

**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  |
|---|---|
| <p>The school Dropout Credit Accumulation Index has been the strongest school index for three straight years. For 2018, the Dropout Credit Accumulation Index is a potential strength at 137.1 points. In 2017, the index was higher at 140.2, but the current year's score is still higher than it was in 2016.</p>  | <p>For 2018, the school Assessment Index is a potential weakness at 71.5 points. The index has steadily decreased from 73.1 points in 2016 and 72.3 points in 2017.</p>   |
| <p>Overall, 8th grade is a potential strength in all subject areas. The Assessment Indices for ELA, Math, and Social Studies have consistently increased. ELA increased 17.6 points (91.6), Math increased 9.5 points (70.9), and Social Studies increased 14 points (81.2). Also, the number of suspensions for 8th grade have decreased from 11% in 2016 to 0% in 2018.</p>   | <p>In 2018, 6th grade is a potential weakness due to the declining the Assessment Index in ELA and the higher percentage of suspensions in 6th (7.4%) as compared to other grade levels. For example, ELA decreased 12.8 points from 2016 to 2018. 7th grade is also a potential weakness due to declining Assessment Indexes in ELA, Math, and Social Studies. ELA: 17.8 points (75.2), Math: 4.5 points (56), &amp; Social Studies: 32 points (53.4).</p> |
| <p>8th grade is a potential grade level strength due to higher performance in ELA, Math, and Social Studies. For example, the 8th grade 2018 index for ELA was 91.6, 13.5 points higher than 6th grade and 15.4 points higher than 7th grade. The 8th grade Math index was 70.9, 11.6 points higher than 6th and 14.9 points higher than 7th.</p>   | <p>7th grade is a potential grade level weakness due to lower performance in ELA, Math, and Social Studies. For example, the 7th grade 2018 Assessment Index for ELA was 75.2 points whereas the 6th grade was 78.1 points and 8th grade was 91.6 points.</p>   |
| <p>ELA is a potential subject area strength for 6th, 7th, &amp; 8th grades as evidenced by higher Assessment Index scores three consecutive years in comparison to Math and Social Studies. 2018 6th grade: 78.1 points, 7th grade: 75.2 points, and 8th grade: 91.6 points. The subcategory strength for ELA is Informational Text in 6th (51% proficient) &amp; 8th (64% proficient), and Vocabulary in 7th grade (67% proficient).</p> | <p>For 2018, Math is a potential subject area weakness for all grades. For example, the 2018 6th grade ELA index score was 78.1 points. Math was 59.3 points. The weakest subcategory for Math in 6th grade is Ratio and Rates (76%). For 7th grade, the weakest Math subcategory is Expressions and Inequalities (91%). For 8th grade the weakest subcategory for Math is Solving Linear Equations (81%).</p>  |
| <p>The potential subgroup strength for ELA and Math is the White subgroup for 6th and 8th grades. 6th grade: White subgroup 66.1 ELA index and 86.3 Math index. 8th grade: 96 ELA Index and 74.9 Math Index The Hispanic subgroup was a potential strength in 7th grade ELA (100 index points) and Math (90 index points).</p>  | <p>The potential subgroup weakness for ELA and Math Indexes is the Students with Disabilities (SWD) &amp; English Learners (EL) subgroups for all three grades. The Students with Disabilities subgroup was lowest in ELA for 6th (40 points) and 8th grades (31 points), and Math for 6th grade (17.8 points), 7th grade (28.9 points), and 8th grade (18 points). The English Learners subgroup had 0 points in 6th and 7th ELA and 8th grade Math.</p>   |

