

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Tchefuncte Middle



St. Tammany Parish Public Schools

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

3/15/2019

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
For grades 4-6, the Student Growth to Mastery Index is the highest index at 95.5 points in 2018.	For grades 4-6, the Assessment Index decreased over the past three years from 90 points (2016) to 87.4 points (2018).
From 2016 to 2018, the 4 th grade ELA Index has increased from 92.1 points to 102.3 points on the Assessment Index. In Social Studies, 5 th grade increased from 2017 to 2018 by 8.9 points on the Assessment Index. For grades 4-6, the suspension rate decreased from 3.5% (2017) to 2.2% (2018) according to Discipline Data.	Over a three-year period from 2016 to 2018, the 5 th grade Math index has decreased by 9 points; 87.4 points to 78.4 points. From 2017 to 2018, the 6 th grade ELA index has decreased by 8.4 points; 95.4 points to 87.0 points.
The 6 th grade Social Studies Index is a strength with a score of 88.3 points (2018) as compared to 4 th and 5 th grades. The 4 th grade ELA Index is a strength with scores of 92.1 points (2016), 98.4 points (2017), and 102.3 points (2018).	Compared to 4 th and 6 th , 5 th grade shows a weakness in math with index scores of 76.2 points (2017) and 78.4 points (2018). 5th grade shows a weakness in Social Studies with index scores of 78.3 points (2016), 69.4 points (2017), and 78.3 points (2018).
ELA is a strength in 4 th grade with 102.3 points (2018) and in 5th grade with 88.9 points (2018); Social Studies is a strength in 6th with 88.3 points (2018) according to the Assessment Index.	Compared to 4 th and 6 th , 5 th grade Social Studies is a weakness with 78.3 points (2016), 69.4 points (2017), and 78.3 points (2018) according to the Assessment Index.
The Asian/PI subgroup shows a strength in ELA with 99.5 points (2018), which is 7.1 points higher than the whole school score according to Assessment Index. Asian/PI subgroup shows a strength in Math with 94.7 points (2018), which is 10.1 points higher than the Whole School score according to the Assessment Index.	The Black subgroup shows a weakness in ELA with 59.2 points (2018), which is 33.2 points lower than the Whole School score according to Assessment Index. The Black subgroup shows a weakness in Math with 53.2 points (2018), which is 31.4 points lower than the Whole School score according to Assessment Index.
A strength in ELA with Hispanic subgroup with Assessment Index scores of 76.4 points (2016), 90.7 points (2017), and 91 points (2018). A strength in ELA with Students with Disabilities subgroup with 57.5 points (2016), 62.6 points (2017), and 64.2 points (2018) according to the Assessment Index.	A weakness in ELA in the Black subgroup with Assessment Index scores of 80.9 points (2016), 75.7 points (2017), and 59.2 points (2018). Math is a weakness for the Economically Disadvantaged subgroup with scores of 73.6 points (2016), 71.2 points (2017), and 67.6 points (2018) according to the Assessment Index.

Tchefunct Middle 2018-2019

<p>The White subgroup shows a decreasing achievement gap in Math based on Assessment Index score gaps of 17.3 points (2017) and 7.9 points (2018). The Hispanic subgroup shows a decreasing achievement gap in Math based on Assessment Index score gaps of 35.4 points (2016), 26 points (2017), and 16.2 points (2018).</p>	<p>The Black subgroup shows an increasing achievement gap in ELA based on Assessment Index score gaps of 23.9 points (2017) and 40.3 points (2018) and the Economically Disadvantaged subgroup shows an increasing achievement gap in ELA based on Assessment Index score gaps of 18.6 points (2017) and 20.6 points (2018).</p>
<p>ELA is a strength for Asians at 99.5 points, 7.1 points above the Whole School, and Whites at 94.5 points, 2.1 points above the Whole School (2018). Hispanic students show a trending increase of 76.4 points (2016), 90.7 (2017), and 91.0 (2018) on the ELA Assessment Index.</p>	<p>Math is a weakness for Blacks at 53.2 points, 31.4 points below the Whole School, and Students with Disabilities at 52.1 points, 32.5 points below the Whole School (2018). Economically Disadvantaged students show a trending decrease of 73.6 points (2016), 71.2 points (2017), and 67.6 points (2018) on the Math Assessment Index.</p>
<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>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019, the whole school Math Assessment Index for expressing mathematical reasoning will increase by 5 points as follows: 4th grade from 58 to 63 points 5th grade from 42 to 47 points 6th grade from 60 to 65 points</p>	
<p>2. From Spring 2018 to Spring 2019, the whole school ELA Assessment Index for written expression will increase by 10 points as follows: 4th grade from 76 to 86 points 5th grade from 45 to 55 points 6th grade from 48 to 58 points</p>	
<p>3. From Spring 2018 to Spring 2019, the Math Assessment Index for Blacks will increase by 5 points from 53.2 to 58.2.</p>	
<p>4. From Spring 2018 to Spring 2019, the ELA Assessment Index for Economically Disadvantaged will increase by 5 points from 78.9 to 83.9.</p>	
<p>5. From Spring 2018 to Spring 2019, the 5th grade Social Studies Assessment Index will increase by 2 points from 78.3 to 80.3.</p>	

