

**2018-2019  
SCHOOL IMPROVEMENT PLAN**



**Lee Road  
Junior High**

**St. Tammany Parish Public Schools**

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

3/15/2019

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**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
Kindergarten has consistently decreased the percentage of Intensive students over the last six years. (2018 from 28% to 15%). Second Grade has the highest percentage of students at Spring Benchmark since 2016. The Spring 2018 Second Grade Benchmark is 67%.	First Grade has consistently had the lowest percent of students at Benchmark with a steady decline from 46% in Spring 2015 to 38% in Spring 2018.
The school Dropout Credit Accumulation Index has been a consistent strength over the last three years but has fluctuated 4.4 points from 148.2 in 2016 to 143.8 in 2018.	The school LEAP 2025 Assessment Index has consistently been the lowest school index score for the past three years but fluctuated from 74.1 points in 2016 to 67.4 points in 2017 to 70.7 in 2018.
Grades 4, 6, & 8 had growth in all subject area indexes from 2017 to 2018. Over a three year period from 2016 to 2018, Sixth Grade Math has grown from 71.1 to 75.1 points in their Assessment Index. Over the same period, Eighth Grade ELA has grown from 87.8 points to 90.4 points.	Over the past two years, Fifth Grade Math and Social Studies have shown a consistent decline in their Assessment Indexes. Math has declined from 80.9 points in 2016 to 69.0 points in 2018. Social Studies has dropped from 65.2 points in 2016 to 38.8 points in 2018.
In 2018, Eighth Grade increased in the overall Assessment Index Score by 16.8 points from 60 points in 2017 to 76.8 points in 2018. ELA alone counted for a 30.2 point increase in the Assessment Index Score to 90.4 points, and a 21.8 point increase in the Social Studies Assessment Index Score to 81.8 points.	In 2018, Fifth Grade declined in all subject areas on the Assessment Index Scores with ELA dropping 11.3 points down to 67.3 points, Math dropping 11 points down to 69.0 points, and Social Studies declining 8.5 points down to 38.8 points.
Our Eighth Grade Assessment Index Score increased by 2.6 points over the past two years from 87.8 points in 2016 to 90.4 points in 2018 with a 30.2 point increase from 2017 to 2018.	The Social Studies Assessment Index Score is the lowest score school-wide with the exception of the 2018 Eighth Grade Social Studies index. In grades 3-6 the History subcategory had the lowest proficiency score. (3rd=24%, 4th=25%, 5th=13%, and 6th=28% proficiency). In 7th & 8th Grade, the Civics subcategory had the lowest proficiency score on the Assessment Index Score. (7th=27%, 8th=47%).
In all grade levels, the subgroup of Hispanic has had the highest Assessment Index Scores in ELA and Math with an average ELA score of 77.6 and an average Math score of 77.7 from 2016-2018.	In all grade levels, the subgroup of Students with Disabilities has had the lowest Assessment Index Scores in ELA and Math with an average ELA score of 33.1 and an average Math score of 38.1.

