Facing the Future of Jump Start
St. Tammany Parish Public Schools
2016-2017
Quick Facts

Number of Schools: 55

Students
Enrollment: 38,681
Minority Students: 10,569
Students Served by Special Education:
1,877 Gifted
1,071 Talented
6,498 Other Exceptionalities and Impairments

Free/Reduced Lunch Students: 44%
High School Graduates: 2,371
National Merit Finalists: 13
Average Class Size*:
Grades K-3: 19.1 Students
Grades 4-12: 22.3 Students

*State Department of Education guidelines for class sizes are 26 students for grades K-3 and 33 students for grades 4-12.

Limited English Proficient Students: 2%

Employees
Number of Employees: 5,773
Number of Certificated Employees: 3,226
Percentage of Certified Teachers: 100%
Percentage Teaching Out of Field: 7.5%
Percentage of Teachers with Master's or Higher Degree: 53%
Percentage of Teachers Attending High Quality Professional Development: 100%
Number of National Board Certified Employees: 249
Beginning Teacher Salary: $44,284

Achievement
District Performance Score: 107
District Grade by LA Dept. Education: A

ACT Scores:
District ACT Average Composite Score 21.5
State ACT Average Composite Score 19.5
National ACT Average Composite Score 21.0

Scholarship and TOPS Money Awarded to 2015-2016 Graduates: Over $74,000,000

Average College Assistance Offered Per Graduate: $31,210
Jump Start Implementation Timeline

Initial Planning and Assessment

Jump Start Pathway Design and Implementation

Continued Strategic Planning

2014-2015

2015-2016

2016-2017

2017-2018

Future

Jump Start Pathway Design and Implementation

Full Implementation

New graduation requirements in effect

Focus on the Future
Jump Start Implementation Timeline

Initial Planning and Assessment

Focus on formation of Northshore Regional Jump Start Team and needs assessment

Action Steps

- Developed Vision Statement
- Analyzed state and regional job data
- Held Northshore Regional Business and Industry Working Group
- Identified Student Learning Objectives
- Completed alignment assessment to current ...
  - Areas of Concentration (AOCs)
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### IT Job Growth Forecast

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<tbody>
<tr>
<td>Software developers, systems software</td>
<td>392,300</td>
<td>510,400</td>
<td>127,100</td>
<td>32%</td>
<td>Much faster than average</td>
<td>$ 94,180</td>
</tr>
<tr>
<td>Database administrators</td>
<td>110,800</td>
<td>144,800</td>
<td>34,000</td>
<td>31%</td>
<td>Much faster than average</td>
<td>$ 73,490</td>
</tr>
<tr>
<td>Network &amp; computer system admin</td>
<td>347,300</td>
<td>443,800</td>
<td>96,500</td>
<td>28%</td>
<td>Faster than average</td>
<td>$ 60,160</td>
</tr>
<tr>
<td>Software developers, applications</td>
<td>520,800</td>
<td>664,500</td>
<td>143,700</td>
<td>28%</td>
<td>Faster than average</td>
<td>$ 87,700</td>
</tr>
<tr>
<td>Computer systems analyst</td>
<td>544,400</td>
<td>664,800</td>
<td>120,400</td>
<td>22%</td>
<td>Faster than average</td>
<td>$ 77,740</td>
</tr>
<tr>
<td>Information Security Analysts, Web Developers, and Computer Network Architects</td>
<td>302,300</td>
<td>367,900</td>
<td>65,600</td>
<td>22%</td>
<td>Faster than average</td>
<td>$ 75,660</td>
</tr>
<tr>
<td>Computer &amp; information systems managers</td>
<td>307,900</td>
<td>363,700</td>
<td>55,800</td>
<td>18%</td>
<td>About average</td>
<td>$115,780</td>
</tr>
<tr>
<td>Computer support specialists</td>
<td>607,100</td>
<td>717,100</td>
<td>110,000</td>
<td>18%</td>
<td>About average</td>
<td>$ 40,200</td>
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</table>

