

2020-21

School Improvement Plan Addendum

Tchefuncte Middle School



St. Tammany Parish Public Schools

**2020-21 SIP Disclaimer: Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

Tchefuncte Middle School 2020 DATA ANALYSIS

STRENGTHS	WEAKNESSES
Our Progress Index has been consistently high. Growth from 2018 to 2019 was 4.4 points.	The Assessment Index for Social Studies for fourth and sixth grades showed a decline from 2018 to 2019 of 6.1 points and 3.8 points, respectively.
From 2018 to 2019, the Assessment Index for fifth grade has grown in all content areas – ELA growth of 9.4 points, Math growth of 15.1 points, Science growth of 7 points, and Social Studies growth of 17.7 points.	According to the 2019 Subgroup School Performance Score, Official Subgroups of Weakness are LEP (2019 = 63.1 points = C) and Students with Disabilities (2019 = 69.8 points = C).
The Assessment Index Trend for “Whole School” in Math increased by 5.8 points from 2018 to 2019.	On the 2019 Assessment Index, sixth grade shows a weakness in Math with a decline of 0.7 points from 2018 (86.2) to 2019 (85.5)
The Assessment Subject Index for ELA is a strength for “Whole School” with 91.8 points (2016), 93.4 points (2017), and 91.7 (2018), and 96.6 points (2019).	According to the 20-21 LEAP 360 Diagnostic Assessment, all grade levels show a weakness in the Written Expression Proficiency Attainment Subclaim Development of Ideas with Evidence earning 0.9 of 4 points (4 th), 0.7 of 4 points (5 th), and 0.7 of 4 points (6 th).
According to the 20-21 LEAP 360 Diagnostic Assessment, all grade levels show a strength in Percent Correct for the ELA Subclaim Reading Vocabulary with 4 th at 61%, 5 th at 64%, 6 th at 66%.	According to the 20-21 LEAP 360 Diagnostic Assessment, 4 th and 5 th grades show weakness in Percent Correct for the ELA Subclaim Reading Informational Texts, with 38% and 48%, respectively.
According to the 20-21 LEAP 360 Diagnostic Assessment, 6 th grade shows a strength in Percent Correct for the ELA Subclaim Reading Informational Text at 71%.	According to the 20-21 LEAP 360 Diagnostic Assessment, all grade levels show weakness in Percent Correct for Math LEAP II (Written arguments/justifications, critique of reasoning, or precision in mathematical statements – Constructed Response) with 4 th at 21%, 5 th at 9%, and 6 th at 41%.
According to the 20-21 LEAP 360 Diagnostic Assessment, 6 th grade shows a strength in Percent Correct for the ELA Text Complexity RA/MOD (moderately complex to readily accessible) at 75%.	According to the 20-21 LEAP 360 Diagnostic Assessment, all grade levels show weakness in Percent Correct for Math LEAP III (Modeling/Application in a real-world context or scenario – Constructed Response) with 4 th at 33%, 5 th at 8%, and 6 th at 38%.
According to the 20-21 LEAP 360 Diagnostic Assessment, 4 th grade shows a strength in Percent Correct for the Math Subcategory OA/NB (Operations and Algebraic Thinking/Numbers and Operations in Base Ten) at 66%.	According to the 20-21 LEAP 360 Diagnostic Assessment, all grade levels show weakness in Percent Correct for Math Subcategory MP (Math Practices) 4 th at 27%, 5 th at 9%, and 6 th at 39%.

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<p>According to the 20-21 LEAP 360 Diagnostic Assessment, 5th grade shows a strength in Percent Correct for the Math Subcategory OA/NF (Operations and Algebraic Thinking/Numbers and Operations - Fractions) at 65%.</p>	
<p>According to the 20-21 LEAP 360 Diagnostic Assessment, 5th grade shows a strength in Percent Correct for the Math Subcategory OA/NF (Operations and Algebraic Thinking/Numbers and Operations - Fractions) at 65%.</p>	
<p>According to the 20-21 LEAP 360 Diagnostic Assessment, 6th grade shows a strength in Percent Correct for the Math Subcategories EE (Expressions and Equations) and NS (Number Systems) at 63% and 59%, respectively.</p>	
<p>DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT, 2018 and 2019 TMS School Improvement Plans</p>	

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

Goal #1: From the 20-21 LEAP 360 Diagnostic Assessment administered in Fall 2020 to the LEAP 2025 Assessment administered in Spring 2021, 4th & 5th grades will increase scores in the Percent Correct for the ELA Subclaim Reading Informational Texts by 15% points, from 38% to 53% and 48% to 63%, respectively.