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| <p>The White subgroup in 8th grade ELA is a potential strength due to increasing index scores from 79.1 in 2016 to 96 in 2018. The White subgroup in 8th grade Math is also a potential strength due to increasing index scores from 55.1 in 2016 to 74.9 in 2018. The Economically Disadvantaged (ED) subgroup is also a potential strength due to increasing index scores in 8th grade Math with 41.3 in 2016 to 61.9 in 2018.</p>   | <p>SWD, Black, &amp; EL subgroups are potential weaknesses due to lower index scores and declining index scores. All three groups have declined the past three years. The SWD subgroup declined in the 6th grade Math Index from 46.7 in 2016 to 17.8 in 2018. The Black subgroup declined in the 6th grade ELA Index from 81.7 in 2016 to 46.7 in 2018. The EL subgroup had 0 points in 8th grade Math and 7th grade ELA two years in a row.</p> |
| <p>For 2018, the Hispanic subgroup has had a decrease in the achievement gap in both ELA &amp; Math Indexes. The gap decreased in ELA from 43.9 in 2016 to 27.1 in 2017 and 16.3 in 2018. The Achievement Index score in ELA for the Hispanic subgroup also increased from 46.7 in 2016 to 70 in 2018. In Math, the achievement gap decreased from 18 in 2016 to 16.9 in 2017 and 13.9 in 2018. The Achievement Index showed a growth from 46.7 in 2016 to 47.5 in 2017, and 51.7 in 2018.</p>       | <p>For 2018 ELA, the Two or More Races subgroup has seen an increase in the achievement gap (27.1 points) and a significant decrease in the Assessment Index. The Black subgroup had an increase in the achievement gap for Math (1.5 points) with a slight decrease in the Assessment Index.</p>   |
| <p>8th Grade ELA is a potential subgroup subject area strength with the Black subgroup increasing 29.5 points (from 55 in 2017 to 84.5 in 2018); the Hispanic subgroup increasing 6.7 points (33.3 in 2017 to 40 in 2018); the White subgroup increasing 11 points (85 in 2017 to 96 in 2018); ED subgroup increasing 22.5 points (65.6 in 2017 to 88.1 in 2018); and the SWD subgroup increasing 15 points (16 in 2017 to 31 in 2018).</p>  | <p>6th &amp; 7th Grade Math are potential subgroup subject area weaknesses with the Hispanic subgroup decreasing in 6th grade 51.7 points (43.3), White subgroup decreasing 16.9 points in 6th grade (66.1) &amp; 17.3 points in 7th grade (56.7), EL decreasing in 6th grade 53.3 points (26.7). SWD decreasing 19.3 points (17.8) in 6th grade.</p>   |
| <p><b>DATA SOURCES:</b> 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 Category/Subcategory 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</p> |   |

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**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*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019, the students in the subgroup SWD (Students with Disabilities) for the Whole School will increase their Math Assessment Index score on the LEAP 2025 by at least 5.0 points from a 21.4 to 26.4.
2. From Spring 2018 to Spring 2019, the students in grades 6-8 will increase proficiency in math by an average of 8 points on the LEAP 2025 Assessment Index (6<sup>th</sup> grade from 59.3 to 67.3, 7<sup>th</sup> grade from 56.0 to 64.0 points, 8<sup>th</sup> grade from 70.9 to 78.9 points).
3. From Spring 2018 to Spring 2019, the students in grades 6-8 will increase proficiency in social studies by an average of 10 points on the LEAP 2025 Assessment Index (6<sup>th</sup> grade from 56.3 points to 66.3 points, 7<sup>th</sup> grade from 53.4 to 63.4 points, 8<sup>th</sup> grade from 81.2 to 91.2 points).

## 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   |
|---|----------------------------|--|--|---|
| <p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Parents will be invited to participate in the Parent Advisory Board which will meet to discuss, plan, and implement the School Improvement Plan along with other school events. Dates: October 11, 2018, December 12, 2018, January 24, 2019, April 10, 2019</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Sign in sheets, Exit survey</li> </ul> | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p> | <p><b>Items Needed:</b></p> <p>Paper &amp; copies for handouts</p> | <p><b>Effectiveness Measure:</b></p> <p>Sign in Sheets, Exit surveys</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 weekly emails, letters, and robo calls to participate in a variety of committees including Parent Advisory, PBIS, and PTA.</li> <li>• All parents are invited to participate in meetings related</li> </ul>   | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>   | <p><b>Items Needed:</b></p> <p>Paper &amp; copies</p>              | <p><b>Effectiveness Measure:</b></p> <p>Sign in sheets</p>  |