Source: U.S. Bureau of Labor Statistics
### 2014-2015

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<tr>
<th>Competency</th>
<th>Targeted Student Learning Objectives</th>
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<tr>
<td><strong>“Hard” Skills</strong></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Basic computer operating and keyboarding capabilities</td>
</tr>
<tr>
<td>2)</td>
<td>Familiarity with Microsoft Office programs</td>
</tr>
<tr>
<td>3)</td>
<td>Mastery of job-related numeracy.</td>
</tr>
<tr>
<td>a.</td>
<td>Math skills—mastery of basic job-related math (measurements, account balancing, etc.)</td>
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<tr>
<td>4)</td>
<td>Mastery of basic job-related literacy</td>
</tr>
<tr>
<td>a.</td>
<td>Reading comprehension skills (comprehend technical writing, understanding instructions)</td>
</tr>
<tr>
<td>b.</td>
<td>Technical writing skills—writing update reports, etc.)</td>
</tr>
<tr>
<td>c.</td>
<td>Increasing competences (researching, synthesizing and communicating solutions, etc.)</td>
</tr>
<tr>
<td>5)</td>
<td>Basic technical skills relevant to specific industries.</td>
</tr>
<tr>
<td>6)</td>
<td>Knowledge of international relations and economic business models</td>
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<tr>
<td>7)</td>
<td>Critical thinking skills</td>
</tr>
<tr>
<td>8)</td>
<td>Environmental implications of business practices</td>
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<tr>
<td>9)</td>
<td>Complex problem solving</td>
</tr>
<tr>
<td>10)</td>
<td>Bi-lingual communication skills</td>
</tr>
<tr>
<td><strong>“Soft” Skills</strong></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Punctuality and attendance</td>
</tr>
<tr>
<td>2)</td>
<td>Attitude (respect for self and others, honesty, anger management / coping with frustration, enthusiasm)</td>
</tr>
<tr>
<td>3)</td>
<td>Positive habits (proper appearance, understanding company policies, realistic expectations)</td>
</tr>
<tr>
<td>4)</td>
<td>Drug-free</td>
</tr>
<tr>
<td>5)</td>
<td>Teamwork (ability to work in and lead teams, working effectively with older co-workers)</td>
</tr>
<tr>
<td>6)</td>
<td>Problem solving (individual and team)</td>
</tr>
<tr>
<td>7)</td>
<td>Implementing instructions</td>
</tr>
<tr>
<td>8)</td>
<td>Carrying out multiple tasks</td>
</tr>
<tr>
<td>9)</td>
<td>Effective communication skills (conversation, presentation, reading and writing)</td>
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<tr>
<td>10)</td>
<td>Motivation and responsibility (personal goals, initiative, time management)</td>
</tr>
<tr>
<td>11)</td>
<td>(politeness, empathy, “going the extra mile”)</td>
</tr>
<tr>
<td>12)</td>
<td>Adaptability and flexibility</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Workplace safety</td>
</tr>
<tr>
<td>2)</td>
<td>Personal safety (driving, home, off-hours activities)</td>
</tr>
</tbody>
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<thead>
<tr>
<th>National Career Clusters Framework</th>
<th>Louisiana Career Pathway (through Cohort 2017)</th>
<th>Jump Start Pathway (begins with Cohort 2018)</th>
</tr>
</thead>
</table>
| Agriculture, Food, and Natural Resources | • Agriculture Production / Management / Entrepreneurship  
• Animal Science  
• Forestry and Conservation  
• Horticulture | • Agriculture Technician Pathway  
• Workplace Safety Pathway* |
| Architecture and Construction | • Architecture  
• Cabinet Making  
• Carpentry and Construction  
• Drafting | • Carpenter Pathway  
• Carpenter Helper Pathway  
• Certified Mechanical Drafter Pathway  
• Workplace Safety Pathway* |

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2014-2015
Jump Start Implementation Timeline

**Jump Start Pathway Design and Implementation**

Focus on pathway development and stakeholder education

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**2015-2016**

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Fontainebleau High School
2015-2016
Programs of Study
Graduating Class of 2016 and Beyond

Administration:
Johnny Vitrano
Principal
Michael Astugue
Asst. Principal
Katmi Gottschalk
Asst. Principal
Mary Priebe
Asst. Principal
Chris Nelson
Administrative Asst.
Leonard Tridico
Administrative Asst.

Guidance Counselors:
Libby Schayot
9th Grade
Freshman Academy
Che' Ashley-Jackson
10th Grade
Susan Samson
11th Grade
Lori England
12th Grade
Toni Matherne
College/Scholarship

100 Bulldog Drive
Mandeville, LA 70471
www.fontainebleauhigh.stpsb.org
(985) 892-7112

The ultimate mission of Fontainebleau High School is to provide our students with the ability and tools necessary to function