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<p>Based on the Subgroup Trend Data Analysis, over three years from 2016 to 2018, there is a slight upward trend in both ELA and Math indexes for the Hispanic subgroup as evidenced by the Whole School Assessment Index. Hispanic ELA scores 76.8, 76.8, and 79.1 points; Hispanic Math scores 76.8, 76.8, and 79.5 points.</p>	<p>Based on the Subgroup Trend Data Analysis, over three years from 2016 to 2018, there is a slight declining trend in Math for the Economically Disadvantaged subgroup as evidenced by the Economically Disadvantaged Math Assessment Index scores of 73.0 (2016) to 67.6 (2017) to 67.4 (2018).</p>																																																	
<p>Over a three year period from 2016 to 2018, the subgroup of Hispanic is consistently above the Whole School Index score in ELA with an achievement gap of 1.8, 7.1, 4.0 points respectively. Over a two year period from 2017 to 2018, the subgroup Hispanic is consistently above the Whole School Index score in Math with an achievement gap of 2.0 and 4.1 points respectively.</p>	<p>Over a three year period from 2016 to 2018, the subgroup of Students with Disabilities is consistently below the highest performing subgroup (Hispanic) in ELA with an achievement gap of 38.3, 46.8, 48.3 points respectively. Over a two year period from 2017 to 2018, the subgroup of Students with Disabilities is consistently below the highest performing subgroup (Hispanic) in Math with an achievement gap of 38.2 and 41.3 points respectively.</p>																																																	
<p>In all subgroups in Grades 3-6, Math has higher Subject Area Index Scores compared to ELA from 2016 to 2018. In all subgroups in Grades 7 &amp; 8, ELA has higher Subject Area Index Scores compared to Math from 2016 to 2018.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">ELA 2016</th> <th style="text-align: center;">Math 2016</th> <th style="text-align: center;">ELA 2017</th> <th style="text-align: center;">Math 2017</th> <th style="text-align: center;">ELA 2018</th> <th style="text-align: center;">Math 2018</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td style="text-align: center;">66.5</td> <td style="text-align: center;">96.3</td> <td style="text-align: center;">79.2</td> <td style="text-align: center;">86.4</td> <td style="text-align: center;">72.2</td> <td style="text-align: center;">92.1</td> </tr> <tr> <td>Grade 4</td> <td style="text-align: center;">82.8</td> <td style="text-align: center;">99.1</td> <td style="text-align: center;">72.5</td> <td style="text-align: center;">83.4</td> <td style="text-align: center;">82.0</td> <td style="text-align: center;">89.0</td> </tr> <tr> <td>Grade 5</td> <td style="text-align: center;">62.8</td> <td style="text-align: center;">80.9</td> <td style="text-align: center;">78.6</td> <td style="text-align: center;">80.0</td> <td style="text-align: center;">67.3</td> <td style="text-align: center;">69.0</td> </tr> <tr> <td>Grade 6</td> <td style="text-align: center;">79.3</td> <td style="text-align: center;">71.1</td> <td style="text-align: center;">55.9</td> <td style="text-align: center;">69.4</td> <td style="text-align: center;">68.8</td> <td style="text-align: center;">75.1</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">73.4</td> <td style="text-align: center;">51.6</td> <td style="text-align: center;">72.8</td> <td style="text-align: center;">66.8</td> <td style="text-align: center;">74.3</td> <td style="text-align: center;">60.0</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">87.8</td> <td style="text-align: center;">71.2</td> <td style="text-align: center;">60.3</td> <td style="text-align: center;">59.0</td> <td style="text-align: center;">90.4</td> <td style="text-align: center;">68.8</td> </tr> </tbody> </table>	Grade	ELA 2016	Math 2016	ELA 2017	Math 2017	ELA 2018	Math 2018	Grade 3	66.5	96.3	79.2	86.4	72.2	92.1	Grade 4	82.8	99.1	72.5	83.4	82.0	89.0	Grade 5	62.8	80.9	78.6	80.0	67.3	69.0	Grade 6	79.3	71.1	55.9	69.4	68.8	75.1	Grade 7	73.4	51.6	72.8	66.8	74.3	60.0	Grade 8	87.8	71.2	60.3	59.0	90.4	68.8	<p>In all subgroups in Grades 3-6, ELA index has lower Subject Area Index Scores compared to Math from 2016 to 2018. In all subgroups in Grades 7 &amp; 8, Math has lower Subject Area Index Scores compared to ELA from 2016 to 2018.</p>
Grade	ELA 2016	Math 2016	ELA 2017	Math 2017	ELA 2018	Math 2018																																												
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<p>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 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. 1<sup>st</sup> grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS by 10% from 19% in Spring 2018 to 21% in Spring 2019.

2. 5<sup>th</sup> grade students will increase Assessment Index Score in English, Math, & Social Studies by 10% on the 2019 Spring LEAP 2025:

\*ELA from 67.3 points in 2018 to 74.0 points in 2019.