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| <p>to their students' education plans, including IEP meetings, IAP meetings, 8<sup>th</sup> grade IGPs, SAT meetings, grade-level meetings, and athletic meetings.</p>  |                            | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other   |  | <p><b>Effectiveness Results:</b></p>   |
| <p><b>Describe how the school communicates information to parents regarding the strategies and activities in 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 Coffee with Counselors, Chromebook Parent Meetings, 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> <li>• 6<sup>th</sup> grade students receive agendas for home/school communication.</li> <li>• The school website contains links to individual teachers' pages that provide information on current lesson plans, testing dates, and general class/subject information.</li> </ul> | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>RSVPs to events<br/>Sign in sheets</p> <hr/> <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> </ul>  | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input checked="" type="checkbox"/> Title I<br><input type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4   | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b></p>   |

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| <ul style="list-style-type: none"> <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> |  | <input checked="" type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other |  | <p><b>Effectiveness Results:</b></p> |
|--|--|--|--|--------------------------------------|

*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. Include the month that the activity will take place if applicable.*

*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.*

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| <p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Community Breakfast is held each year before school starts (August 8, 2018). Community members, including law enforcement, are invited to breakfast to meet the teachers and staff and get information about the beginning of school.</li> </ul> | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets used to support this activity:</b></p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other | <p><b>Items Needed:</b></p> Paper and copies for handouts,<br>Breakfast food | <p><b>Effectiveness Measure:</b></p> Sign in sheet to track attendance |
|  |                            |   |  | <p><b>Effectiveness Results:</b></p>                                   |

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| <p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Hawk Walk Thru (meet and greet) August 8, 2018 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): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other | <p><b>Items Needed:</b><br/>Paper and copies for handouts</p>                            | <p><b>Effectiveness Measure:</b><br/>Number of schedules picked up by students and parents</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Open House takes place the last week in August (August 27, 2018) – 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): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other            | <p><b>Items Needed:</b><br/>Paper and copies for handouts</p>                            | <p><b>Effectiveness Measure:</b><br/>Sign in sheets in the classrooms</p> <hr/> <p><b>Effectiveness Results:</b></p>                      |
| <p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Coffee with Counselors will take place quarterly (October 10<sup>th</sup> 2018, December 12<sup>th</sup> 2018, March 13<sup>th</sup> 2019, May 8<sup>th</sup> 2019). The purpose of Coffee with Counselors is to address each component of the Comprehensive Counseling Curriculum with parents/guardians.</li> </ul>  | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4   | <p><b>Items Needed:</b><br/>Paper and copies for handouts, breakfast food and coffee</p> | <p><b>Effectiveness Measure:</b><br/>Survey &amp; Sign in sheet</p>   |



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|  |                     | <input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other  |   | <b>Effectiveness Results:</b>                                  |
| <b>Parent Family Engagement Activity 5:</b> <ul style="list-style-type: none"> <li>Hawk Happenings (April 12, 2019) – 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>                                    | <b>Goal(s): 1-3</b> | <b>Budgets</b> used to support this activity:<br><input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other | <b>Items Needed:</b><br>Paper and copies for handouts | <b>Effectiveness Measure:</b><br>Sign in sheets & exit surveys |
|  |                     |   |   | <b>Effectiveness Results:</b>                                  |
| <b>Parent Family Engagement Activity 6:</b> <ul style="list-style-type: none"> <li>Chromebook Parent Meetings (October 11, 2018, October 15, 2018, October 25, 2018) – Parents/guardians were invited through weekly email and letters home to learn more about the Chromebook Pilot that Folsom Jr. High is participating in. Parents were able to ask questions and give input in regards to the pilot study.</li> </ul> | <b>Goal(s): 1-3</b> | <b>Budgets</b> used to support this activity:<br><input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input checked="" type="checkbox"/> Bond Money<br><input type="checkbox"/> Other | <b>Items Needed:</b><br>Paper and copies for handouts | <b>Effectiveness Measure:</b><br>Chromebook permission forms   |
|  |                     |   |   | <b>Effectiveness Results:</b>                                  |

