

**2021-2024**  
**SCHOOL ADVANCEMENT PLAN**

# **Slidell Junior**



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

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
Based on 2020/2021 LEAP 2025 ELA data, 16% of 7th grade students scored Advanced and 27% scored Mastery for a total of 43%.	Based on 2020/2021 LEAP 2025 science data, 47% of students scored Approaching Basic or Unsatisfactory. 8th grade: 27% Approaching Basic/ 19% Unsatisfactory. 7th grade: 29% Approaching Basic/ 20 % Unsatisfactory.
Based on 2020/2021 LEAP 2025 ELA data, 15% of 8th grade students scored Advanced and 31% scored Mastery for a total of 46%.	Based on 2020/2021 LEAP 2025 math data, 48% of students scored Approaching Basic or Unsatisfactory. 8 <sup>th</sup> grade: 30 % Approaching Basic/ 29% Unsatisfactory. 7th Grade: 26% Approaching Basic/ 11% Unsatisfactory. that took LEAP 2025.
Based on 2020/2021 LEAP 2025 ELA data, the substrand with the highest percentage of strong scores is Writing Performance 51%.	Based on 2020/2021 LEAP 2025 math data, the substrand with the highest percentage of weak scores is Solving Linear Equations Systems of Linear Equations at 71%.
Based on 2020/2021 LEAP 2025 Social Studies data, the substrand with the highest percentage of strong scores is Economics 42%.	Based on 2020/2021 LEAP 2025 science data, the substrand with the highest percentage of weak scores is Reasoning Scientifically 48%.
	Based on 2020/2021 LEAP 2025 ELA data, the student group with the lowest index score in relation to the whole school (72.8 points) is Special Education (33.9 points) which is a difference of 38.9 points.

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

**Goal #1** From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the subcategory of Reading Literary Text for each cohort of students will increase by 2 percentage points each year as follows:

GRADE	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	36%	38%	40%	42%
8th	41%	43%	45%	47%

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Citing Textual Evidence: Close Reading, Text Dependent Questions</li> <li>● Building Background Knowledge: Reading Complex Text, Literacy Circles</li> <li>● Fluency: Accuracy, Rate, Expression, Comprehension</li> <li>● Achieve 3000</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Achieve 3000</li> <li>● Guidebooks</li> <li>● Fluency Assessments</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Send home information about Guidebook Unit Texts/Topics</li> <li>● Send home information about Achieve 3000</li> <li>● Encourage parents to ask questions about what their child is reading. (open house, google classroom and teacher websites)</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Informational flyers</li> <li>● Google Classroom</li> <li>● Achieve 3000 Parent Information Flyer</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Guidebook Training</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Guidebook Materials</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● Achieve 3000 Training</li> <li>● Teacher to Teacher Observations</li> <li>● Content Specific PD</li> </ul>	<ul style="list-style-type: none"> <li>● Achieve 3000 Training</li> </ul>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</li> <li>● Side-by-side planning and model lesson support with TRT, instructional coach, department team and/or individual teacher.</li> </ul>		

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

<b>Monitoring and Evaluating</b>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● LEAP 360 Diagnostic/Interim</li> <li>● LEAP 2025</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● PLC Student Data</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

**Goal #2** From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the Math LEAP 2025 in the reporting category of Major Content Subcategory increase by 2 percentage points each year as follows:

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GRADE	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th Grade	22%	24%	26%	28%
8th Grade	17%	19%	21%	23%

<p><b>Instructional Focus:</b>  <b>Expressions, Equations and Inequalities</b></p> <p><b>Math Content Leader Module Topics 5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>● Deepening Math Content Knowledge for Effective Instruction Session</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Tier 1 Curriculum</li> <li>● iReady Mathematics</li> <li>● District Resources within Guaranteed Curriculum and Google Classroom</li> <li>● Louisiana Believes State Planning Documents</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Curriculum based parent support through teacher website/Google Classroom to support at home learning.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Training on use of Tier 1 Curricular Resources</li> <li>● Math Content Leader Modules (5-6) - Correlate to Major Content Subcategory <ul style="list-style-type: none"> <li>○ Module 5: Recognizing and Generating Equivalent Expressions</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Tier 1 Curriculum</li> <li>● Modules 5-6</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>○ Module 6: Equations and Inequalities as Tools to Solve Problems</li> </ul>																																
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Leadership Team (Administrators, Math Content Leaders, Instructional Coaches, Curriculum Specialists)</li> <li>● PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</li> <li>● Side-by-side planning and model lesson support with TRT, instructional coach, department team and/or individual teacher.</li> </ul>																																
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<p><b>Monitoring and Evaluating</b></p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; padding: 5px;"> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● LEAP 360 Interim</li> <li>● LEAP 2025</li> <li>● iReady Beginning/Mid-year/End of year</li> </ul> </td> <td style="width:50%; padding: 5px;"> <p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● PLC Student Data</li> </ul> </td> </tr> </table>			<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● LEAP 360 Interim</li> <li>● LEAP 2025</li> <li>● iReady Beginning/Mid-year/End of year</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● PLC Student Data</li> </ul>																												
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**Goal #3**

