

Fifth Ward Junior High School
PreK - 8
Christopher Oufnac
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at the summary pages in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
1. SPS increased 1.8 points from 2012-2014.	1	SPS Index 2012-2014
2. Highest Levels in Spring Testing in math and science across the years from 2012-2015 are in 3 rd Grade.	2	CRT/Grade Level Index 2012-2015
3. Highest levels on DIBELS assessment through the years 2012-2015 are in 3 rd Grade.	3	DIBELS 2012-2015
4. The White Subgroup has had a steady increase in SPS in both ELA and Math by an average of 1.5% growth from 2012-2015.	4	Subgroup Trend Data Analysis 2012-2015
5. The 8 th Grade Economically Disadvantaged and 3 rd Grade students with disabilities subgroups increased in ELA and Math CRT scores.	5	Subgroup Trend Data Analysis 2012-2015

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
1. Our school's ELA CRT scores for all sub groups are lowest compared to other subjects school-wide.	1	CRT Index 2012-2015
2. Social Studies and Science CRT scores are consistently lower than Math 2012-2015.	2	SPS CRT Grade Level Trend Data 2012-2015
3. 1 st Grade DIBELS- Students in first grade have shown to have the lowest percentage scores on benchmark assessment and persistent declines across the years.	3	DIBELS Data 2012-2015
4. 4 th Grade School Performance Grade Level Index scores indicated weaknesses in ELA and Math.	4	SPS CRT Grade Level Index 2012-2015
5. Academic Achievement Levels according to report card grade averages of students with Mental/Emotional Needs are low.	5	Measurement Data for Mental Health Providers 2015-2016
6. According to the Full School Summary from our Parental Involvement Survey parental awareness and education on Title 1 Program (84%), and awareness of their opportunities to provide feedback (86%), were our lowest areas compared to other factors surveyed.	6	Parent Involvement Spring Survey 2016

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GOALS

<i>1c. Goals based upon Challenges and/or Maintaining Strengths</i>
GOALS
1 By May 2016, our whole school CRT Index will increase by 5 points in ELA.
2 By May 2016, our whole school CRT Index will increase by 7 points in Science. By May 2016, 90% of teachers will meet their Student Learning Targets in Social Studies.
3 By May 2016, the number of at-risk students in 1 st grade will decrease by 5% based on DIBELS data results.
4. By May 2016, 4 th Grade CRT Index will increase by 10 points in ELA and Math.
5. By May 2016, 40% of the students currently working with the MHP will maintain satisfactory academic achievement or demonstrate an overall increase based on the Measurement Data for Mental Health Providers.
6. By May 2016, increase from 86% to 90% the overall parent awareness of the Title 1 program and opportunities for evaluation.

2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 86%.

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year and Title I schools report this information to the Title I office on the Attestation Form.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p>PLC- Professional Learning Community Sessions will be focused on Reading and Writing across the curriculum and Meaningful Math Engagement Strategies. The TRT and classroom teachers will be involved in these group sessions that will meet monthly. Curriculum Specialists will also be invited to attend these meetings. During these meetings, DIBELS, SLT, and writing sample data will be evaluated and used to drive instructional practice within the classroom. Additionally, classroom teachers will meet weekly for PLC Plus time. During these sessions, teachers will plan for writing instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute Salary and Benefits Guided Reading Books Professional Writing Books for Content Area Teachers Writing Mini-Lesson Strategy books</p>
<p><i>If you have an Instructional Coach, describe in detail her duties and responsibilities</i> Brigitte Magee is our instructional coach who works with teachers primarily in grades K, 1st, 2nd, and 3rd in ELA (specifically focusing on writing). She develops a schedule with teachers to go in to their classrooms to support and facilitate best instructional practices. She uses a pre-assessment to determine students' levels and abilities in order to meet the needs of all learners. Measures are taken at the end of her instructional cycle to determine growth made or lack thereof.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I-District</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salary and Benefits for this teacher.</p>
<p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state mandated trainings •Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED •After-school, before school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>substitute salaries</p> <p>Teacher Learning Walks at other STP schools District PD opportunities After-school Technology or Planning Sessions</p>

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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: At Fifth Ward Jr. High, we encourage and attempt to create a family style atmosphere seeking to also have continuous growth in SPS. We are a school with continual growth of the use of technology within the classroom that has interactive, student-centered lessons. There is an energy/enthusiasm level amongst the faculty that is very caring toward other colleagues and students. We attempt to bring top applicants back to our school for an additional round of interviewing showcasing our school and community.

6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.

