

**2020-21**

**School Improvement Plan Addendum**

**Boyet Junior High 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.

*c*

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

**Boyet Junior High School  
2020 DATA ANALYSIS**

**STRENGTHS**

ELA is a subject area strength school-wide. As evidenced by the BOY LEAP 360 Diagnostic Assessment, the 7<sup>th</sup> grade student group demonstrated 69% proficiency on Standard RI.6.4 (determining author’s point of view and purpose) and 69% proficiency on RI.6.2 (determining central ideas and structure of the text). The 8<sup>th</sup> grade student group demonstrated 72% proficiency on Standard RI.7.4 (determining the meaning of words in phrases used in texts including connotations and figurative language) and 66% proficiency on Standard RI.7.3 (analyzing interactions between individual, events, and ideas in texts). Reading informational texts are an evidenced strength in ELA for both grades.

Social Studies is a subject area strength school-wide. As evidenced by the BOY District-created diagnostic assessment, the 7<sup>th</sup> grade group scored 75% proficiency on the Standard 6.2.6 (analyzing the origin and spread of major world religions) and 69% on Standard 6.2.10 (examining people and ideas that influenced the Renaissance in Europe). The 8<sup>th</sup> grade group scored 77% proficiency on Standard 7.3.3 (examine the influence of major American Reform movements of the 19<sup>th</sup> century) and 66% in 7.8.1 (evaluating the major purposes of government according to the Preamble of the Constitution). Both groups show strength in analyzing the impact of religious and political movements.

**WEAKNESSES**

Math is a subject area weakness school-wide. As evidenced on the BOY LEAP 360 Diagnostic Assessment, the 7<sup>th</sup> grade student group demonstrated 31% proficiency in Standard 6.EE.A.3 (generating equivalent expressions using the four mathematical operations including the distributive property). The 7<sup>th</sup> Grade student group also demonstrated 35% proficiency in Standard 6.EE.B.8 (writing inequalities to reflect real world conditions). Overall, expressions and equations was a weakness. The 8<sup>th</sup> grade student group demonstrated only 25% proficiency on Standard 7.EE.A.1 (applying mathematical operations to linear expressions with rational coefficients). The 8<sup>th</sup> grade student group also demonstrated 29% proficiency on the Standard 7.EE.B.3 (solving multi-step real world problems with positive and negative rational numbers). Overall, the standards within expressions and equations were a school-wide weakness.

Science is a subject area weakness school-wide. As evidenced on the BOY District-created diagnostic assessment, the 7<sup>th</sup> grade group scored 18% proficiency on the Standard 6-PS2-1 (applying Newton’s 3<sup>rd</sup> Law to provide a solution for two colliding objects in motion). The 8<sup>th</sup> grade group scored 29% proficiency on the Standard 7-ESS2-5 (collecting data to provide evidence on how motions and interactions of air masses result in changes in weather conditions).

The Students With Disabilities (SWD) subgroup is a weakness, especially in the content area of Math. The 7<sup>th</sup> grade group scored 26% proficiency in the content standards assessed on the BOY LEAP 360 Diagnostic Assessment. The 8<sup>th</sup> grade group scored 22% proficiency in the content standards assessed on the BOY LEAP 360 Diagnostic Assessment. Both grades have a combined proficiency of 24%.

**DATA SOURCES:** CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8<sup>th</sup> (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT

**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/UIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

**Goal #1:** BOY data from the LEAP 360 Diagnostic in Fall 2020 shows the percentage of 7<sup>th</sup> and 8<sup>th</sup> math students scoring “correct” in the reporting category “Modeling & Application” on the diagnostic as noted below. Based on that % correct, we expect the percent of students scoring “Strong” in the reporting category “Modeling & Application” on the LEAP 2025 Math Assessment in Spring 2021 to increase by 25% points as follows:

7<sup>th</sup> Grade: 5% to 30%

8<sup>th</sup> Grade: 8% to 33%

**Action Plan:**

**Parent and Family Engagement:**

- Zoom Parent Night to address UIR concerns
- Zoom Math Parent Night 2/8/2021
- Robo-call communication from school Principal
- School webpage updates and notifications
- Google Classroom Zoom for parents

**Core Instruction:**

- Ready Math Tier 1 curriculum
- Google Meets to address needs of students at home

**Intervention Instruction:**

- iREADY Digital Suite
- iREADY Diagnostic Assessments to inform instruction
- Moby Max online intervention

**Special Populations (Sped, EL, etc.):**

- Small group instruction for Students with Disabilities (SWD) and English Language Learners (ELL) subgroups.
- Paraprofessional assistance in the Resource classroom as well as Co-teachers in Math Inclusion classrooms to better serve the needs of SWD.