### 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.)*

### Core Instruction

| SCHOOLWIDE PLAN STRATEGY  | GOAL(S) ADDRESSED          | BUDGET(S) USED TO SUPPORT ACTIVITY  | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:   | EFFECTIVENESS   |
|---|----------------------------|---|--|---|
| <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 a rigorous ELA curriculum aligned with state standards.</li> <li>• Math concerns in 6<sup>th</sup> grade are addressed through a 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 interventions, the teacher will reteach concepts to small groups of students.</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>• 6<sup>th</sup> – 8<sup>th</sup> grade math students, and 8<sup>th</sup> grade ELA 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> </ul> | <p><b>Goal(s): 1-3</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 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>Paper and copies<br/>Licenses for Achieve3000, Reflex, and Moby Max</p> | <p><b>Effectiveness Measure:</b></p> <p>LEAP2025</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <ul style="list-style-type: none"> <li>• 8<sup>th</sup> grade students who participated in Acceleration to Algebra take Algebra I on the junior high campus.</li> <li>• Students in grades 6-8 will use the RACE strategy to answer evidence-based questions in all subject areas.</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 and resource setting for students depending upon their IEPs. All special education students participate in a study skills class to work on areas of need.</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 (interim) 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>• District created interim tests will be used to assess the students' mid-year progress in science and social studies.</li> <li>• Students who participate in Algebra I will take the EOC test.</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>• Students in ELA participate in Guidebook performance tasks at the culmination of the unit.</li> <li>• All subject areas participate in weekly assessments to determine mastery of the material presented.</li> </ul> | <p><b>Goal(s): 1-3</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><br/>Paper and copies</p> | <p><b>Effectiveness Measure:</b><br/>LEAP 360 &amp; Interim results<br/>Guidebook performance task results<br/>Eagle test results<br/>Weekly assessment results</p> <hr/> <p><b>Effectiveness Results:</b></p> |

**Folsom Junior High 2018-2019**

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| <p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <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 will take weekly assessments in all classes to measure progress toward meeting the standards.</li> </ul>   | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets used to support this activity:</b></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 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><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>LEAP2025</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• EL students take an ESL class 1 or 2 hours per day with a certified teacher each day to work on Rosetta Stone and strategies to master the English language. Students work on conversational English, grammar, reading, listening comprehension, writing, and vocabulary.</li> <li>• The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the students will need to fully participate in core content classes.</li> </ul> | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets used to support this activity:</b></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 checked="" 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><br/>Paper and copies</p>   | <p><b>Effectiveness Measure:</b><br/>ELPT</p> <hr/> <p><b>Effectiveness Results:</b></p>     |

**Interventions for At-Risk Students**

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| <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 through LEAP 2025 scores, diagnostic testing, and CBAs, 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> </ul>  | <p><b>Goal(s): 1-3</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 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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper and copies</p>  | <p><b>Effectiveness Measure:</b><br/>SAT Log</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> <li>All students who have math goals and calculator use as an accommodation will participate in Reflex math at least 15 minutes per day 3 times per week.</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 SRA at least 3-5 times per week, depending upon their individual needs.</li> <li>Students who are identified as having the characteristics of dyslexia will participate in Project Read activities in the ELA classes.</li> </ul> | <p><b>Goal(s): 1-3</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 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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper &amp; copies<br/>SRA materials<br/>Licenses for Achieve 3000, Reflex math, Moby Max, Fast ForWord</p> | <p><b>Effectiveness Measure:</b><br/>LEAP2025<br/>SRA growth<br/>Achieve3000 Lexile levels<br/>Reflex data<br/>Moby Max data<br/>Fast ForWord data</p> <hr/> <p><b>Effectiveness Results:</b></p> |

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| <ul style="list-style-type: none"> <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>  |                            |  |   |  |
| <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>• Students who still have academic or behavior concerns are then recommended for SAT where the SAT chair, 504 chair, speech therapist, administrator, pupil appraisal representative, and teachers meet with the parents to discuss 2<sup>nd</sup> level interventions.</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> | <p><b>Goal(s): 1-3</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><br/>Paper &amp; copies</p>  | <p><b>Effectiveness Measure:</b><br/>LEAP2025</p> <hr/> <p><b>Effectiveness Results:</b></p>   |
| <p><b>Interventions Specific to Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Students with ELA concerns:<br/>Fast ForWord (Tier 2)<br/>SRA (Tier 2)<br/>Achieve3000 Thought Question Writing Frames (Tier 2)<br/>Read &amp; Write Gold (Tier 1)</li> </ul>   | <p><b>Goal(s): 1-3</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> </ul>  | <p><b>Items Needed:</b><br/>Paper &amp; copies<br/>SRA materials<br/>Licenses for Achieve 3000, Reflex math, Moby Max, Fast ForWord, Gizmos</p> | <p><b>Effectiveness Measure:</b><br/>LEAP2025<br/>SRA growth<br/>Achieve3000 Lexile levels<br/>Reflex data<br/>Moby Max data<br/>Fast ForWord data</p> |