Action Plan:

Parent and Family Engagement:

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 are encouraged.

During our Virtual Open House, a general overview of school expectations, academic standards, educational programs, and assessments are presented to stakeholders. Classroom teachers present classroom specific expectations, grade level content standards, behavior expectations, grading policies, and assessments.

Additionally, administration presentations at monthly PTA meetings, as well as teacher overviews/Google Classrooms, JPAMS, weekly folders, and school website include information regarding strategies and activities in the SIP, curriculum, assessment, and student progress.

Core Instruction:

We use the STPSB Guaranteed Curriculum along with Tier 1-Guidebooks for ELA school-wide. Programs include Achieve 3000 and the Writing Revolution. Strategies include FOCUS Time (Intervention/enrichment block), RDW (Read, Draw, Write), Writing Strategies (RACE/CER), DBQ (Document Based Questions), small group instruction, standards-based assessments, PLC (Professional Learning Committee) for instructional data analysis, creation and use of common assessment, materials prep, and teacher professional development, and Professional Development for teachers from ELA Content Leaders and District Coordinators for ELA Writing strategies.

Assessment Instruments include:

- Exit tickets
- Common Assessments

Effectiveness Measure:

Overall - Collection and analysis of the following student data: assessment scores, rubrics, student work samples, teacher reflection of instructional data during PLCs, exit tickets, Achieve3000 reports, LEAP 360 diagnostic, interim, and benchmark, LEAP 2025, and JPAMS.

Additional for SPED - LEAP Connect scores, and IEP Progress Reports prepared by SPED teachers.

Additional for EL -EL Para progress reports, ELPT assessment results, and EL Para/Teacher communication forms.

Effectiveness Results:

Reflection on Results:

- DBQ (Document Based Questions)
- LEAP 360
- Cold Reads
- Culminating Writing Tasks
- Extension Tasks
- Achieve3000
- Teacher created standards based assessments
- MobyMax

Intervention Instruction:

Teachers identify weaknesses and strengths specific to individual or groups of students using common formative and summative standards based assessments and analyze this data to make instructional decisions for classroom instruction and FOCUS Time placement and instruction.

Administration created a position of Instructional Data Analyst to assist teachers in analyzing intervention data.

Data, observations, and input are monitored by teachers and parents. The PLC process supports data collection and analysis with fidelity for classroom instruction and creation and implementation of FOCUS Time (Intervention/enrichment block) and is facilitated by the Instructional Data Analyst. The following information is collected to determine interventions for at-risk students:

- Data analysis of LEAP Connect, LEAP 360, JPAMS, Achieve3000, MobyMax, Exit Tickets, Writing Prompts and Rubrics, and Common Standards-Based Assessments
- Teacher Observations
- Parental Input

The following classroom interventions are used for students in need:

- Small group instruction
- Achieve3000
- MobyMax
- Teacher Assistance Team (TAT)

FOCUS Time, our Intervention/Enrichment Block, provides daily targeted instruction by grade level teachers outside of the normal classroom to support student specific learning needs, remediate student specific learning gaps, and enrich our standards based curriculum. Placement in intervention or enrichment

groups is based on instructional data and teacher observations. FOCUS Time occurs daily for 30 minutes. The following FOCUS Time interventions are used for students in need:

- Targeted standards based activities
- Small group instruction
- Individualized instruction
- Project Based Learning

Interventions are monitored by teachers. The PLC process supports data collection and analysis with fidelity and is facilitated by the Instructional Data Analyst.