<p>◆ <i>Describe how parents will be involved in the</i></p> <ul style="list-style-type: none"> ○ <i>design,</i> ○ <i>implementation, and</i> ○ <i>Evaluation of the ENTIRE TITLE I schoolwide program.</i> <p>Parents will be involved in the design of the parent plan through attendance at the Parental Involvement Committee meeting in the spring where the plan is reviewed and revised. Agenda and sign in sheets are filed for documentation. Parents assist in the implementation of the plan through attendance at family event planning meetings and working at the events. Sign-in sheets and minutes of meetings serve as documentation. Evaluations include "Ticket out of the Door" for events, also sign in sheets and agendas are used as well for evaluation of attendance. Parent Survey Data is also reviewed for evaluation. Parents are involved in the planning of the entire Title 1 program through committee meetings, evaluations, and recommendations given.</p> <p>Parents will be involved in the School Improvement Plan by reviewing the plan of action, and giving input and feedback at an after-school meeting. Parents will be given the opportunity to provide feedback on the SIP and results. Kayce Cummings will facilitate the meeting.</p> <p>The evaluation of the parental involvement plan will be communicated through the parent surveys at the end of the school year.</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity:</p>
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<p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> ○ Parent Involvement Policy/compact; ○ PI Plan ○ School Improvement Plan. <p>Meeting dates for planning, implementation and evaluation of :</p> <ul style="list-style-type: none"> ● SIP December 7th 7:15-8:15 a.m. ● PI Policy February 15th 7:15-8:15 a.m. ● PI Plan May 3rd 7:15-8:15 a.m. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <p>Parents will receive timely information about the Title 1 program at Meet-N-Greet night before the start of the school year. A video about our Title 1 program is viewed, and then it is posted on our webpage for others not in attendance to view.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Robo Calls are made in addition to placing a memo on the school sign by our highway</p>
<p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <p>Parents will be informed of the curriculum by parent/teacher conferences, weekly agendas or newsletters provided by the classroom teacher. They are aware of assessments and proficiency levels through conferences, as well as the weekly graded paper envelopes. In addition, parents are able to access performance on academic assessments through JPams.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p>	<p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p>

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<p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Postage-</p>
<p>NNPS-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>	<p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other.</p>	<p>Item(s) to be purchased to support this activity: Membership in NNPS</p>
<p>◆ To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Memos and Flyers will be sent home</p>
<p>◆ <i>Describe</i> how parents will be encouraged to participate in decision making opportunities about their child's education. Family/Parental Involvement opportunities will be given to encourage parents to participate in decision making opportunities about their child's education. We send home invitations to all events, post the events on our school webpage and teacher individual webpages. Make robo-phone calls, as well as using the marquee board. The following are decision making opportunities for parents:</p> <ul style="list-style-type: none"> ▪ SAT meetings ▪ IEP meetings ▪ Parent Conferences ▪ Parent Committee Work ▪ Comments about plans posted on school website 	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>♦ <i>Describe specific training activities (at least all 6 from Title I Application PI Plan)</i></p> <p>Parental Involvement Training Activities:</p> <p>Meet and Greet Night (August) - Parents will meet teachers to discuss grade level expectations. Teachers will discuss/provide effective study habits/activities for parents to use at home to improve students' academic performance.</p> <p>Mom's Moments/Dad's Day (Oct/Nov) Moms and dads will be able to experience and explore fun academic activities and games with their child to strengthen letter/number recognition, strengthen student achievement in literacy/math, and strengthen family bonds.</p> <p>Math/Science Night (December) Parents will explore "Math and Science" activities designed to strengthen academic achievement. Materials will be provided for parents to increase student achievement.</p> <p>Reading and Writing across the curriculum (February) Parents will explore "literacy across the curriculum" activities designed to strengthen academic achievement. Material will be provided for parent to use at home to increase student achievement.</p> <p>PreK-Kindergarten Transitional Parent Meeting (April) Parents of Pre K students will be given information pertaining to academics and goals for their child in Kindergarten.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Materials and Supplies: Fall Decorations Pictures taken and Printed for Mom's Moments and Dad's Day Consumable Experiment Materials Cardstock Glitter/Glue</p> <p>Guest Speaker/Author will be attending Reading and Writing Night</p>
<p>Communication strategies utilized include TEACHERWEB, Graded Paper Folders, Weekly Newsletters, agendas, robo-call etc.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>TEACHERWEB,</p>