**Professional Development:**

- Ready Math and iREADY BOY training for teachers
- Ready Math Walk through and teacher debriefing

**Effectiveness Measure:**

- Growth comparison of LEAP 360 Diagnostic, LEAP 360 Interim Assessment , and LEAP 2025 Standardized testing results within the Reporting Category of “Modeling and Application.”

**Effectiveness Results:**

**Reflection on Results:**

- Google Classroom BOY training for teachers
- Ongoing collaborative PLC meetings within the department
- Data Analysis of LEAP 360 and iREADY Assessments

**Goal #2:**  
 According K8 School Performance Score (SPS), the English Language Learners (ELL) subgroup scored 17.1 points in ELA. The (ELL) subgroup will score 25.1 points in the ELA index for the 2021 K8 (SPS)

**Action Plan:**

**Parent and Family Engagement:**

- Notifications, calls, and collaboration from Spanish teacher to open up communication for (ELL) students

**Core Instruction:**

- ELA instruction with the utilization of Google Translate when annotating and performing constructed responses
- Oral read aloud strategies within the classroom to build listening and speaking capacity
- Google Meets for students not present in class while absent or quarantined due to Covid19
- Newcomers Curriculum for English Language Learners

**Intervention Instruction:**

- Small group instruction (2 hours daily) from certified ELL teacher
- After school tutoring assistance with Spanish teacher
- Rosetta Stone
- Project Read Written Expression in Regular Education ELA
- Fast Forward within the (ELL) classroom

**Special Populations (Sped, EL, etc.):**

- ELL teacher two hours daily
- Google Translate capacity building
- Bi-lingual teachers to provide parental support and communication

**Professional Development:**

- BOY Google Classroom training for teachers
- District developed professional development for ELL teachers
- Supervisory observations and administrative feedback as it relates to classroom instruction

**Effectiveness Measure:**

LEAP 2025 standardized assessment and the 2021 K8 (SPS) ELA Assessment Index for the (ELL) subgroup.

**Effectiveness Results:**

**Reflection on Results:**

**Goal #3:**

The 2019 K8 School Performance Score (SPS) Assessment Index for Students with Disabilities (SWD) subgroup in Math was 35.2 points. The (SPS) Assessment Index for the SWD subgroup in the year 2021 will increase to 40.2 points.

**Action Plan:**

**Parent and Family Engagement:**

- iREADY Pathway Student/Parent Night hosted via Google Meets by Special Education Teachers
- Google classroom Zoom for parents

**Core Instruction:**

- Ready Math Tier 1 curriculum
- Google classroom and Google Meets to supplement instruction for students at home during quarantine

**Intervention Instruction:**

- iREADY Digital Suite
- iREADY Diagnostic Assessments to inform instruction
- Moby Max online intervention

**Special Populations (Sped, EL, etc.):**

- Small group instruction for Students with Disabilities (SWD) and English Language Learners (ELL) subgroups.
- Paraprofessional assistance in the Resource classroom as well as Co-teachers in Math Inclusion classrooms to better serve the needs of SWD

**Professional Development:**

- Ready Math and iREADY BOY training for teachers
- Ready Math Walk through and teacher debriefing
- Google Classroom BOY training for teachers
- Ongoing collaborative PLC meetings within the department

**Effectiveness Measure:**

LEAP 2025 standardized assessment and the 2021 K8 (SPS) Math Assessment Index for SWD subgroup