Special Populations (Sped, EL, etc.):

For EL Students:

- EL Paraprofessional provides translation for Achieve3000 as necessary
- The ELPT Assessment is administered
- EL students attend all core curriculum in Regular Ed setting with peers

The following are monitored by the EL Para and Classroom Teacher:

- Translation for MobyMax and Achieve3000
- Rosetta Stone
- Project Read
- Fast ForWord

For SPED Students:

- Achieve3000 Boost
- LEAP Connect curriculum for LEAP Connect students
- Instruction in Resource or Inclusion models
- Paraprofessional support

Professional Development:

- Curriculum Specialist for Tier I curriculum implementation and support specifically for Guidebooks
- Teachers attend parish wide training, specifically for The Writing Revolution and Project READ Linguistics
- ELA Content Leaders are trained and redeliver content updates and teaching strategies
- 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
- Administration team and teachers host a new teacher orientation meeting
- Monthly SPED Department Meetings
- Content Department Faculty Meetings

Goal #2: From the 20-21 LEAP 360 Diagnostic Assessment administered in Fall 2020 to the LEAP 2025 Assessment administered in Spring 2021, all grade levels will increase scores by 20% points in Percent Correct for Math LEAP II (Written arguments/justifications, critique of reasoning, or precision in mathematical statements – Constructed Response) from 21% to 41% (4th), from 9% to 29% (5th), and from 41% to 61% (6th).

Action Plan:

Parent and Family Engagement:

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 are encouraged.

During our Virtual Open House, a general overview of school expectations, academic standards, educational programs, and assessments are presented to stakeholders. Classroom teachers present classroom specific expectations, grade level content standards, behavior expectations, grading policies, and assessments.

Additionally, administration presentations at monthly PTA meetings, as well as teacher overviews/Google Classrooms, JPAMS, weekly folders, and school website include information regarding strategies and activities in the SIP, curriculum, assessment, and student progress.

Core Instruction:

We use the STPSB Guaranteed Curriculum along with Tier 1-Eureka and Ready Math school-wide. Programs include MobyMax, Zearn (4th and 5th only), iReady, and Mystery Science. Strategies include FOCUS Time (Intervention/enrichment block), RDW (Read, Draw, Write), small group instruction, standards-based assessments, PLC (Professional Learning Committee) for instructional data analysis, creation and use of common assessment, materials prep, and teacher professional development, and Professional Development for teachers from Math Content Leaders and District Coordinators for Math strategies.

Assessment Instruments include:

- Exit tickets
- Eureka mid/end unit assessments
- Common Assessments
- DBQ (Document Based Questions)
- LEAP 360
- Teacher created standards based assessments
- MobyMax
- Zearn (4th and 5th)

Effectiveness Measure:

Overall - Collection and analysis of the following student data: assessment scores, student work samples, teacher reflection of instructional data during PLCs, exit tickets, MobyMax reports, Zearn reports, iReady reports, LEAP 360 diagnostic, interim, and benchmark, LEAP 2025, and JPAMS.

Additional SPED - LEAP Connect scores, Assessment reports from Reflex Math, and IEP Progress Reports prepared by SPED teachers.

Additional EL: EL Para progress reports, ELPT assessment results, and EL Para/Teacher communication forms.

Effectiveness Results:

Reflection on Results:

- iReady (6th)

Intervention Instruction:

Teachers identify weaknesses and strengths specific to individual or groups of students using common formative and summative standards based assessments and analyze this data to make instructional decisions for classroom instruction and FOCUS Time placement and instruction.

Administration created a position of Instructional Data Analyst to assist teachers in analyzing intervention data.

Data, observations, and input are monitored by teachers and parents. The PLC process supports data collection and analysis with fidelity for classroom instruction and creation and implementation of FOCUS Time (Intervention/enrichment block) and is facilitated by the Instructional Data Analyst. The following information is collected to determine interventions for at-risk students:

- Data analysis of LEAP Connect, LEAP 360, JPAMS, MobyMax, Zearn, iReady, Exit Tickets, and Common Standards-Based Assessments
- Teacher Observations
- Parental Input

The following classroom interventions are used for students in need:

- Small group instruction
- MobyMax
- Zearn
- iReady
- Teacher Assistance Team (TAT)

FOCUS Time, our Intervention/Enrichment Block, provides daily targeted instruction by grade level teachers outside of the normal classroom to support student specific learning needs, remediate student specific learning gaps, and enrich our standards based curriculum. Placement in intervention or enrichment groups is based on instructional data and teacher observations. FOCUS Time occurs daily for 30 minutes. The following FOCUS Time interventions are used for students in need:

- Targeted standards based activities
- Small group instruction
- Individualized instruction

- Project Based Learning

Interventions are monitored by teachers. The PLC process supports data collection and analysis with fidelity and is facilitated by the Instructional Data Analyst.