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>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • SIP Committee includes a parent representative during the design phase. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • SIP plan will be posted on the website; parents are encouraged to evaluate the plan and email administration with feedback. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: School Website and email</p>	<p>Effectiveness Measure: Received and analyzed of parental feedback by the administrative team on a weekly basis.</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • The SIP plan and Assessment Index results are made available to parents and community stakeholders via the school website. Feedback in the form of emails to administration is encouraged. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Handouts School Website</p>	<p>Effectiveness Measure: Sign-In sheets, exit tickets, and emails</p>

Tchefunctc Middle 2018-2019

<ul style="list-style-type: none"> Parents and community stakeholders are invited and encouraged to attend multiple PFE activities where SIP and Assessment Index are discussed. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> PFE activities such as open house, curriculum night, pancakes with parents, administration presentations at monthly PTA meetings, as well as teacher overviews/websites, JPAMS, weekly folders, and school website include information regarding strategies and activities in the SIP, curriculum, assessments, and student progress. 	Goal(s): 1, 2, 3, 4, 5	Budgets 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	Items Needed: Handouts School Websites Pancakes Teacher Websites Weekly folders	Effectiveness Measure: Sign-in sheets, teacher website tracking reports, exit tickets, emails, and weekly folder communication sheets Effectiveness Results:
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. 	Goal(s): 1, 2, 4, 5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Copies as needed	Effectiveness Measure: Contact Log Effectiveness Results:

Tchefuncte Middle 2018-2019

<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p>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.</p> <p>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open house hosted in August 2018 at which administration presents a general overview of school expectations, academic standards, educational programs, and assessments. Classroom teachers present classroom specific expectations, grade level content standards, behavior expectations, grading policies, and assessments. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Copies as needed</p>	<p>Effectiveness Measure: Sign-in sheets and exit tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Curriculum Night hosted in January 2019 at which administration presents a general overview of the SIP plan and refreshers on academic programs, state-wide assessments, and behavioral concerns. Classroom teachers 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Copies as needed Google document (survey)</p>	<p>Effectiveness Measure: Sign-in sheets, exit tickets, and google document feedback survey</p>

Tchefunct Middle 2018-2019

<p>will give an in-depth instructional presentation on ELA and math curriculums.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Pancakes with Parents will be hosted May 2019 at which parents will be introduced to summer literacy programs and mathematical instruction activities that align with state standards to maintain student achievement over the summer. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Achieve 3000 Moby Max Copies as needed Rewards</p>	<p>Effectiveness Measure: Sign-in sheet, Achieve 3000 and Moby Max data reports</p> <hr/> <p>Effectiveness Results:</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>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • We use the STPSB Guaranteed Curriculum for all core subjects along with Tier 1-Eureka as a Math resource and Tier 1-Guidebooks for ELA school-wide. Programs include Achieve 3000 and MobyMax. Strategies include RDW (Read, Draw, Write), Writing Strategies (RACE/CER), DBQ (Document Based Questions), small group instruction, standards-based assessments, and PLC (Professional Learning Committee) for instructional data analysis, materials prep, and teacher professional development. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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>Items Needed: Guidebooks, Eureka resources, Achieve3000, MobyMax, copies as needed, substitute teachers, spreadsheets</p>	<p>Effectiveness Measure: Collection and analysis of the following student data during PLCs, exit tickets, Achieve3000 reports, MobyMax reports, LEAP 360 diagnostic, interim, and benchmark, LEAP 2025, and JPAMS</p> <hr/> <p>Effectiveness Results:</p>