**Effectiveness Results:**

**Reflection on Results:**

### **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.)

- **Mentor Teachers in 7<sup>th</sup> Grade ELA and 8<sup>th</sup> Grade Science**
- **Content Leader Teachers as department heads for Math and ELA**
- **Administrator trained as Intervention Content Leader**
- **BOY iREADY training for Administrative Team**

**2020-2021 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- **Principal: Jeremy Jackson**
- **Teacher: Regina Zelden**
- **Teacher: Latanya Alfred**
- **Parent/Family: Lindsey Minyard**
- **Parent/Family: Carrie Meyers**
- **Parent/Family: Christy Wilkinson**
- **Community Member: Anthony Alfred**

**Parent/Family Engagement Committee**

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

**Members Include:**

- **Principal: Jeremy Jackson**
- **Student: Camryn Rhodus**
- **Teacher: Regina Zelden**
- **Teacher: Jamy Wood**
- **Parent/Family: Jennifer Smith**
- **Parent/Family: Christy Wilkinson**
- **Parent/Family: Lindsey Minyard**

## 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**

**Boyet Junior High**



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

**Boyet Junior High 2019-2020**

**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 school wide 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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
The Dropout Credit Accumulation Index (DCAI) has consistently been the highest school index score. The DCAI score was (138.5 points) in 2017, (139.2 points) in 2018, and (133.5 points) in 2019.	Although the school Assessment Index shows growth over a three-year period (2017-2019), the lack of Math proficiency school-wide affects the Assessment Index. In 2017 it was (73.5 points), in 2018 it was (79.3 points), and in 2019 it was (79.9 points).
A consistent area of improvement over 4 years is the Assessment Index of 7th grade ELA: 2016 (85.7 points), 2017 (90.3 points), 2018 (92.2 points), and in 2019 (95.3 points).	An area of decline consistently over 4 years is the Assessment Index of Algebra I: 2016 (143.4 points), 2017 (136.5 points), 2018 (109.8 points), and in 2019 (103.6 points).
8th grade is the potential grade level strength. In 2019 Social Studies had a (2.1) point Assessment Index increase from 2018. From 2017 to 2018, there was a (9.5) point Assessment Index increase in 8th grade Social Studies. In 2019, 8th grade Science had a (15.5) point Assessment Index increase from 2018.	7th grade is a potential grade level weakness. 7th grade science had a significant decline of 11.4 points in the Assessment Index from 2018 to 2019. 7th grade social studies had an 8.8 point decline in the Assessment Index from 2018 to 2019.
ELA is the potential subject area of strength. This is based on ELA consistently being the highest Assessment Index score of any subject: 2017 (82.2 points), 2018 (91.2 points), and 2019 (94.3 points).	Math is the potential subject area of weakness. This is based on Math consistently having the lowest Assessment Index scores of any subject (65.5 points) in 2017, (67.2 points) in 2018, and (69.7 points) in 2019.
The subgroup of Asian-Pacific Islander is a potential strength and has consistently exceeded the proficiency goal of 100 points across most subjects. Assessment Indexes in ELA: 2017 (131 points), 2018 (112.5 points), and in 2019 (122.7 points). Science: 2017 (104.8 points), 2018 (104.8 points), and in 2019 (109.1 points). Social studies: 2018 (113.3 points) and 2019 (118.2 points).	The subgroup of English Language Learners is a potential weakness and has declined over the past 2 years across most subjects. Assessment Indexes in ELA: 2017 (30.9 points), 2018 (23.3 points), 2019 (17.1 points). Science: 2017 (23.6 points) and in 2019 (5.7 points); Social studies 2017 (18.2 points) and year missing (5.7 pts).
Student-with-disabilities (SWD) is a potential subgroup strength with trending improvement across all subjects over 3 years. Assessment Indexes in ELA: 2017 (25.5 points), 2018 (40.2 points), and in 2019 (50.5 points); Math 2017 (20.1 points), 2018 (23.7 points), 2019 (35.2 points); Science 2017 (25.7 points), 2018 (25.7 points), 2019 (39.7 points); Social Studies 2017 (19.9 points), 2018 (20.8 points), 2019 (28.5 points).	ELL is a potential subgroup weakness, specifically in ELA with the following Assessment Indexes: 2016 (38.8 points), 2017 (30.9 points), 2018 (23.3 points), and 2019 (17.1 points).