\*Math from 69.0 points in 2018 to 75.9 points in 2019.

\*Social Studies from 38.8 points in 2018 to 42.6 points in 2019.

3. From Spring 2018 to Spring 2019 the students in the subgroup “Students with Disabilities for the Whole School” will increase their Assessment Index on LEAP 2025 as follows:

ELA: increase by at least 6 index points from 30.8 points to 36.8 points.

Math: increase by at least 5 points from 38.2 points to 43.2 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>• SIP Feedback Meeting-September 15, 2017- Proposed SIP plan discussed/feedback given.</li> <li>• Regular meetings are held with the Parental Involvement Committee to discuss the design, implementation and evaluation of the school wide program. October 19th, November 16th, December 7th, January 18th, February 8th March 15th and April 12th of the 2018-19 school year are our planning meeting dates.</li> <li>• Parents volunteer at the school and through the PTA. PTA holds parent involvement events throughout the year.</li> <li>• Volunteer survey- Included in beginning of the year materials to determine the capacity of each family to volunteer throughout the school year.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Snacks</li> <li>*Survey Materials (paper, postage, etc.)</li> </ul>	<p><b>Effectiveness Measure:</b> Parent Survey Volunteer Sign In Log</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b>                  Parents/families are encouraged to participate in decision making opportunities about their child’s education through:</p> <ul style="list-style-type: none"> <li>• SAT meetings- Point of entry for concern effecting student progress.</li> <li>• IEP/IAP meetings- Yearly review to determine effectiveness of student accommodations.</li> <li>• Parent/family/Teacher Conferences- Meeting to maximize student success.</li> <li>• Newsletters- Monthly principal communication to inform and request feedback.</li> <li>• PTA Board Meetings- Plan and implement parental involvement activities.</li> <li>• SIP Meetings- Review and provide feedback on SIP.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,</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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Paper</li> <li>*Postage</li> <li>*Snacks</li> </ul>	<p><b>Effectiveness Measure:</b> Attendance Record</p> <hr/> <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>                  Parents/families are informed about the curriculum, assessments and proficiency levels students are expected to meet at:</p> <ul style="list-style-type: none"> <li>• Grade level Literacy Breakfasts- ELA or Math literacy activity in classroom, grade level expectation discussion with administrators.</li> <li>• Open House- Classroom teacher expectations regarding curriculum access.</li> <li>• Meet and Greet- General school welcome and parental involvement opportunities discussed.</li> <li>• New Family Orientation- Overview of school/curriculum expectations.</li> <li>• Parent/family/teacher conferences- Student progress and suggestions for greater success</li> <li>• Monthly principal newsletters- Monthly overview of school wide activities and curriculum/assessment reminders/updates.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Plastic communication folders</li> <li>*Snacks</li> <li>*Schoolwires</li> <li>*JPams</li> <li>*Paper</li> <li>*Literacy activity supplies</li> <li>*Breakfast food</li> <li>*Student agendas/planner</li> <li>*Postcards</li> <li>*Postage</li> </ul>	<p><b>Effectiveness Measure:</b> Attendance Record</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• School website- Links to student progress center, district and state websites, parent and student resources, and PTA page. Administration, faculty, and staff contact information.</li> <li>• Teacher websites- Weekly memos and homework assignments, curriculum updates, teacher contact information.</li> <li>• Weekly communication folder- Weekly memo, student work, curriculum updates, information on upcoming school wide events.</li> <li>• Student Progress Center- real time access to academic progress, attendance, and discipline records regarding individual students.</li> <li>• Robocalls- Upcoming school wide activities</li> <li>• Student Agendas- Students grades 3-8 are provided with an agenda for daily home school communications regarding assignments and tests.</li> <li>• Good News Postcards- Teacher communication mailed to parent to recognize student successes.</li> </ul>				
<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</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</p>				
<p><b><i>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.</i></b></p> <p><b><i>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.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Grade Level Literacy Breakfasts (7 total)- Administration conducts presentation to families related to grade level expectations followed by families participating with students in classroom literacy activities relative to their current curriculum.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets used to support this activity:</b></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 type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>*Breakfast food                  *Paper                  *Activity Supplies</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li><b>Open House-</b> At Open House each teacher does a presentation which includes curricular demands of each grade level, opportunities for involvement in their child's classroom, and how to access Student Progress Center</li> </ul>	<p><b>Goal(s):</b> 1,2,3</p>	<p><b>Budgets used to support this activity:</b></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></p> <p>*Paper</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p>