Special Populations (Sped, EL, etc.):

For EL Students:

- EL Paraprofessional provides translation for programs as necessary
- The ELPT Assessment is administered
- EL students attend all core curriculum in Regular Ed setting with peers

The following are monitored by the EL Para and Classroom Teacher:

- Translation for MobyMax and iReady
- Rosetta Stone
- Project Read
- Fast ForWord

For SPED Students:

- LEAP Connect curriculum for LEAP Connect students
- Reflex Math
- Instruction in Resource or Inclusion models
- Paraprofessional support

Professional Development:

- Curriculum Specialist for Tier I curriculum implementation and support specifically for Eureka and Ready Math
- Teachers attend parish wide training
- Math Content Leaders are trained and redeliver content updates and teaching strategies
- 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
- Administration team and teachers host a new teacher orientation meeting
- Monthly SPED Department Meetings
- Content Department Faculty Meetings

Additional School Actions

- *Include new actions the school is taking to improve overall student growth
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

Additional Actions: (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- Google Certified teachers on staff train all teachers, including Enrichment teachers to enhance their use of Google Classroom (basic and intermediate Google Classroom, Google Meet for whole class and small group instructions, KAMI, Nearpod, etc.).
- After school KIT tutoring provided by classroom teachers in core content as needed on a weekly basis.

2020-2021 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Mitch Stubbs**
- **Assistant Principal: Gina Gipson**
- **Technology Resource Teacher: Caren Bermudez**
- **Instructional Data Analyst: Michele Cassidy**
- **Teacher: Chelsea Ford**
- **Parent/Family: Christy Delgado**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Mitch Stubbs**
- **Assistant Principal: Gina Gipson**
- **Technology Resource Teacher: Caren Bermudez**
- **Instructional Data Analyst: Michele Cassidy**
- **Teacher: Chelsea Ford**
- **Student: Tessa Abram**
- **Parent/Family: Christy Delgado**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Tchefuncte Middle



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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
The Progress Index has been consistently high from 2018 (95.5 points) to 2019 (99.9 points) with a growth of 4.4 points.	The Assessment Index score has shown minimum growth from 2016 (90.0 points) to 2019 (91.1 points), with a growth of 1.1 points over the past 4 years.
According to the Assessment Index, fifth grade has shown growth in ELA from 2017 (86.0) to 2019 (95.4), with a growth of 9.4 points; Math from 2017 (75.9) to 2019 (91.0), with a growth of 15.1 points; Science from 2017 (84.1) to 2019 (91.1), with a growth of 7 points; Social Studies from 2017 (69.4) to 2019 (87.1), with a growth of 17.7 points.	According to the Assessment Index, Social Studies for fourth grade showed a decline of 6.1 points from 82.5 (2018) to 76.4 (2019) and sixth grades showed a decline of 3.8 points from 88.3 (2018) to 84.5 (2019). The Assessment Index in Math for 6 th grade declined 0.7 points from 86.2 points (2018) to 85.5 points (2019).
For grade 6 Math, the students Assessment Index score for the cohort increased 7.7 points from 2018 (77.9) to 2019 (85.5).	For grade 5 ELA, the students Assessment Index score for the cohort declined 6 points from 2018 (101.4) to 2019 (95.4).
The Subject Area Assessment Index in ELA for grades 4, 5, and 6 were the highest proficiencies in 2019 with 101.9 points, 95.4 points, and 93.5 points, respectively.	The grade 4 Subject Area Assessment Index in Social Studies, decreased 6.1 points from 2018 (82.5) to 2019 (76.4).
The Subgroup Assessment Index for "Asian/Pacific Islander" scored higher than "Whole School" in ELA by 6.7 points (2019=103.points) and in Math by 8.6 points (2019=98.3 points). The subgroup "Whole School" has increased Math Index by 5.7 points from 84 points (2018) to 89.7 points (2019) and ELA Index by 4.9 points from 91.7 points (2018) to 96.6 points (2019).	According to the Subgroup Assessment Index, the subgroup "EL" consistently scores significantly lower than "Whole School" by 38.6 points below in ELA (2019=58 points), 43.7 points below in Math (2019=46 points), 56.8 points below in Science (2019=34 points), and 74.8 points below in Social Studies (2019=8.0 points).
According to the Assessment Index Trends for Subgroups, Math scores increased for subgroup "Whole School" over the past 2 years from 83.9 points (2017), 84.0 points (2018), and 89.7 points (2019). For the subgroup "Two or More Races", the ELA Assessment Index increased from 76.1 points (2017), 81.5 points (2018), and 98.7 points (2019).	According to the Assessment Index Trends for Subgroups, in Social Studies the subgroup "EL" decreased from 33.3 points (2017), 11.4 points (2018), and 8.0 points (2019) and the subgroup "Students with Disabilities decreased from 53.5 points (2017), 49 points (2018), and 48.2 points (2019).
According to the Subgroup SPS, Official Subgroups of Strength are Asian (2019=100.9 points=A) and White (2019=95points=A)	According to the Subgroup SPS, Official Subgroups of Weakness are LEP (2019=63.1points=C) and Students with Disabilities (2019=69.8points=C).