Tchefuncte Middle 2018-2019

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Exit tickets • Eureka mid/end unit assessments • DBQ (Document Based Questions) • LEAP 360 • LEAP 2025 • Cold Reads • Culminating Writing Tasks • Achieve3000 • Teacher created standards based assessments • MobyMax 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Achieve3000, MobyMax, Eureka resources, Guidebook resources</p>	<p>Effectiveness Measure: Collection and analysis of the following student data: teacher reflection, exit tickets, Achieve3000 reports, MobyMax reports, LEAP 360 diagnostic, interim, and benchmark, LEAP 2025, and JPAMS</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve3000 Boost • LEAP Connect • Project Read • Fast Forward • Reflex Math 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Achieve3000, Unique Learning resources, Project Read resources, Fast Forward licenses, Reflex Math licenses</p>	<p>Effectiveness Measure: Achieve3000reports, LEAP Connect scores, Assessment reports from Project Read, Reflex Math, and Fast Forward</p> <hr/> <p>Effectiveness Results:</p>

Tchefunct Middle 2018-2019

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Translation for MobyMax and Achieve3000 Rosetta Stone Project Read Fast Forward 	<p>Goal(s): 1,2,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" 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>Items Needed: MobyMax, Achieve3000, Rosetta Stone, Project Read, and Fast Forward, EL Para</p>	<p>Effectiveness Measure: Data reports from MobyMax, Achieve3000, Rosetta Stone, Project Read, and Fast Forward, and EL Para progress reports, ELPT assessment results, EL Para/Teacher communication forms</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Data, observations, and input are monitored by teachers and parents. The PLC process supports data collection and analysis with fidelity and is facilitated by the Instructional Data Analyst. The following information is collected to determine interventions for at-risk students:</p> <ul style="list-style-type: none"> Data analysis of LEAP 2025, LEAP Connect, LEAP 360, JPAMS, Achieve3000, MobyMax, Exit Tickets, Writing Prompts, and Standards-Based Assessments Teacher Observations Parental Input 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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>Items Needed: Substitutes, Instructional Data Analyst, copies as needed, Achieve3000, MobyMax</p>	<p>Effectiveness Measure: Benchmark tracking worksheet, Growth to Mastery worksheet, SLT worksheet, JPAMS, Achieve3000 and MobyMax data reports, and student work samples</p> <hr/> <p>Effectiveness Results:</p>
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Tchefuncte Middle 2018-2019

<p>Opportunities and Interventions for Students in Need: Interventions are monitored by teachers. The PLC process supports data collection and analysis with fidelity and is facilitated by the Instructional Data Analyst. The following classroom interventions are used for students in need:</p> <ul style="list-style-type: none"> • Small group instruction • Achieve3000 • MobyMax • Teacher Assistance Team (TAT) 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Achieve3000, MobyMax, copies as needed, TAT Coordinator</p>	<p>Effectiveness Measure: Assessment scores, teacher collected data/observations, Achieve3000 and MobyMax data reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: If a student remains at-risk after the interventions prescribed by the Teacher Assistance Team, the student is referred to the Student Assistance Team. The SAT consists of SAT Coordinator, Pupil Appraisal Psychologist, Speech Therapist, Teacher, and Parent. At the meeting it is determined, based on student instructional data, whether to continue interventions with possible 504 plan or to refer for an academic evaluation.</p>	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, SAT, TAT</p>	<p>Effectiveness Measure: Collection and analysis of student instructional data</p> <hr/> <p>Effectiveness Results:</p>

Tchefuncte Middle 2018-2019

<p>Interventions Specific to <u>Students with Disabilities</u>: The following is monitored by the Special Education Teachers, Speech Therapist, and Regular Education Teachers:</p> <ul style="list-style-type: none"> • Achieve3000 Boost • Project Read • Fast Forward • Reflex Math 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 	<p>Items Needed: Copies as needed, Achieve3000, Project Read, Fast Forward, Reflex Math resources</p>	<p>Effectiveness Measure: Student instructional data collected from interventions</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>: The following are monitored by the EL Para and Classroom Teacher:</p> <ul style="list-style-type: none"> • Translation for MobyMax and Achieve3000 • Rosetta Stone • Project Read • Fast Forward 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" 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>Items Needed: MobyMax, Achieve3000, Rosetta Stone, Project Read, and Fast Forward, EL Para</p>	<p>Effectiveness Measure: Para/Teacher communication forms</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • Academic and Enrichment Models for Gifted • Talented Art, Music, and Theatre • Art, Music, P.E., Library, Band, and Chorus • Cultural Arts provided by an Artist in Residence • Occupational services include: VI, OT, PT, APE, Speech, Deaf and Hard of Hearing • Tutoring for failing KIT students • PTA funding for Achieve3000, MobyMax, Cultural Arts Program, Technology, Teacher Supply Allotment, Junior Achievement Day, and Abilities Awareness Day • Career Day • Shadow Day 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 	<p>Items Needed: Copies as needed, Artist in Residence, Art supplies, P.E. & Music equipment</p>	<p>Effectiveness Measure: Teacher observations, Assessment scores, and Community Stakeholder feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • After school KIT tutoring provided by classroom teachers in core content as needed on a weekly basis. • Within the school day, students participate in Beignet Buddies, Orchestra/Strings, Choir/Band, and Broadcast. • After school clubs include drama, pep club, robotics, stem club, book club, yoga, chess club, running gators, young mens' choir, show choir, acapella choir, builder's club, student government association, and presidential fitness meet. • Community events include GatorFest, Grandparents Breakfast, Grade Level Social/Dance, PTA sponsored Reflections Contest, Food Drives, Veteran's Day Program 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Event supplies, copies as needed</p>	<p>Effectiveness Measure: Participant feedback, sign-in sheets, contest results</p> <hr/> <p>Effectiveness Results:</p>