**Boyet Junior High 2019-2020**

<p>The Asian-Pacific Islander subgroup is the potential subgroup of strength with an Assessment Index of (111.4 points) and a letter grade of A.</p>	<p>The LEP students are the potential subgroup of weakness with an Assessment Index of 16.0 and a letter grade of F.</p>
<p>ELA is the potential subgroup subject area strength with the following Assessment Indexes: Black subgroup in ELA: 2017 (67.9 points), 2018 (73.4 points), 2019 (73.7 points). White subgroup in ELA: 2017 (86.8 points), 2018 (97.7 points), 2019 (100.8 points). SWD in ELA: 2017 (25.5 points), 2018 (40.2 points), and 2019 (50.5 points).</p>	<p>Math is the potential subject area weakness with the following Assessment Indexes: The Black subgroup: 2017 (42.1 points) in Math; (54.0 points) in Science; (54.7 points) in Social Studies; (67.9 points) in ELA. In 2019 (46.0 points) in Math; (51.0 points) in Science; (52.0 points) in Social Studies; (73.7 points) in ELA.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, 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), EOC Trend Data, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. The K8 School Performance Score (SPS) will increase from 54.1 to 60.0 for the subgroup, Students with Disabilities (SWD), from Spring 2019 to Spring 2020.</p>	
<p>2. The K8 (SPS) will increase from 36.1 to 43.1 points for the subgroup English Language Learners (ELL) from Spring 2019 to Spring 2020.</p>	
<p>3. The Algebra I SPS index score will increase from 103.6 to 113.6 index points from Spring 2019 to Spring 2020.</p>	
<p>4. The whole school math index will increase from 69.7 points to 73.0 points from Spring 2019 to Spring 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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Robotic phone calls go out to parents to notify of SIP data presentation delivery: 10/18/19 at 6pm, and 10/23/19 reminder at 5pm</li> <li>• Delivery of prior years' achievement data (presentation on 10/23/19)</li> <li>• Parental stakeholder SIP committee meeting (meeting and initial collaboration on 10/28/19)</li> <li>• Follow-up SIP parent meeting in January of 2020 to discuss actions taken to address critical areas</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Data power-point</p> <p>Conference space</p> <p>Social media platform</p>	<p><b>Effectiveness Measure:</b></p> <p>JPAMs robotic call log</p> <p>Data power-point posted to Boyett webpage</p> <p>Sign-in sheet for parent collaborations</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Monthly PTA meetings (2nd Wednesday of every month in Boyett large conference room)</li> <li>• Parental SIP committee collaboration on 10/28/19 and in January of 2020 (date TBD)</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p> <p>Conference space</p> <p>Social media platform</p> <p>School web-page</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in sheets and attendance of core board members and administrative personnel</p>

**Boyet Junior High 2019-2020**

		<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		Email communication documentation  Social media post history  <hr/> <b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>● School’s Website</li> <li>● Robotic Calls</li> <li>● Lead the Way Social Media Posts</li> <li>● Teacher Websites (JCAMPUS)</li> <li>● Parent-Student-Teacher Conferences</li> <li>● Sending paper progress reports home with students who have failing grades to have parents sign.</li> <li>● Open House</li> <li>● Administration to PTA president; information then published on Boyet Jr. High Information Page</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Webmaster stipend</p> <p>JPAMs e-calling software</p> <p>Media coordinator stipend</p> <p>PTA sponsored Boyet Information Facebook page</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent feedback survey on communication of school</p> <p>Robotic call frequency log</p> <p>Low frequency failure report and SBLC data</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>● Schools must ensure that all staff members communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> </ul>	<p><b>Goal(s): 2, 4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p> <p>Bilingual translation applications</p> <p>Bilingual handbooks available</p>	<p><b>Effectiveness Measure:</b></p> <p>Bilingual robotic call frequency log</p>