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the subcategory Reason Scientifically for each cohort of students will increase by 2 percentage points as follows:

GRADE	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	30%	32%	34%	36%
8th	28%	30%	32%	34%

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Develop and Use Models</li> <li>● Construct Explanations</li> <li>● Design Solutions</li> <li>● Implement high quality instructional resources from the Guaranteed Curriculum</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Guaranteed Curriculum</li> <li>● Google Classroom</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Curriculum based parent support through teacher website/Google Classroom to support at home learning.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● CER(R) writing checklist/ writing frames</li> <li>● Performance Task</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● CER(R) Checklist</li> <li>● Sample Performance Task</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● PLC's will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</li> <li>● Curriculum Specialists</li> <li>● Side-by-side planning and model lesson support with TRT, instructional coach, department team and/or individual teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Guaranteed Curriculum</li> </ul>	
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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● District Created Readiness/Interim Assessment</li> <li>● LEAP 2025</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● PLC Student Data</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

**3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

**DISCIPLINE**

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*



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**Goal #1 (Discipline):**

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
38.01	37.01	36.01	35.01

**Tier 1 (School wide):**

- PBIS/Renaissance
- Support Counseling
- Classroom Management Plans
- WSJH Announcements

**Tier 2 (Targeted Prevention):**

- Check-in-Out
- Parent Conferences
- Behavior Contracts
- MHP/Counseling Services
- E3

**Tier 3 (Intensive Individual):**

- FBAs and BIPs
- Safety Plans
- Crisis Intervention Plans/ Services
- MHP/Counseling Services
- FINS (Families in need of services referral)

**Parent and Family Engagement Activity:**

- Open House
- Renaissance/PBIS Rally

**Resources needed:**

- Data Reports
- Incentives
- Data Forms
- Handbook/Discipline Policies
- Disciplinary Notices

**Team Reflection:**

**Participation Outcome:**

**Parent Feedback/Exit Tickets/Survey:**

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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Classroom Management</li> <li>● Building Relationships</li> </ul>																																
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Admin/Instructional Leadership team meetings</li> <li>● Classroom Observations</li> <li>● Behavior Coach</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Data Reports</li> <li>● PLC Student Work Samples</li> <li>● PD Materials</li> </ul>	<p><b>Feedback from Teachers:</b></p>																														
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<p><b>Data used to Monitor and Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● Discipline data</li> </ul>																																
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<p><b>End of the Year Results:</b></p>																																

<p><b>STUDENTS WITH EXCEPTIONALITIES</b></p> <ul style="list-style-type: none"> <li>● <i>Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. (<a href="http://goalbookapp.com">UDL Strategies - Goalbook Toolkit (goalbookapp.com)</a>)</i></li> </ul>															
<p><b>Goal #2 (SWE):</b></p> <p style="background-color: yellow;">From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 1 point each year as follows:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td>2020-2021</td><td>2021-2022</td><td>2022-2023</td><td>2023-2024</td> </tr> <tr> <td>SPS</td><td>SPS</td><td>SPS</td><td>SPS</td> </tr> <tr> <td>#</td><td></td><td></td><td></td> </tr> </table>				2020-2021	2021-2022	2022-2023	2023-2024	SPS	SPS	SPS	SPS	#			
2020-2021	2021-2022	2022-2023	2023-2024												
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<p><b>Describe policies and practices to identify disabilities early and accurately:</b></p>			<p><b>Team Reflection:</b></p>												