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| <ul style="list-style-type: none"> <li>Students with math concerns:<br/>Reflex Math (Tier 2)<br/>Gizmos (Tier 2)</li> <li>Students with behavior concerns:<br/>CICO (Tier 2)<br/>MHP (Tier 2)<br/>BIP (Tier 2)</li> </ul>  |                            | <input checked="" type="checkbox"/> IDEA<br><input type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input checked="" type="checkbox"/> Other   |  | <p><b>Effectiveness Results:</b></p>   |
| <p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>ELs with less than 3 years in the country receive 2 hours of ESL as compared to others who receive 1 hour.</li> <li>Small group instruction and testing</li> </ul> | <p><b>Goal(s): 2-3</b></p> | <p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I<br><input checked="" type="checkbox"/> GFF<br><input type="checkbox"/> Title II<br><input type="checkbox"/> LA4<br><input type="checkbox"/> IDEA<br><input checked="" type="checkbox"/> Title III<br><input type="checkbox"/> Title IV<br><input type="checkbox"/> Perkins<br><input type="checkbox"/> JAG<br><input type="checkbox"/> Bond Money<br><input type="checkbox"/> Other | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>ELPT</p> <hr/> <p><b>Effectiveness Results:</b></p> |

**Support and Extended Learning**

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| <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>Students in 7<sup>th</sup> grade who qualify participate in Acceleration to Algebra.</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> <li>Folsom Jr. High offers the following high school credit courses: Spanish I, Algebra I, Journey to Careers, Art, Band, Keyboarding, and Agriculture I.</li> <li>Students who are identified through the McKinney Vento paperwork receive support through Kids-in-Transition.</li> </ul>                                       | <p><b>Goal(s): 1-3</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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper and copies for handouts</p> | <p><b>Effectiveness Measure:</b><br/>LEAP2025 test scores for 2019</p> <hr/> <p><b>Effectiveness Results:</b></p>       |
| <p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>Folsom Jr. High has the following clubs: 4-H, Future Farmers of America (FFA), Yearbook, Student Council, Honor Society, Nutritional Advisory Club, Big Hawk Little Hawk.</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>7<sup>th</sup> grade students will participate in a field trip to the high school to learn more about the vocational programs available.</li> <li>6-8 grade students have the opportunity to attend before school tutoring in math and in 8<sup>th</sup> grade ELA with their respective teachers.</li> </ul> | <p><b>Goal(s): 1-3</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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper &amp; copies</p>            | <p><b>Effectiveness Measure:</b><br/>LEAP 2025<br/>Club membership rolls</p> <hr/> <p><b>Effectiveness Results:</b></p> |



***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

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| <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 full-time <b>Mental Health Provider (MHP)</b> will work with students. 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): 1-3</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>  |
| <p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Folsom Jr. High has a Board Certified, Licensed School Counselor to provide students with academic, career, social/emotional, and responsive services.</li> <li>The counselor provides child sex abuse prevention and education across all grade levels in November.</li> <li>The counselor provides suicide awareness and prevention across all grade levels during the 3<sup>rd</sup> nine week grading period.</li> <li>The counselor provides career guidance during the 4<sup>th</sup> nine week period.</li> <li>The counselor meets with students individually and during small group sessions daily.</li> <li>The counselor monitors truancy and works with the district office to assess the need for further intervention.</li> </ul> | <p><b>Goal(s): 1-3</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><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>Student grades<br/>IGP's<br/>JPAMS discipline reports<br/>DCFS Reports</p> <hr/> <p><b>Effectiveness Results:</b></p> |