**Boyett Junior High 2019-2020**

<ul style="list-style-type: none"> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for 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.</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	JPAMs e-calling software	<b>Effectiveness Results:</b>
---	--	--	--------------------------	-------------------------------

*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.*

*In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet the Principal Night (August 2019): parents come to meet the principal of the school and get all pertinent questions answered related to scheduling, policies, pupil progression, and struggles common to junior high students.</li> </ul>	<b>Goal(s): 1-4</b>	<b>Budgets used to support this activity:</b> <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Attendance of MTP meeting  Feedback via email regarding information from the evening  <hr/> <b>Effectiveness Results:</b> 250+ parents in attendance
--	---------------------	---	----------------------	--

**Boyett Junior High 2019-2020**

<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Monthly PTA meetings (2<sup>nd</sup> Wednesday of every month during the day and also occasional nightly meetings to allow for the public to attend). Parents on the board collaborate with administration on how to best meet the needs of the learning community as a whole: teachers, students, non-certificated staff, and parents.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>PTA beginning-of-year budget</p> <p>Meeting space</p> <p>Achievement and discipline data</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-in sheets and agendas</p> <p>Parent feedback survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>ELL Family Nights - Parent night designed to establish cultural connections with parents of ELL students to discuss the academic programs, interventions, and the process of the ELL program. Spanish teachers, the ELL teacher, bilingual parent stakeholders, and students will attend to address concerns and create solutions to enrich the educational experience for ELL students. There will be a minimum of one meeting per semester (November 2019 and February 2020).</li> </ul>	<p><b>Goal(s): 2,4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Meeting space</p> <p>Power-point presentations</p> <p>Bi-lingual interpreters and ELL educators</p>	<p><b>Effectiveness Measure:</b></p> <p>ELL parent feedback survey</p> <p>Increased participation of ELL students in the core classroom activities and extra-curricular activities</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>PBIS main events, Winterfest (December 2019) and Spring Fling (May 2020): These events will afford parents opportunities to contribute time and service to rewarding students that consistently demonstrate the attributes of Boyett PRIDE: Purpose, Respect, Integrity, Discipline, and</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p> <p>PBIS funding</p> <p>Parent volunteers</p>	<p><b>Effectiveness Measure:</b></p> <p>PBIS main event parent survey and critique exit tickets</p>

**Boyet Junior High 2019-2020**

<p>Empathy.</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><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>Moby Max Marathon: An evening designed to encourage students putting in extra time on their Mobly Max intervention software. Parents will receive training on how to best facilitate their children’s venture in the intervention (December of 2019)</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Presentation space</p> <p>Computers for practice</p> <p>Moby Max licensing afforded by the school district</p>	<p><b>Effectiveness Measure:</b></p> <p>Moby Max student progress monitoring log of students whose parents attend</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b></p>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>



**Boyet Junior High 2019-2020**

		<input checked="" type="checkbox"/> Other		
--	--	---	--	--

**3. SCHOOLWIDE PLAN STRATEGIES**

The school wide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>● Tier I curriculum for ELA school wide (Guidebooks 2.0) with Guidebook 3.0 supports.</li> <li>● Tier I curriculum in Math school wide including Algebra (Eureka/EngageNY)</li> <li>● Moby Max online is used as a school wide intervention across subjects.</li> <li>● All teachers school wide (interdisciplinary) will use the R.A.C.E. intervention (Restate, Answer the question, Cite, and provide Evidence) when having students write extended responses and essays.</li> <li>● Achieve 3000 will be used as a target intervention in Special Education ELA classes as well as a supplemental resource for Social Studies document based inquiry.</li> <li>● Increase content specific professional development and learning community collaboration in ELA and Math.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Achieve 3000 software</p> <p>Moby Max</p> <p>R.A.C.E. posters</p> <p>Eureka student workbooks and teacher manuals</p> <p>Guidebook 2.0 student workbooks</p>	<p><b>Effectiveness Measure:</b></p> <p>Classroom observations</p> <p>LEAP 2025 results</p> <p>Common Formative Assessment results</p> <p>LDOE Tier I resource fidelity checks</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Boyett Junior High 2019-2020**