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<ul style="list-style-type: none"> <li>● SBLC</li> <li>● Assessment Data</li> <li>● Data Analysis</li> <li>● Collaboration Meetings with Feeder Schools</li> </ul>		
<p><b>Describe structures to increase collaboration amongst general and special education teachers:</b></p> <ul style="list-style-type: none"> <li>● Common Planning</li> <li>● PLCs</li> </ul>	<p><b><u>Team Reflection:</u></b></p>	
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b></p> <ul style="list-style-type: none"> <li>● Guidebooks, Writing Revolution, Achieve 3000, Gizmos, Ready Math, iReady</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Tier 1 Curriculum and Resources</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Project Read, Guidebook Supports, Achieve 3000, iReady</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Project Read, Achieve 3000, (Personal Learning Path) iReady (My Path)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Tiger Walk</li> <li>● SWE Transition Field Trips</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Students' Schedules</li> <li>● School Maps</li> <li>● Buses</li> <li>● Parents' Permissions</li> </ul>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Guidebook Training</li> <li>● Math iReady Training</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● District Resources within Moodle / Google Classroom</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● Project Read</li> <li>● Achieve 3000</li> <li>● Monthly SWE Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Louisiana Believes State Planning Documents</li> <li>● Louisiana Math and ELA Content Leader</li> </ul>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Learning walks</li> <li>● Purposeful planning for student tracking toward progress of identified standard and/or IEP goals</li> <li>● Content Leader Module Support Training</li> </ul>	

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Data used to Evaluate Goal:**

- LEAP 2025/LEAP Connect
- Progress Monitoring
- Assessment Data

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

**ENGLISH LEARNERS**

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: 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, meetings; etc.*

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

<b>Supports and Strategies in Tier 1 (Core Instruction):</b>	<b>Resources needed:</b>	<b>Team Reflection:</b>
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<ul style="list-style-type: none"> <li>● The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.</li> <li>● Scheduling ESL class - up to two class periods for junior high depending on the needs of each student.</li> </ul> <p>Programs Include:</p> <ul style="list-style-type: none"> <li>● Language Power</li> <li>● Achieve 3000</li> <li>● Newcomers</li> <li>● Rosetta Stone</li> </ul>	<ul style="list-style-type: none"> <li>● Achieve 3000</li> <li>● Rosetta Stone</li> <li>● Language Power</li> <li>● Newcomers</li> <li>● EL teacher</li> </ul>	
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Achieve 3000</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</li> </ul> <p><b>Programs include:</b></p> <ul style="list-style-type: none"> <li>● Project Read</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Tiger Walk</li> <li>● Translated Parent Information</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● EL Outreach documents for families</li> </ul>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>

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	<ul style="list-style-type: none"> <li>School information in parents' native language</li> </ul>	
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>SBLC considerations for English language learners (environmental, language and cultural)</li> <li>PD presented by EL integration specialist</li> <li>Identification of ELs and language proficiency levels to differentiate instruction</li> <li>Modifying curriculum to be more accessible to EL students</li> <li>Understanding and using LEP accommodations effectively</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>EL Teacher</li> <li>District EL Resources from the Guaranteed Curriculum</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>Whole classroom observations</li> <li>Small group observations (based on previous ELPT achievement scores)</li> <li>ESL teacher and/or Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom.</li> <li>EL progress monitoring</li> </ul>		

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
				X										X

**Data used to Evaluate Goal:**

ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana  
LEAP 2025/EPLT

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**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

### **Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- Website
- Student Progress Center
- Report Cards
- IEP Progress Monitoring Forms
- Teacher Google Classrooms
- Mail home letters for students who are “at-risk” of failing subjects.
- Renaissance Academic Rally/PBIS
- Student of the Month letters sent home to families.
- Open House
- Tiger Walk
- Tiger Fest

### **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- PTA
- Parents/Teacher/Student Conferences
- IEP/IAP Meetings
- SBLC Meetings



**Slidell Junior 2021-2024**

- SAP Team

**Resources Needed to Support Parent and Family Engagement:**

- Website
- Student Progress Center
- Informational Flyers
- Report Cards

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

### **Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- Assessment data including school data, LEAP 2025, LEAP 360, informal reading assessments, iReady assessments, writing samples, and teacher feedback are utilized to identify at-risk students.
- Teachers, PBIS, SBLC, TRT, SAP, SWE Coordinator, School Counselor, Administration, and instructional coaches all analyze data to identify students needing intervention.
- The school leadership team, PBIS committee, SBLC, and SWE Coordinator determines eligibility and focus groups for school-wide interventions.
- SBLC team assists in identifying students who need classroom interventions.