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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li><b>Parent/family/Teacher Conferences-</b> Each teacher will conference with the parents/families of every student in their class to discuss plans to best meet the needs of that student. These conferences had to be conducted prior to August 31, 2018 with written documentation submitted to the principal when all were complete</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> *Parent demographic information *Parent Contact Log</p>	<p><b>Effectiveness Measure:</b> Attendance Records</p> <hr/> <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.)*

### 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>• Guaranteed Curriculum- District Wide Curriculum used by teachers at all grade levels to ensure alignment to LA state standards.</li> <li>• T-1- Yearlong readiness program to ensure first grade success for students who have completed kindergarten but have not met readiness requirements for first grade.</li> <li>• School Wide Intervention/Enrichment Class- Daily individualized instruction in targeted areas utilizing programs such as Fast Forward, Moby Max, SRA, Reflex Math, Project Read and Achieve 3000 to enhance student growth.</li> <li>• Brain Pop- Online supplemental resource for curriculum based instruction.</li> <li>• RACE- School wide writing strategy to help students construct more thoughtful and thorough responses. Restate, Answer, Cite, Explain</li> <li>• ADD- Daily practice of a standardized assessment released test item in the form of a bell ringer.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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></p> <ul style="list-style-type: none"> <li>*Online subscription to Moby Max</li> <li>*Online subscription to Brain Pop</li> <li>*Online subscription to Achieve 3000</li> <li>* Online subscription to Reflex Math</li> <li>*SRA materials</li> <li>*Project Read manual</li> <li>*Paper</li> <li>*Laminating Film</li> <li>*Blackboard/</li> <li>Guaranteed Curriculum Access</li> <li>*Instructional Coach</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>GC- LEAP 2025, LEAP 360 T1- Pupil Progression I/E- Program Reports BP- Usage Report RACE- LEAP 2025, LEAP 360 ADD- LEAP 2025, LEAP 360</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• ReadyGen- is an integrated and well-balanced approach to reading and writing instruction where students read authentic literary and informational texts. Instruction focuses on reading, writing, speaking, and listening in response to the authentic texts.</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 360- Online Standards Aligned Assessment designed to track growth from readiness to mastery over the course of the school year.</li> <li>• DRDP- Assessment designed to track Kindergarten growth from readiness to mastery.</li> <li>• Teachers are expected to participate in Professional Learning Community sessions where data is discussed.</li> <li>• Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>• Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>• Teachers are to progress monitor these students to ensure interventions/lessons are addressing student needs</li> <li>• EAGLE, DIBELS, Achieve 3000, Fast Forward, Moby Max, Project Read, Unit pre and posttests Guaranteed Curriculum assessments, district mid-year benchmark assessments, and standardized test scores are used to progress monitor students.</li> <li>• Edulastic- Technology-enhanced assessments designed to instantly show who's on track and who needs help, so you can modify instruction to maximize student growth.</li> <li>• Accountability talk in all core areas to facilitate higher order discussion and to promote justification of responses using evidence.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,</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 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></p> <ul style="list-style-type: none"> <li>*Substitutes for PLC</li> <li>*Paper</li> <li>*Printing supplies</li> <li>*Light refreshments</li> <li>*Online Subscriptions</li> </ul>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025 LEAP 360 DRDP EOY Assessment DIBELS EOY Assessment Online reports</p> <hr/> <p><b>Effectiveness Results:</b></p>