<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>● Use of Edulastic online resource for the purpose of creating rigorous standards-based assessments for Math.</li> <li>● ELA teachers routinely administer formative writing assessments through guidebook and teacher created RACERs.</li> <li>● ELA and math teachers use the LEAP 2025 Readiness Assessment (to determine gaps in previous year’s learning) and the Interim Assessment (to determine student mastery of some current-year standards)</li> <li>● All core teachers use LEAP 2025 results from the previous year to determine areas of strengths and weaknesses.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Teacher accounts for Edulastic</p> <p>DRC LEAP 360</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 360 Interim Assessment</p> <p>LEAP 2025 Spring Test results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>● Achieve 3000 reading comprehension assessments and progress monitoring</li> <li>● Reflex Math online intervention</li> <li>● Moby Max online intervention and progress monitoring</li> <li>● Counseling minutes prescribed on IEPs administered by the school MHP.</li> </ul>	<p><b>Goal(s): 1,4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Progress monitoring logs for online intervention</p> <p>MHP anecdotal log</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>● The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on</li> </ul>	<p><b>Goal(s): 2</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>ELPT</p>

**Boyet Junior High 2019-2020**

<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• ELL teacher present on campus, 106 minutes per instructional day for direct instruction</li> <li>• ELL students with intensive needs and very limited English proficiency receive ELL instruction in lieu of electives, science, and/or social studies for 106 minutes per school day. (Newcomers)</li> <li>• ELL students with a higher level of English proficiency receive direct instruction for 53 minutes per school day from the ELL teacher.</li> </ul>		<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><b>Effectiveness Results:</b></p>
---	--	---	--	--------------------------------------

***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• The leadership team and teachers will look at historical data from LEAP to identify students who score Unsatisfactory or Approaching Basic consistently and may possibly need intervention.</li> <li>• Administration and counselor schedule students for skills classes in ELA and Math based off historically low standardized test scores.</li> <li>• The team will pull grades, attendance, discipline data, and other school data to determine factors that may be affecting student academic performance and generate an at-risk student list.</li> <li>• Administration and teachers will promote wraparound services offered by the school (tutoring programs and online interventions).</li> <li>• Parent/teacher meeting conducted on an as needed basis to communicate performance and available supports.</li> </ul>	<p><b>Goal(s): 1,3, 4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>JPAMs software</p> <p>DRC LEAP 360</p> <p>NHS tutoring volunteers</p>	<p><b>Effectiveness Measure:</b></p> <p>Pupil progression rates</p> <p>LEAP 360 and LEAP 2025 assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
--	-------------------------------	---	--	--

**Boyet Junior High 2019-2020**

<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>● Moby Max</li> <li>● Subject based (ELA, Math) study skills classes</li> <li>● Scheduled computer access before and after school for Economically Disadvantaged student subgroup.</li> <li>● NHS JROTC and Ambassadors provide after school tutoring</li> </ul>	<p><b>Goal(s):</b> 1,2,4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Progress monitoring reports</p> <p>Passing grades in core classes</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>● Pre-Sat Meeting (informal conference) with teachers and parent to determine what type of interventions and testing needed</li> <li>● Collect data and begin interventions to see what may assist student</li> <li>● SAT meeting</li> <li>● Provide screenings of student, Reading Inventories, and curriculum based assessments (based on findings and meetings, student may be put up for special education screening or 504 screenings).</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>SAT documentation</p> <p>Screening battery results</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Boyet Junior High 2019-2020**

<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Reflex Math</li> <li>• Current interventions used for students with disabilities are also used for students at-risk.</li> <li>• For the LEAP Connect students, adaptive novels, Project Read and Unique are used.</li> </ul>	<p><b>Goal(s): 1, 4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• After school tutoring afforded specifically by the Spanish teacher to ELL students whose first language is Spanish.</li> <li>• Volunteer and paid bilingual tutors assist in core content classes.</li> <li>• Moby Max</li> </ul>	<p><b>Goal(s): 2</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>ELL instructional coach</p>	<p><b>Effectiveness Measure:</b></p> <p>ELPT</p> <p>Quarterly grades</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Support and Extended Learning</i></b></p>				
<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <p>Acceleration/Supplemental Programs:</p> <ul style="list-style-type: none"> <li>• Gifted ELA</li> <li>• Gifted Math</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <p>Supplemental funds afforded to technical programs</p>	<p><b>Effectiveness Measure:</b></p> <p>Carnegie Units earned for high school credit</p> <p>Talented/Gifted IEP goals met</p>