### **Describe how the school ensures that interventions do not replace core instruction:**

- Partnership for Success is an elective provided to students in need of intervention in math, reading, or writing.
- Students in need of additional support in Reading are enrolled in a reading intervention elective.
- Inclusion ELA and Math classes are available to students selected through LEAP 2025 scores.
- Academic Success is provided before school for students to work on assignments and/or study for assessments.
- The school's "Zeros Aren't Permitted" policy and ZAP Hall provide students the opportunity to make-up missing assignments.

## Slidell Junior 2021-2024

### Interventions/programs available for students in need (include grade levels and skills addressed):

Available school wide to all students in 7th and 8th grade:

- Partnership for Success is an elective provided to students in need of intervention in math, reading, or writing.
- Students in need of additional support in Reading are enrolled in a reading intervention elective.
- Inclusion ELA and Math classes are available to students selected through LEAP 2025 scores.
- Academic Success is provided before school for students to work on assignments and/or study for assessments.
- The school's "Zeros Aren't Permitted" policy and ZAP Hall provide students the opportunity to make-up missing assignments.
- Tiger Pause- Check-in, Check-out for students needing behavioral interventions.
- Students who exhibit intense behavioral / social concerns will be assessed for eligibility to participate in individual and group school-based counselling to learn self-regulation strategies, conflict resolution strategies, etc.
- Achieve 3000-reading and writing
- Project Read - students with Dyslexia
- Gizmos-Science/Math Skills
- E3-Self-Advocacy Program

**Slidell Junior 2021-2024**

**Describe the process for ensuring progress monitoring is carried out and results are monitored:**

- Students who continue to struggle are identified by their classroom teacher and the SBLC process is initiated.
- SBLC meets weekly to discuss students in need of intervention. Meetings are then scheduled with families to discuss interventions and progress in the general curriculum.
- SAT determines students in need of referral for Special Education evaluations or 504 evaluations.
- Students with an IEP/IAP are monitored quarterly.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Resources Needed to Support Interventions:** Communication Logs, Discipline and Grade Data, Teacher Participation and Buy-In, Meeting Agendas and Task Lists, Chromebooks, Achieve 3000, iReady

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

### Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- KIT tutoring
- PBIS/ Renaissance School Activities
- Honor Choir and Honor Band
- Talented Art, Music and Theater
- Strings Program
- Yearbook and Gateway to Technology Electives
- Gifted Classes- ELA, Math and Science
- Carnegie Unit Courses: World Geography, Algebra I, Fine Arts Survey, Spanish, Keyboarding, Choir, Band, Art, Quest for Success, Guitar
- Related Services including AT, OT, MHP, SLP, DHH, VI, EL, Adapted PE, School Counselor
- Supplemental Programs: PE, Library, Art, Choir, Band, 7th grade Spanish, WSJH

### Resources needed:

- Tutors
- Sponsorship
- Curriculum

### Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):

- Academic Success
- Vibrant Club Life: Renaissance, Student Council, Science, Chess, Drama, Newspaper, Library, Jet Set International, Beta, Anime, Yoga, SAVE Promise, Tigerhood, Crafty Tiger, Gamers, etc.
- School Athletic Teams
- Athletic Events

### Resources needed:

- Program facilitators
- Club Sponsors
- Coaches

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**List programs that need to be evaluated and what data will be used to monitor and evaluate:** Academic Success/Clubs: Sign-in sheets, KIT Tutoring: Report cards, Athletics: Team rosters, Carnegie Unit Courses: Quarterly grades

**Middle of the Year Monitoring Results/Areas for Improvement:**

End of the Year Results:

## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

### Services Provided by Mental Health Provider(s):

- 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.

### Resources needed:

- Referral Forms

### Services Provided by Counselor(s):

- School-based counselling groups: Grief groups, all-girls group, social skills groups, MAE group
- Instruction in self-regulation strategies, conflict resolution strategies, de-escalation strategies, self-monitoring strategies, self-soothing strategies, mindfulness, etc.
- Identification of students needed school-based counseling through committees such as SBLC
- Conflict resolution mentoring/conferencing with school administration and teacher mentors.
- Guidance counseling in selecting/scheduling appropriate course work.