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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>• Inclusion- Special Education exposed to regular education curriculum with the support of teacher or paraprofessional.</li> <li>• ESL- A part time instructional aid is provided to support LEP students in the classroom.</li> <li>• MAE Teachers- Teachers in place offer support for students with social and emotional issues.</li> <li>• Gifted Teachers- Teachers in place to offer support for students performing above grade level.</li> <li>• 2<sup>nd</sup> – 8<sup>th</sup> grade intervention class- Students receive supplemental instruction (during break out groups) based on their current level of mastery of the ELA and Math curriculum.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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> *Support Service Staffing *Online Intervention Program subscriptions</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 Report Cards DIBELS</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>• A part time instructional aid is provided to support EL students in the classroom.</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 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> EL Para</p>	<p><b>Effectiveness Measure:</b> ELPT Assessment</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Interventions for At-Risk Students**

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Students are considered based on analysis of LEAP 2025 test scores by teachers and administrators, 1<sup>st</sup> quarter interim reports and teacher recommendations based on other factors.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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> Test Scores Interim Reports</p>	<p><b>Effectiveness Measure:</b> Test Scores Interim Reports</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>Based on their area of weakness, students are placed in the appropriate session:</li> <li>Moby Max &amp; Reflex Math for Math remediation.</li> <li>Achieve 3000, SRA, Fast Forward, &amp; Project Read for ELA remediation.</li> <li>Elementary Grades participate in 30 minutes of daily intervention.</li> <li>Junior High students attend an hour and a half of intervention each week.</li> <li>Teachers and paras facilitate the intervention classes and monitor progress through each programs progress reports. Administrators review the progress reports.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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> *Online Subscriptions *SRA materials *Project Read manuals</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 Interim Reports Report Cards Program Reports</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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 that do not respond to intervention are referred to SAT.</li> <li>At this point, the SAT process is implemented in which targeted interventions are in place.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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> </ul>	<p><b>Items Needed:</b> *Intervention reports *SAT documentation</p>	<p><b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 Report Cards Intervention progress reports</p>

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<ul style="list-style-type: none"> <li>If these secondary interventions are not successful students are then referred to Pupil Appraisal for a full team evaluation.</li> <li>The SAT team along with classroom teachers work directly to facilitate student success.</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 checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>Reflex Math for Math remediation.</li> <li>Achieve 3000, SRA, Fast Forward, &amp; Project Read for ELA remediation.</li> <li>Read, Write, Gold for all subjects.</li> <li>Inclusion in the regular education setting with support.</li> <li>Interventions are based on IEP's.</li> </ul>	<b>Goal(s):</b> 1,2,3	<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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> *Online Subscriptions	<b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 Intervention Program Progress Reports Report Cards  <b>Effectiveness Results:</b>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>Read, Write, Gold for all subjects.</li> <li>Brainpop translator</li> </ul>	<b>Goal(s):</b> 1,2,3,	<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> *Online Subscriptions	<b>Effectiveness Measure:</b> LEAP 2025 LEAP 360 Report Cards Online data reports  <b>Effectiveness Results:</b>

**Support and Extended Learning**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Gifted Academic for ELA and Math</li> <li>• Talented Art, Music, and Theater</li> <li>• Algebra 1, Spanish 1, Agriculture 1, Band 1, World Geography &amp; Basic Career Readiness are offered for Carnegie credit.</li> <li>• Occupational Therapy qualified students.</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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflection LEAP 2025 Scaled Score Chart</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>• Enrichment Class 2<sup>nd</sup>- 6<sup>th</sup> Grade- Students receive supplemental instruction (during break out groups) based on their current level of mastery of the ELA and Math curriculum.</li> <li>• KIT Tutoring- Tutoring provided to students who had a D or below on the previous report card and are identified by the McKinney-Vento Act.</li> <li>• Field Trips- At least one trip per year is provided for each grade level to supplement the curriculum.</li> <li>• Extended School Year- Summer School program provided to special education students at risk for regression during long breaks without classroom instruction.</li> <li>• Algebra 1, Spanish 1, Agriculture 1, Band 1, World Geography &amp; Basic Career Readiness are offered for Carnegie credit.</li> <li>• Good News Club and Girl Scouts meet at the school weekly.</li> <li>• School sponsored clubs including Robotics, LEGO, 4H, FFA, FOR, Student Council, Honor Society.</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> <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> *Online Subscriptions *KIT resources</p>	<p><b>Effectiveness Measure:</b> Reflections LEAP 2025 (tutoring)</p> <hr/> <p><b>Effectiveness Results:</b></p>