**Boyet Junior High 2019-2020**

<ul style="list-style-type: none"> <li>• Acceleration to Algebra</li> <li>• Agriculture</li> <li>• Spanish</li> <li>• Family and Consumer Science</li> <li>• Keyboarding Applications</li> <li>• Art</li> <li>• Talented Art</li> <li>• Talented Theater</li> <li>• Band</li> <li>• Chorus</li> <li>• Piano</li> </ul> <p>Occupational:</p> <ul style="list-style-type: none"> <li>• Speech Therapy, Visual Impaired, Occupational Therapy, and Physical Therapy</li> </ul> <p>KIT:</p> <ul style="list-style-type: none"> <li>• Tutoring, school supplies, uniforms</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<p align="right"><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Carnegie Credit Courses: Algebra I, Spanish I, Agriculture I, Art I, Family and Consumer Sciences, Piano I, Chorus I</li> <li>• Art Club</li> <li>• Theater Club</li> <li>• Gateway to Technology (GTT)</li> <li>• Math Counts</li> <li>• Robotics</li> <li>• Academic Olympics</li> <li>• FFA</li> <li>• Spelling Bee</li> <li>• Environmental Monitoring Club</li> <li>• Science Book Club</li> <li>• Library Club</li> <li>• 4H</li> <li>• Spanish Club</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Student rosters for co-curricular programs and extra-curricular clubs</p> <p align="right"><b>Effectiveness Results:</b></p>

**Boyett Junior High 2019-2020**

<ul style="list-style-type: none"> <li>Marine Ecology Club</li> </ul>				
---	--	--	--	--

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

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. This counseling will improve academic achievement of students by helping them to develop coping strategies for handling conflict and stressors they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>MHP anecdotal log</p> <p>Small group notes and documentation log</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>The school counselor supports students within the academic, career and personal/social development domains. Services are conducted through individual, group and classroom guidance lessons. The school counselor also works with other stakeholders through the Student Assistance Team and parent/teacher conferences to support the academic development of the students. In addition, the counselor will deliver teacher trainings and coordinate Sandy Hook Promise components</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Work completion documentation log</p> <p>Check-in/Check-out progress monitoring</p> <p>Counselor anecdotes from group and individual sessions</p>



**Boyet Junior High 2019-2020**

		<input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
--	--	--	--	-------------------------------

***Implementation of a schoolwide tiered model to prevent and address problem behavior:***

<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>● PBIS mission and vision statements</li> <li>● PBIS reward incentives: PRIDE point store, quarterly and semester reward events</li> <li>● Parent communication</li> <li>● Mentorship (Check In/Check Out)</li> <li>● Counseling Services</li> <li>● Mental Health Professional Services</li> <li>● In-School Suspension</li> <li>● After-school and Friday detention</li> </ul>	<b>Goal(s): 1-4</b>	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Funds generated by the annual PBIC dance	<b>Effectiveness Measure:</b> Student survey of PRIDE attributes  Reduction in major discipline frequency across student body  <hr/> <b>Effectiveness Results:</b>
---	---------------------	--	--	---