Action Steps

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### Principles of Business

**Suggested Time Frame – 2016-2017**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time Frame</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Economy and You</td>
<td>August 8 – August 26. Students will learn about the various economic systems and the role of business in the economy by focusing on business concepts, economic activities and conditions, and resources.</td>
</tr>
<tr>
<td>2.</td>
<td>Business Organization</td>
<td>August 29 – September 23. Students will compare and contrast the various types of businesses and examine various organizational structures, placing emphasis on operations, management, and leadership structures.</td>
</tr>
<tr>
<td>3.</td>
<td>Influences on Business</td>
<td>September 26 – October 14. Students will learn about the various factors that can influence business stability, growth, and development. Factors include the dynamics of global markets, governmental regulation, and the money market and financial institutions.</td>
</tr>
<tr>
<td>4.</td>
<td>Business Ethics &amp; Social Responsibility</td>
<td>October 17 – November 4. Students will learn about the role of ethics and social responsibility in business including management’s role in setting ethical standards, corporate responsibility, and the consequences of unethical behavior in the workplace.</td>
</tr>
<tr>
<td>5.</td>
<td>Risk Management</td>
<td>November 7 – December 20. Students will learn about the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in general industry. Students will also learn about the rights of workers, employer responsibilities, and how to file a workplace complaint. Upon completion of this unit, students will attain certification in OSHA 10 - General Industry.</td>
</tr>
<tr>
<td>6.</td>
<td>Personal Finance</td>
<td>January 4 – February 3. Students will learn about the need for personal financial planning and how to build a financial base. Topics of study include budgeting, checking and savings accounts, investment options, the various types of insurance, and retirement savings.</td>
</tr>
<tr>
<td>7.</td>
<td>Credit</td>
<td>February 6 – March 17. Students will acquire fundamental knowledge about credit. Topics of study include how to acquire and maintain good credit and consumer credit laws.</td>
</tr>
<tr>
<td>8.</td>
<td>Career Planning</td>
<td>March 20 – April 13. Students will explore classroom and online resources to research selected careers. Research topics include career qualifications, salaries, etc.</td>
</tr>
<tr>
<td>9.</td>
<td>Marketing and Advertising</td>
<td>April 24 – End of School. Students will learn about the market research process and how to develop an effective promotional strategy.</td>
</tr>
</tbody>
</table>
2015-2016

**BUSINESS MATH**

Suggested Time Frame - 2016-2017

**Course Textbook Resource:**
*Mathematics with Business Applications, 5th edition by Glencoe*

In addition to the textbook, a variety of other resources should be incorporated into this course. To assist with using the textbook as a planning resource, suggested chapters from "Part 3" of the textbook that may align with the primary topics of this course have been listed below. Sections in other chapters may also provide appropriate planning resources.

Suggested Units: 13, 14, 15, 16, 17, 18, 19, 20, 21, and 23

<table>
<thead>
<tr>
<th>Semester One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Personnel</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Companies need to hire and train employees and provide employee benefits. In this unit students will focus on how companies figure out the costs involved.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Production</td>
<td>3 weeks</td>
</tr>
<tr>
<td>In this unit, students will focus on how much it costs to produce goods and how to find the break-even point. Other topics include how to monitor quality control and to figure out how much room you will need to store the packaged goods.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3:</strong> Purchasing</td>
<td>3 weeks</td>
</tr>
<tr>
<td>When companies order supplies, they often receive trade discounts. In this unit students will focus on finding the best trade discounts.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Sales</td>
<td>4 weeks</td>
</tr>
<tr>
<td>In this unit, students focus on factors involved with sales, such as selling price, costs, markup, markdown, and net profit.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5:</strong> Marketing</td>
<td>4 weeks</td>
</tr>
<tr>
<td>A company's marketing department deals with many factors. In this unit students will focus on: surveys, sales potential, market share, sales projections, advertising costs, and pricing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 6:</strong> Warehouse and Distributing</td>
<td>3 weeks</td>
</tr>
<tr>
<td>In this unit, students focus on the responsibilities of a warehouse and distribution department, such as inventory, product storage, and shipping the product by air or by truck.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 7:</strong> Services</td>
<td>4 weeks</td>
</tr>
<tr>
<td>In this unit, students will focus on services that businesses use. Businesses often hire service</td>
<td></td>
</tr>
</tbody>
</table>

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Jump Start Pathway Design and Implementation

Focus on pathway development, stakeholder education, and data tracking

Jump Start Implementation Timeline

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  - Super Summer Institute
- Course Development
  - Career courses re-designed
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  - NEPRIS
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https://twitter.com/stppschools/media
2016-2017

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### 2016-2017

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#### Course Name: **Course Name**

<table>
<thead>
<tr>
<th>Pathways that use this course:</th>
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<tbody>
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</tbody>
</table>
Jump Start Implementation Timeline

Full Implementation

New graduation requirements in effect

Action Steps

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2017-2018

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Jump Start Implementation Timeline

Continued Strategic Planning

Actions Steps

- Continued data analysis
- Increase communication with stakeholders
- Utilization of Counselor Tools
- Implement Professional Development Plan
- Implement annual needs assessment

Areas of identified growth:

- Technology Pathways
- Design of Virtual Workplace experiences
Continued Strategic Planning

- Continued data analysis
- Increase communication with stakeholders
- Utilization of Counselor Tools
- Implement Professional Development Plan
- Implement annual needs assessment

Actions Steps:
- Gather Data
- Analyze Data
- Develop Strategic Plan
- Communicate Plan
- Implement Plan
Thank You!

Melissa.Strata-Burger@stpsb.org
StaceyAlexius@stpsb.org