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<p>According to the Assessment Subject Index, ELA is a Subject Area Strength with scores of 91.8 points (2016), 93.4 points (2017), 91.7 points (2018), and 96.6 points (2019) for the "Whole School" subgroup.</p>	<p>According to the Assessment Subject Index, Social Studies is a weakness in 2019 compared to "Whole School" for the subgroup "Black" (31.4 points below), Hispanic (11.1 points below), 2 or More (8.9 points below), EL (74.8 points below), Economically Disadvantaged (21.2 points below), and Students with Disabilities (34.6 points below).</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 Claim/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>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</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 2019 to Spring 2020, the Assessment Index for 5th grade ELA will increase by 3 points from 95.4 points in 2019 to 98.4 points in 2020.</p>	
<p>2. From Spring 2019 to Spring 2020, the Assessment Index for 6th grade Math will increase by 4 points from 85.5 points in 2019 to 89.5 points in 2020.</p>	
<p>3. From Spring 2019 to Spring 2020, the Assessment Index for 4th grade Social Studies will increase by 3 points from 76.4 points in 2019 to 79.4 points in 2020.</p>	
<p>4. From Spring 2019 to Spring 2020, the Assessment Index for 6th grade Social Studies will increase by 3 points from 84.5 points in 2019 to 87.5 points in 2020.</p>	
<p>5. From Spring 2019 to Spring 2020, the Assessment Index in ELA for the subgroup "EL" will increase by 2 points from 58 points in 2019 to 60 points in 2020.</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>Design:</p> <ul style="list-style-type: none"> • SIP Committee includes a parent representative during the design phase in Sep/Oct 2019. <p>Evaluation:</p> <ul style="list-style-type: none"> • SIP Plan will be posted on the school website by Nov 2019; 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> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: School website and email</p>	<p>Effectiveness Measure: Receipt and analysis 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 by Nov 2019. Feedback in the form of emails to administration are encouraged. 	<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 	<p>Items Needed: Handouts School Website</p>	<p>Effectiveness Measure: Sign-In sheets, exit tickets, and emails</p>

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<ul style="list-style-type: none"> Parents and community stakeholders are invited and encouraged to attend multiple PFE activities throughout the school year, 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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<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, 21st Century Learning 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, assessment, and student progress. 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Handouts School Websites JPAMS Teacher Websites Weekly Folders</p>	<p>Effectiveness Measure: Sign-In sheets, teacher website tracking reports, exit tickets, emails, and weekly folder communication sheets</p> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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	<p>Items Needed: Copies as needed</p>	<p>Effectiveness Measure: Contact Log</p> <p>Effectiveness Results:</p>

Tchefunct Middle 2019-2020

<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<p><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></p> <p><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></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House hosted in August 2019 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"/> DSS <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"> 21st Century Learning Night hosted in January 2019 at which administration presents a general overview of the SIP plan and refreshers on academic programs and behavioral concerns with a focus on technology 	<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>

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<p>incorporated into classroom instruction and in extended learning opportunities/classes.</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"/> DSS <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 March 2020 at which parents will be introduced to test taking strategies and motivations, discipline strategies, summer literacy programs, and ELA and Math instructional activities that align with state standards to maintain student achievement for the remainder of the school year and into 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Achieve3000 MobyMax Copies as needed Rewards</p>	<p>Effectiveness Measure: Sign-In sheets, Achieve3000, and MobyMax data reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
Parent Family Engagement Activity 5: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