**Boyet Junior High 2019-2020**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>● Walkthrough by Little Oak students</li> <li>● Moderate and RNC students visit receiving high school</li> <li>● Meeting with high school administration to review IEP folders and students at-risk for the freshman year</li> <li>● Scheduling night with high school</li> <li>● Transition pep rally for 6<sup>th</sup> grade LOM students in early 2020.</li> <li>● Students from Little Oak Middle complete a learning walk of Boyet’s campus in May led by the Boyet administration.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Scheduling cards for transitioning students</p>	<p><b>Effectiveness Measure:</b></p> <p>Field trip permission slips</p> <p>Scheduling night robotic call log</p> <p>SBLC sign-in and documentation</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities are held bi-monthly and are facilitated by the Principal and Assistant Principal.</li> <li>Professional Learning Communities are structured by content area. For ELA and Science, PLC's are structured by grade level and content area.</li> <li>The focuses in PLC are creating common formative assessments, examining student work in relation to standards, and developing plans of action to address student weaknesses and to provide enrichment for students who have met those standards.</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Title II funding from district to afford PLC substitutes</p>	<p><b>Effectiveness Measure:</b></p> <p>PD Survey                  PD Exit Tickets                  PLC Documentation                  Google Drive running log                  Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Intervention Content Leader Training for teacher and administrator</li> <li>Math Content Leader Training and Redelivery for teacher and administrator</li> <li>ELA Content Leader Training and Redelivery for teacher and administrator</li> <li>School Support Institute for instructional leadership team</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Title II funding from district to afford teacher content leaders substitutes</p>	<p><b>Effectiveness Measure:</b></p> <p>PD Survey                  PD Exit Tickets                  PD sign-in sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Boyet Junior High 2019-2020**

**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.
- 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><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• Family Consumer Science (Carnegie Unit)</li> <li>• Agricultural Sciences (Carnegie Units: Career Readiness for AG and AG I)</li> <li>• Keyboarding Applications (Carnegie Unit)</li> </ul>	<p><b>Goal(s): 1-4</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> DSS</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Keyboarding lab</p> <p>Agricultural science allotment</p> <p>Supplemental instructional materials</p>	<p><b>Effectiveness Measure:</b></p> <p>Master scheduling</p> <p>Carnegie Units earned by students</p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>

**Boyet Junior High 2019-2020**

		<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		<b>Effectiveness Results:</b>
--	--	---	--	-------------------------------

***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.

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

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

**Head-start Preschool Programs:**

- Head-start 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 school wide 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 school wide 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/sub-claims, and subgroups:**

- SIP plan will be monitored at least quarterly throughout the year using LEAP 360 Readiness and Interim Assessments, common formative assessments created for core content subjects, progress monitoring of online intervention programs, and parent surveys as they relate to parent engagement activities.
- The quality of core instruction will be monitored using LDOE observational tools, Tier I curricula implementation tools, and COMPASS formal and informal observations of classroom teachers.

**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 members will meet at the close of each semester to monitor implementation of SIP strategies and analyze performance data to inform revisions of the plan moving forward.**

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

Evaluation results will be reported to faculty at professional development meetings quarterly. Families and community members will have available the updated and evaluated SIP through the Boyett Junior High webpage.

**2019-2020 Committee Members**

<p align="center"><b><u>School Improvement Planning Committee</u></b> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal:</b> Jeremy Jackson</li> </ul>	<p align="center"><b><u>Parent/Family Engagement Committee</u></b> Responsible for the Implementation of the PFE Activities in the SIP</p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• <b>Principal:</b> Jeremy Jackson</li> </ul>
---	--

**Boyet Junior High 2019-2020**

<ul style="list-style-type: none"><li>• <b>AP:</b> Marc Merriman</li><li>• <b>Teacher:</b> Dr. Kelli Busbee</li><li>• <b>Teacher:</b> Lauren Bethancourt</li><li>• <b>Teacher:</b> Mindy Ray</li><li>• <b>Parent/Family:</b> Dionne Graham (SIP parent committee)</li><li>• <b>Parent/Family:</b> Marie Tran (SIP parent committee)</li><li>• <b>Parent/Family:</b> Jacqueline Williams (SIP parent committee)</li></ul>	<ul style="list-style-type: none"><li>• <b>Student:</b> Marc Merriman</li><li>• <b>Teacher:</b> Dr. Kelli Busbee</li><li>• <b>Teacher:</b> Lauren Bethancourt</li><li>• <b>Teacher:</b> Mindy Ray</li><li>• <b>Parent/Family:</b> PTA President Michelle Tomboli</li><li>• <b>Parent/Family:</b> PBIS Coordinator Suzanne Abney</li><li>• <b>Parent/Family:</b></li></ul>
--	---

## 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