**Folsom Junior High 2018-2019**

| <b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>   |                            |   |  |  |
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| <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>• Positive behavior is reinforced each week during PLCs where teachers identify students who have gone above and beyond for their fellow students, and those students are recognized and rewarded. Teachers send home postcards to students to acknowledge positive behavior.</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 Hooray and during quarterly PBIS celebrations.</li> </ul> | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets used to support this activity:</b></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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>School Suspension Rate</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, 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.</li> <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</li> </ul>  | <p><b>Goal(s): 1-3</b></p> | <p><b>Budgets used to support this activity:</b></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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>Sign in sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>         |

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| <p>information about scheduling, curriculum, parent communication options, and testing.</p> <ul style="list-style-type: none"><li>• Sixth grade teachers collaborate with the 5<sup>th</sup> grade teachers from the feeder school to gain insight, look at LEAP2025 test scores, discuss strengths and weaknesses across the curriculum, and prepare for the transition.</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. 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> |  |  |  |  |
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## Professional Development

**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><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 subject, and whole group once per month. Teachers meet in their groups with the administrative team (Administration, RHT, Counselor) to collaborate on issues such as behavior, academics, and social/emotional concerns.</li> </ul>   | <p><b>Goal(s): 1-3</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 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><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>LEAP 2025<br/>LEAP Connect<br/>ELPT<br/>JPAMS reports<br/>SLTs<br/>PLC documentation</p> <hr/> <p><b>Effectiveness Results:</b></p> |
| <p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>All math teachers participate in a Math Cohort with the Covington Learning Community. Teachers and administrators collaborate on assessments, strategies to improve weaknesses in specific standards, and best practices for moving students toward Mastery.</li> <li>New teachers participate in district sponsored new teacher inductions and school sponsored new teacher meetings along with BOOST workshops after school.</li> <li>Teachers visit other schools to learn new strategies, collaborate, and gain knowledge from peers who work in their same discipline area.</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>Best practices are shared during semester PDs (Kagan, Depth of Knowledge, Vocabulary, and classroom</li> </ul> | <p><b>Goal(s): 1-3</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 checked="" 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 checked="" type="checkbox"/> Other</li> </ul> | <p><b>Items Needed:</b><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>LEAP 2025<br/>LEAP Connect<br/>ELPT<br/>JPAMS reports<br/>SLTs</p> <hr/> <p><b>Effectiveness Results:</b></p>                       |

**Folsom Junior High 2018-2019**

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| <p>management).</p> <ul style="list-style-type: none"> <li>• Science and social studies teacher leaders will participate in district sponsored professional development to address curriculum changes.</li> <li>• Core subject teachers are participating in Chromebook Training to support the Chromebook Pilot.</li> </ul>  |                            |  |  |  |
| <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> <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>• 7<sup>th</sup> grade students will participate in a field trip to the high school to learn more about the vocational programs available.</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): 1-3</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><br/>Paper &amp; copies</p> | <p><b>Effectiveness Measure:</b><br/>Career Interest Inventories<br/>Portfolios</p> <hr/> <p><b>Effectiveness Results:</b></p> |

Folsom Junior High 2018-2019

***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.*

**Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:**

- The SIP Committee will meet quarterly to monitor progress and note any changes or adjustments needed. Teachers and administrators will collect and review data using the diagnostic and interim assessments and adjust lessons accordingly. Teachers and administrators will also review student progress during PLCs using assessments throughout the school year.

**Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- SIP Committee will meet quarterly to monitor and evaluate the effectiveness of each program implemented. SIP Committee will collect sign in sheets, surveys, and student achievement data to determine the effectiveness of each program.

**Describe how and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):**

- Administration will present the results of the SIP to the school's stakeholders during a faculty meeting, Open House for the 2019-2020 school year, and post results on the school website through a School Fact Sheet.

**2018-2019 Committee Members**

**School Improvement Planning Committee**

**Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**

**Members Include:**

- **Principal: Amy Barrow**
- **Student: Bryce Blackwell**
- **Teacher: Leslie Hano**
- **Teacher: Carolina Morris**
- **Parent/Family: Nikki Caminita**
- **Parent/Family: Bridget Andersen**
- **Community Member: James Atkins**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal: Amy Barrow**
- **Student: Margo Davis**
- **Teacher: Leslie Hano**
- **Teacher: Carolina Morris**
- **Parent/Family: Nikki Caminita**
- **Parent/Family: Lindsey Pitre**
- **Parent/Family: Belqui Quigley**