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 school-wide 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, MobyMax, Zearn (4th and 5th only), and Mystery Science. Strategies include FOCUS Time (Intervention/enrichment block), RDW (Read, Draw, Write), Writing Strategies (RACE/CER), DBQ (Document Based Questions), small group instruction, standards-based assessments, PLC (Professional Learning Committee) for instructional data analysis, creation and use of common assessment, materials prep, and teacher professional development, and Professional Development for teachers from Math Content Leaders and District Coordinators for ELA Writing strategies. 	<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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Guidebooks, Eureka, Achieve3000, MobyMax, Zearn, Mystery Science, copies as needed, substitute teachers, data spreadsheets</p>	<p>Effectiveness Measure: Collection and analysis of the following student data: teacher reflection of data during PLCs, exit tickets, Achieve3000 reports, MobyMax reports, Zearn reports, LEAP 360 diagnostic, interim, and benchmark, LEAP 2025, and JPAMS</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Exit tickets • Eureka mid/end unit assessments • Common Assessments • DBQ (Document Based Questions) • LEAP 360 • LEAP 2025 • Cold Reads • Culminating Writing Tasks • Achieve3000 • Teacher created standards based assessments • MobyMax • Zearn (4th and 5th) 	<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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Achieve3000, MobyMax, Zearn, Eureka resources, Guidebook resources</p>	<p>Effectiveness Measure: Collection and analysis of the following student data: teacher reflection, exit tickets, Achieve3000 reports, MobyMax reports, Zearn 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 curriculum for LEAP Connect students • Reflex Math • Instruction in Resource or Inclusion models • Paraprofessional support 	<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Achieve3000, Unique Learning resources, Reflex Math licenses, SPED teachers, Paraprofessionals</p>	<p>Effectiveness Measure: Achieve3000reports, LEAP Connect scores, Assessment reports from Reflex Math, and IEP Progress Reports prepared by SPED teachers</p> <hr/> <p>Effectiveness Results:</p>

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<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 as necessary ELPT Assessment Attend all core curriculum in Regular Ed setting with peers 	<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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: EL Paraprofessional, Achieve3000, MobyMax</p>	<p>Effectiveness Measure: Data reports from MobyMax, Achieve3000, EL Para progress reports, ELPT assessment results, and 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 for classroom instruction and creation and implementation of FOCUS Time (Intervention/enrichment block) 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, Zearn, Exit Tickets, Writing Prompts, and Common 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Substitutes, Instructional Data Analyst, copies as needed, Achieve3000, MobyMax, Zearn</p>	<p>Effectiveness Measure: Benchmark and LEAP tracking worksheets; Growth to Mastery worksheet; SLT worksheet; JPAMS; Achieve3000, MobyMax, and Zearn data reports; and student work samples</p> <hr/> <p>Effectiveness Results:</p>
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<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.</p> <p>The following classroom interventions are used for students in need:</p> <ul style="list-style-type: none"> • Small group instruction • Achieve3000 • MobyMax • Zearn • Teacher Assistance Team (TAT) <p>FOCUS Time, our Intervention/Enrichment Block, provides daily targeted instruction by grade level teachers outside of the normal classroom to support student specific learning needs, remediate student specific learning gaps, and enrich our standards based curriculum. Placement in intervention or enrichment groups is based on instructional data and teacher observations. FOCUS Time occurs daily for 30 minutes. The following FOCUS Time interventions are used for students in need:</p> <ul style="list-style-type: none"> • Targeted standards based activities • Small group instruction • Individualized instruction • Project Based Learning 	<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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Achieve3000, MobyMax, Zearn, copies as needed, TAT Coordinator, Instructional Data Analyst, instructional data</p>	<p>Effectiveness Measure: Assessment scores, teacher collected data/observations, Achieve3000, Zearn, 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: For 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</p>	<p>Goal(s):</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 	<p>Items Needed: Copies as needed, SAT, TAT</p>	<p>Effectiveness Measure: Collection and analysis of student instructional data</p>