<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) 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. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: MHP</p>	<p>Effectiveness Measure: MHP documentation</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Small group counseling sessions on topics such as social skills, anxiety, and coping strategies Individual student counseling sessions Classroom Sexual Abuse Education Red Ribbon Week Coordinator Monthly Virtue Presenter <p>All of the above are monitored and documented in a log.</p>	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Counselor</p>	<p>Effectiveness Measure: Counselor documentation log</p> <hr/> <p>Effectiveness Results:</p>

Tchefuncte Middle 2018-2019

Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • The first level of discipline begins with parents and students themselves. Appropriate language, dress, attendance, and actions are the first step toward avoiding the discipline process that the school must provide. The school wants to support parents and families in their desire • to educate their children through a Positive Behavior Intervention Strategy (PBIS) • Three to Four teachers per grade level volunteer to serve on the PBIS committee. This committee meets prior to the beginning of school to map student and teacher positive behavior plans for the entire school year. They continue to meet on a bi-monthly basis to examine discipline data and implement behavioral based programs. • Tier One Intervention: The PBIS committee creates a monthly virtue which is taught by all teachers and reiterated each day on morning announcements by the school administration. The virtue is introduced each month at a “Monthly Morning Meeting” for each grade level. The administration and counselor use this time to set behavioral expectations and address those behaviors identified through jPAMS data reports that need reteaching. Students are rewarded by their classroom teacher and fellow students as “Student of the Month.” The students are given a yard sign, lanyard with fast access cafeteria pass, and acknowledgement by administration. Students are able to earn “Gator Gold” currency from any school employee. Students who earn Gator Gold for appropriate behavior are rewarded with extra recesses, quarterly celebrations, and classroom reward systems. Teachers and staff are responsible for discipline in their classrooms, in the halls, and on school property or at school functions. Teachers and staff have a clearly thought out personal discipline philosophy, classroom rules, and procedures that reflect that philosophy. 	<p>Goal(s): 1, 2,3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Binders, paper, Gator Golds, Student of the Month yard signs, lanyards,</p>	<p>Effectiveness Measure: Weekly Gator Club data, jPAMS reports</p> <hr/> <p>Effectiveness Results:</p>

Tchefuncte Middle 2018-2019

<p>1. Consequences will be campus based and must follow a progression of these steps: a. classroom management strategies with documented interventions b. student/teacher conferences, c. 1st communication with parent via written notification conferences with possible loss of privilege d. 2nd communication with parent via phone conversation possible loss of privilege e. 3rd communication with parent via parent/teacher conference with possible loss of privilege f. office referral 2. Consequences will be explained to the students. 3. It is not the severity of the consequence, but the consistency that causes behavioral change. 4. Some behaviors may result in an immediate loss of privilege or office referral.</p> <p>PBIS Events include “Bounce Out Bullying”, ByStander Revolution Assembly,</p> <p>Tier 2 Interventions include “The Gator Club.” This is a check in and out program designed to give positive feedback a minimum of 5 times per day to those students who continue to struggle with school wide behavioral expectations. Students are identified by classroom teachers and this intervention is given through the Teacher Assistance Team. Students check in and out with a mentor teacher who helps the student see positive and areas of improvement for the next school day. Teachers provide three to four goals which are individualized for the program participant. The student earns points for each goal. A percentage goal is obtained for each student. The mentor teachers turn in weekly data which is put in to an excel graph for administration review and to determine success of the program for the student. The Tier 2 Discipline Committee meets quarterly to assess the effectiveness of the program for each student.</p>				
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Tchefuncte Middle 2018-2019

Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> Upcoming fourth grade students participate in Passage Day at the end of their third grade year. Administration meets with the upcoming students to provide an overview of Tchefuncte Middle School. Students attend a fourth grade classroom and participate in a question/answer session. The students then tour the school given by fourth grade Student Government Association Representatives. Incoming families attend a New Parent Orientation prior to the first day of school. Administration and PTA meet with new parents to give the procedures, policies, and volunteer opportunities. Sixth grade students tour Mandeville Junior High where students become familiar with the policies, programs, and procedures of the school. Sixth grade parents attend Mandeville Junior High Parent Night to become familiar with the policies, programs, and procedures of the school. 	<p>Goal(s):</p> <p>1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>School handouts</p>	<p>Effectiveness Measure:</p> <p>Exit Tickets</p> <hr/> <p>Effectiveness Results:</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>Professional Learning Communities (PLCs): Grade level subject teams meet every three weeks. Teachers identify weaknesses and strengths specific to individual or groups of students using formative and summative standards based assessments and analyze this data to make instructional decisions.</p> <p>Administration created a position of Instructional Data Analyst to assist teachers in analyzing intervention data.</p>	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" 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>Items Needed: Copies as needed, data tracking sheets, Standards based assessments, Instructional Data Analyst, substitutes, EXIT Tickets</p>	<p>Effectiveness Measure: Student Instructional data, Sign In Sheets, Post Conferences with individual teachers, EXIT Ticket</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Curriculum Specialist for Tier I curriculum implementation and support specifically for Guidebooks and Eureka Math • Teachers attend parish wide training • Summer Institute is offered to all teachers. Administration recommends specific session to specific teachers as noted in COMPASS evaluations. • Administration recommends teacher leaders to attend Teacher Leader Summit, District/State Teacher Leader Events • Administrators attend School Leadership Center week long professional development to further knowledge of instructional coaching and development of school goals based on data analysis • Administrators conduct instructional walks daily and debrief teachers with specific, descriptive feedback • Teachers are encouraged to participate in curriculum development opportunities 	<p>Goal(s): 1, 2, 3, 4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Debrief forms, EXIT Tickets, Curriculum Specialists, Curriculum materials</p>	<p>Effectiveness Measure: Sign In Sheets, Professional Development Survey, Instructional Walk Through Debrief Forms, EXIT ticket</p> <hr/> <p>Effectiveness Results:</p>

Tchefunct Middle 2018-2019

<ul style="list-style-type: none"> Administration team and teachers host a new teacher orientation meeting 				
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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.

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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:

- Every 3 weeks SIP is monitored through PLC process
- Teachers set Student Learning Target (SLT) goals in Fall of 2018, add interim data in January, and final benchmark data to be added in March.
- Instructional Walks are conducted daily by Administration and specific, descriptive feedback is given to each teacher.

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 is created by Administration which includes representatives from each grade and content level, the instructional data analyst, the technology resource teacher, and community stakeholders.
- SIP Committee participates in Data Analysis meetings and creates the SIP plan in the Fall of 2018.
- When School Performance Scores are released in the Fall of 2018 the SIP committee will meet to identify effectiveness and make adjustments to the 2018-2019 plan as needed.
- SIP Committee will meet on a quarterly basis to analyze any results and make adjustments as needed.

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

- SIP plan is posted on the Tchefuncte Middle School website with evaluation results noted in the Fall after School Performance Scores have been released.
- The faculty will be provided and guided through a powerpoint at the December 2018 faculty meeting to share results.

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Dr. Mitch Stubbs**
- **Assistant Principal: Gina Gipson**
- **Student:**
- **Teacher: Caren Bermudez**
- **Teacher: Desiree Maguire**
- **Teacher: Lauren Fauquier**
- **Teacher: Brandi Domangue**
- **Instructional Data Analyst: Michele Cassidy**
- **Technology Resource Teacher: Mary Boudreaux**
- **Parent/Community Member: Wendi Corales**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Dr. Mitch Stubbs**
- **Assistant Principal: Gina Gipson**
- **Student:**
- **Teacher: Caren Bermudez**
- **Teacher: Desiree Maguire**
- **Teacher: Lauren Fauquier**
- **Teacher: Brandi Domangue**
- **Instructional Data Analyst: Michele Cassidy**
- **Technology Resource Teacher: Mary Boudreaux**
- **Parent/Community Member: Wendi Corales**