### Resources needed:

- Group materials
- Individual student data

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

### Team Reflection:

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

### Transition Activities for Students:

- Spring presentations for feeder schools
- Collaboration meetings with feeder schools regarding SWE and at-risk students.
- T9 meetings with Slidell High
- Collaboration meetings with Slidell High to discuss SWE and at-risk students.
- Tiger Fest and Tiger Walk for incoming 7th graders.
- Joint learning walks with feeder school administrators.
- Opportunities for core teachers to collaborate with feeder schools and high school teachers.
- Transition field trips for SWE students
- Presentation by high school coaches to student athletes.
- Provide scheduling and elective information to feeder schools.
- Administrator hand-scheduling of at-risk/high-need incoming 7th grade students.

### Resources needed:

- Meeting schedules
- Student data
- Elective Google form
- Flyers/Advertising
- School website

### Parent and Family Engagement Activity:

- Tiger Walk
- Open House
- Tiger Fest

### Resources needed:

- Flyers/Advertising
- School website
- Student schedule
- School map
- Volunteers

### Participation Results:

### Feedback from Parents/Families:

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

**Describe the structure/make-up of your PLC groups:**

- All teachers in each specific subject area (including SWE teachers)
- Facilitated by department heads and supervising administrators
- District curriculum specialist provide PD and PLC guidance
- School ELA and Math instructional coaches attend PLCs

**Resources needed:**

- Assessment data
- PLC Norms/Sign in sheet
- PLC Feedback form

**Describe the format of your PLC groups (When? How often? How long?):**

- Twice a month during common planning

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Middle of the Year Reflection/Areas for Improvement:**

**End of the Year Feedback from Teachers:**

**Areas for Improvement:**



## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

### Other Professional Development:

- Teacher to Teacher Observations
- New teacher mentor program
- PD days and after school faculty meetings
- Content Specific PD
- Guidebook training
- Curriculum Specialist PD
- NCI Training
- Annual district SWE-department intervention trainings
- iReady Math training
- Google Classroom
- Summer Institute PD

### Describe how the Instructional Coach will support your school (if applicable):

- Facilitate the analysis of students' learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.
- Assist colleagues in accessing and using data driven research in order to select appropriate strategies to improve students' learning.
- Provide constructive feedback to colleagues to strengthen teaching practices and improve students' learning.
- Facilitate professional learning among colleagues to increase teaching content knowledge and understanding of both state standards and curriculum.
- Engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data.
- Assist in making connections to research-based effective practices.

### Resources needed:

- PD materials
- Follow up- training on campus
- Curriculum
- Student data

**Slidell Junior 2021-2024**

- Serve on the school Instructional Leadership Team and School Advancement Plan Committee.
- Assist teachers to consistently implement a variety of subject-specific instructional strategies to enhance student content knowledge.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
														X

**Middle of the Year Reflection/Areas of Improvement:**

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

**11. SCHOOL ADVANCEMENT PLANNING**

**Slidell Junior 2021-2024**

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- Participation in support activities that are outlined in the SAP.
- Virtual parent/community SAP meeting.

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

- SAP committee will disseminate reports to each department during PLCs.
- Virtual parent/community SAP meeting within the first 60 days of the school year.

**Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- The SAP committee will meet on the following 2021-2024 SAP: First quarter, third quarter, and end of school year.

**2021-2024 Committee Members**

<u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating	<u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities
<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● Administrator: Jennifer Milligan</li> <li>● TRT: Maria Rhodes</li> <li>● Instructional Coach: Jill Dupuy</li> <li>● Instructional Coach: Rebecca Cambre</li> <li>● Teacher: Tammy Cornish</li> <li>● Teacher: Tiffany Helfer</li> <li>● Parent/Family: Amanda Spilling</li> <li>● Parent/Family: Celia Guillory</li> <li>● Community Member: Kristy Coco</li> <li>● Student: Ella Kate Spilling</li> </ul>	<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>● Administrator: Jennifer Milligan</li> <li>● TRT: Maria Rhodes</li> <li>● Teacher: Tammy Cornish</li> <li>● Teacher: Tiffany Helfer</li> <li>● Parent/Family: Amanda Spilling</li> <li>● Parent/Family: Celia Guillory</li> <li>● Community Member: Kristy Coco</li> </ul>

## DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date