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<p>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>		<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"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<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 ForWord • Reflex Math 	<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 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"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Copies as needed, Achieve3000, Project Read, Fast ForWord, 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 ForWord 	<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 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: Achieve3000, Rosetta Stone, Project Read, and Fast ForWord, 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, Chorus, Strings, and Orchestra • 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, Mystery Science, Cultural Arts Program, Technology, Teacher Supply Allotment, Junior Achievement Day, and Abilities Awareness Day • Career 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Artist in Residence, Art supplies, P.E. & Music equipment, PTA purchased software</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 Start With Hello Week, Afternoon Grade Level Assemblies, What You Do Matters Program, Beignet Buddies, Orchestra/Strings, Choir/Band, and Broadcast. • After school clubs include Jr. National Beta Club, Drama, Pep Club, Robotics, STEM Club, 4H Club, Book Club, Chess Club, Running Gators, Builder’s Club, Student Government Association, Girls on the Run, 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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Event and club supplies, copies as needed</p>	<p>Effectiveness Measure: Participant feedback, sign-in sheets, contest results, LEAP 2025 Scaled Score evaluation</p> <hr/> <p>Effectiveness Results:</p>

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<p>Anti-bullying Activities, Mother Son Game Day, Daddy Daughter Dance</p> <ul style="list-style-type: none"> Academic contests include: Achieve3000 and MobyMax 				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: MHP</p>	<p>Effectiveness Measure: MHP documentation</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>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 	<p>Items Needed: Copies as needed, Counselor</p>	<p>Effectiveness Measure: Counselor documentation log</p>

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<ul style="list-style-type: none"> SAT Coordinator Gifted Screening <p>All of the above are monitored and documented in a log.</p>		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior: 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.</p> <p>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.</p> <p>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</p>	<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"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Binders, paper, Gator Golds, Student of the Month yard signs, lanyards, certificates, quarterly rewards</p>	<p>Effectiveness Measure: Weekly Gator Club data, JPAMS reports</p> <p>Effectiveness Results:</p>

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<p>appropriate behavior are rewarded with extra recesses, quarterly celebrations, and classroom reward systems.</p> <p>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> <ol style="list-style-type: none"> 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>PBIS Events include “Bounce Out Bullying”, ByStander Revolution Assembly, Afternoon Grade Level Assemblies, Quarterly PBIS Rewards Program, Gator Grams (monthly post cards mailed by teachers), PBIS Student Recognition Board, Students of the Month Program,.</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</p>				
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<p>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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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 Meet and Greet 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): 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Student handouts</p>	<p>Effectiveness Measure: 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 common formative and summative standards based assessments and analyze this data to make instructional decisions for classroom instruction and FOCUS Time placement and instruction.</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 type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, data tracking sheets, Common 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 style="border-top: 1px dashed black;"/> <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 • Math Content Leaders are trained and redeliver content updates and teaching strategies • 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 	<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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies as needed, Debrief forms, EXIT Tickets, Curriculum Specialists, Curriculum materials, Math Content Leader materials</p>	<p>Effectiveness Measure: Sign In Sheets, Professional Development Survey, Instructional Walk Through Debrief Forms, EXIT ticket</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Teachers are encouraged to participate in curriculum development opportunities • Administration team and teachers host a new teacher orientation meeting • Monthly SPED Department Meetings • Content Department Faculty Meetings 				
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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • 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. • The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Student Teachers from local universities are placed in schools throughout the district. • 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.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

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, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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 2019, 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 2019.
- When School Performance Scores are released in the Fall of 2019 the SIP committee will meet to identify effectiveness and make adjustments to the 2019-2020 plan as needed.
- SIP Committee will meet on a quarterly basis to analyze any results and make adjustments as necessary.

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 2019 faculty meeting to share results.

2019-2020 Committee Members

<u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	<u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP
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Members Include:

- **Principal: Dr. Mitch Stubbs**
- **AP: Gina Gipson**
- **Technology Resource Teacher: Mary Boudreaux**
- **Instructional Data Analyst: Michele Cassidy**
- **Teacher: Caren Bermudez**
- **Teacher: Lauren Fauquier**
- **Teacher: Laura Kottemann**
- **Teacher: Melinda McCleskey**
- **Parent/Community Member: Nicole Sheppard**

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- **Parent/Community Member: Nicole Sheppard**
- **Student: Jack Griffith**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date