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

<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):</b> 1,2,3</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></p>	<p><b>Effectiveness Measure:</b> MHP Outcome Chart Discipline Reports Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>The counselor coordinates Red Ribbon Week, Anti-bullying campaign, facilitates peer relations groups, and assesses threats of self-harm.</li> <li>The counselor teaches whole class lessons aimed at preventing child abuse.</li> <li>The counselor facilitates 8<sup>th</sup> grade schedules for high school and establishment of the 5 year career plan.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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></p>	<p><b>Effectiveness Measure:</b> Data Tracking Discipline Reports Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>



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<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>• PBIS quarterly social – Students earn the privilege to attend the quarterly social based on behavior. A student must have no “long discipline forms” for a major discipline infraction in order to attend.</li> <li>• Lee Road token economy (Lee Road bucks)- Students may use their Lee Road Bucks to purchase “extras” such as Water Day, Friends Table, Lunch with the Principal, etc.</li> <li>• Check-in/check-out for students at all grade levels who demonstrate a need.</li> <li>• RTI</li> <li>• Social skills instruction in MAE classes</li> <li>• Progress Monitoring of 8<sup>th</sup> grade behavioral referrals</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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> *Lee Road Bucks</p>	<p><b>Effectiveness Measure:</b> Reflections Discipline Reports</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>• <b>Incoming-</b> New Parent/family Orientation- Administrators review policies and procedures for families new to our school. School supply lists, carline procedures, cafeteria procedures and other school policies are presented. A guided tour of the school facility is provided for all parents/families.</li> <li>• <b>Incoming-</b> Pre-K and Kindergarten Orientation- Teachers meet with incoming parents/families to review procedures and expectations for students.</li> <li>• <b>Outgoing-</b> Cub Day at CHS-Eighth grade students attend an orientation program sponsored by CHS which allows incoming freshman to view the campus and learn about extracurricular activities programs. Guidance counselors from CHS assist our counselor in formulating student schedules for the following school year.</li> <li>• <b>Outgoing-</b> Special Ed transition meetings are held for eighth grade students transitioning to high school who may be in need of special services.</li> </ul>	<p><b>Goal(s):</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 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 *Breakfast Materials *Busses</p>	<p><b>Effectiveness Measure:</b> Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>

## 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:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• <b>PLC</b>- For all teaching staff; presented by the Principal, Assistant Principals, RHT, Technology Teacher, Instructional Coach, and Curriculum Specialists. Substitutes are used to allow some teachers to attend.</li> <li>• Focus of PLC is to improve standardized test scores. Teachers are grouped by grade level or subject matter. Particular emphasis will be given to data driven instruction aligned to the standards. Teachers will focus on creating assessments that are aligned to the standards and designing assessments that are directly correlated to the rigor level of the state standards. From there teachers will design instruction that will adequately prepare students for those assessments.</li> <li>• PLC meetings are bi-weekly during common planning time or with substitutes provided by Title II.</li> <li>• Instructional Coach is tasked to work with teachers and administrators to facilitate and aid in the successful implementation of ReadyGen for K-2.</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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 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 checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>*Substitutes</li> <li>*Snacks</li> </ul>	<p><b>Effectiveness Measure:</b> Reflections LEAP 360 Dibels</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Faculty meetings for parish and state mandated trainings</li> <li>• Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>• After-school, before school, and district sponsored professional development</li> </ul>	<p><b>Goal(s):</b> 1,2,3</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> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Reflection Exit Tickets</p>

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<ul style="list-style-type: none"> <li>• 6<sup>th</sup> -8<sup>th</sup> Grade teachers collaborate quarterly with fellows teachers from the CHS Learning Community.</li> <li>• Tonya Allen, Achieve 3000 representative, will train teachers in Achieve 3000 on November 14, 2018.</li> <li>• ELA &amp; Social Studies teachers attend district level professional development and redeliver to colleagues using Teacher of Teacher models.</li> <li>• Summer Institute is available to all STPSB teachers.</li> <li>• Boost workshops offered by STPSB- open to all teachers.</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>
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**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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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.*

**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 meets quarterly to discuss all outlined school programs defined in the SIP, with the Principal being responsible for collecting the data at the end of the school year and writing the final report. At the final meeting, decisions for modifications are determined to be implemented the following school year.

**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:**

**Overall**-The school's performance on standardized test scores/ DIBELs scores

**Fast Forward-1<sup>st</sup> through 5<sup>th</sup> grade**

- Students who score at risk in Reading/ELA are invited to participate in our Fast-forward Program presented by Shelly Morris, Assistant Principal.
- Student participation is based on teacher referral due to student's deficiency in reading grades.
- The program based reading assessment determines the student's success as well as improvement in student's grades.  
Reading Progress Index Report will be pulled by Mrs. Morris to compare BOY GE with EOY GE for participating students.
- The target growth is .7 years.
- We are looking for 60% of the students to be successful.
- This report will be given to the principal who will write the final evaluation for the tutoring program and submit it to the administration by the last week of school.

• **MHP Evaluation Form**

- The goal of the MHP is to decrease referrals and show academic improvement
- The MHP will complete the STPSB 2018-19 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to the administration no later than 1 day after the end of the third nine week period.
- Program will be considered successful if the program has a 60% success rate.
- A final report will be compiled by the Principal using the data collected.

**Professional Development**

Minutes from all meetings will be taken and filed so a formal evaluation report can be written by principal at end of year.

All meetings will have agendas and sign-in sheets.

All PLC topics relate to improving student achievement.

- The professional development program will be evaluated using Math, Social Studies, and ELA LEAP data.
- SLT, DRKP, and DIBELS data will be used to measure effectiveness.

**BrainPop**

School Log-in report

- The goal is for the program to be used by every teacher at least an average of 30 minutes per teacher per year.
  - We will divide the total number of minutes the program was in use by the number of teacher who have access.
  - Results will be used to determine if professional development is needed for the use of the program.
- Stacey Hoover will collect the data and Principal will write the final report.

**MobyMAX-All grades and all students**

- Each Math teacher K-8 will keep a list of students
- Students in the program will be tracked by Grade Equivalent from October to March.
- Starting GE will be subtracted from end GE. Looking for one half year growth
- Class lists will be given to Stacey Hoover for compilation.
- Program goal is for 70% of the students to be successful.

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

- The results of the evaluation will be reported at the first faculty meeting after the final report is completed. It will also be reported at the first PLC meeting of the new year by the administration.

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal: Kalinda Fauntleroy**
- **Student: Caroline Frederick**
- **Teacher: Stacey Hoover**
- **Teacher: Trina LeBlanc**
- **Parent/Family: Kourtney Leto**
- **Parent/Family: Donna Sharp**
- **Community Member: Kenneth Barker**

**Parent/Family Engagement Committee**

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

**Members Include:**

- **Principal: Kalinda Fauntleroy**
- **Student: Caroline Frederick**
- **Teacher: Stacey Hoover**
- **Teacher: Trina LeBlanc**
- **Parent/Family: Kourtney Leto**
- **Parent/Family: Donna Sharp**
- **Parent/Family: Melinda Shaffett**