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	<input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	graded paper folders, agendas
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7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
<p>Incoming Students</p> <p>Pre K Orientation is designed to orient families who are entering the school. Personnel involved in this activity are the Pre-K Teachers, Paras, and Administration Team. This is for all students entering the school at the Pre-K level. The majority of all students enter our school at the Pre-K level.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity: Books or instructional pamphlets for parents and students will be provided</p>
<p>Outgoing students</p> <p>8th Grade Class Night is designed to celebrate students leaving Fifth Ward Jr. High. Special awards and recognition will be given to students earning academic achievement. Each student will be recognized through a slideshow presentation.</p> <p>Cub Day at CHS- 8th grade attends an orientation sponsored by Covington High School which allows incoming freshman to view campus and learn about extra curricula activities and programs. The guidance counselors from CHS assist our counselor in formulating students' schedules for the following school year.</p> <p>Special Education teachers from our school collaborate with CHS Sped teachers to inform and assist with individual student needs and goals within their IEP.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity: 8th Grade Night Supplies and consumable decorations Flyers and informative papers to communicate the transitional events</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p>The fundamental question is what are the teachers expected to do with the data they have on their students:</p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to PM these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Folders for Progress Monitoring</p> <p>Substitute salary and benefits to allow teacher to DIBEL their students</p>
<p><i>Add additional assessment activities as needed.</i></p> <ul style="list-style-type: none"> •EAGLE Assessment Data will be used to determine academic levels within the standards and make instructional decisions for students within grades 3rd-8th specifically in ELA and Math. •Achieve 3000 is a reading based assessment program used to analyze student data/levels on different ELA strands •STAR Reading Assessments are utilized to determine a student’s individual reading range or “zone of proximal development” Tutors and Teachers of the following programs will use data from various activities within the programs to determine levels/growth made by students: Voyager, EAROBICS, Fast Forward, Project Read, 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>STAR Reading Program Accelerated Reader Program Subscriptions</p>

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan) MHP: Due to the transient and often unstable environments that many of Fifth Ward Junior High students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Christopher Oufnac, Sarah M. Simmons, Jackie Nettles) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Jackie Nettles will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: MHP Salary and Benefits</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> The PBIS program at Fifth Ward Jr. High School is a school wide behavior intervention program that encompasses all grade levels and classes. There are expectations that all students follow school-wide, and incentives are offered throughout the school year for positive behavior demonstrated by students. In addition, specific programs are implemented for students at-risk.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Popcorn Positive Incentives Goldfish Crackers PBIS Bash Equipment</p>

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<p><u>Instructional Program Enhancements</u></p> <p>Computer Lab Teacher- Title 1 Teacher Ralph Tankersley, the computer lab teacher, provides technology-enhanced lessons with the regular classroom teachers within the computer lab. He manages and maintains the schedule within the lab, as well as reviews individual teacher lesson plans to determine areas he is able to assist with incorporating technology.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and Benefits for: Ralph Tankersley, computer lab teacher</p>
<p><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i> Gaynelle Leget is our tutor at FWJH. She is our tutor who provides support during the school day for at-risk students. Students are identified based on assessment results from DIBELS, classroom assessment data, EAGLE, STAR Reading Test DIBELS Benchmark and Progress Monitoring Results, Tracking Data through Voyager, EAROBICS, Project Read, Fast Foward The program is evaluated based on student assessment data through weekly, monthly, and quarterly progress monitoring. Test Prep Materials provided to students include Performance Coach Materials through Triumph Learning. Those supplemental materials are used with learners to connect specifically to the standards addressed through instruction.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Tutoring Salary Performance Coach Materials with Triumph Learning</p>
<p><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></p> <p><i>1-How students are identified</i> <i>2-How students are progress monitored</i> <i>3-How is the tutoring program evaluated</i></p> <p>Gaynell Legett- Voyager Tutor for First Grade students, and reading tutor for students in other grade level spans focused on providing reading</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and benefits for Gaynell Legett (Voyager Tutor) STAR Reading Program</p>

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<p>interventions to the most intensive and strategic learners according to DIBELS and STAR Reading assessments. This tutoring is conducted during the school day. This program is evaluated through the DIBELS and STAR reading reports generated at each nine week period as well as other instructional assessments given specifically related to the general curriculum (writing assessments through instructional coach).</p>	<p style="text-align: center;">___ Other</p>	
<p><u>Technology Resources and Personnel (include names):</u> <u>General Technology</u> to increase engagement: Document cameras, computers, printers, laptops, projector bulbs, activ wands, active pens, iPADS, ink cartridges, toner, monitors, scanner, projector bulb</p> <p>Computer Lab Teacher- Title 1 Teacher Ralph Tankersley, the computer lab teacher, provides technology-enhanced lessons with the regular classroom teachers within the computer lab. He manages and maintains the schedule within the lab, as well as reviews individual teacher lesson plans to determine areas he is able to assist with incorporating technology.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Salaries and Benefits for: Ralph Tankersley, computer lab teacher Document cameras, computers, printers, laptops, projector bulbs, activ wands, activ pens, IPADS, ink cartridges, toner, monitors, scanner, projector bulb, projector remote</p>
<p><u>Technology Interventions/Progress Monitoring</u> <i>List programs and describe how students are selected and monitored for each program listed.</i> STAR Assessment program is used to analyze students reading levels and abilities. AR program is used to be a differentiated, incentive based reading program to promote success and foster the development of literacy skills with all learners. EAGLE Assessment Program is utilized within the computer lab for students, as well as STAR Reading Tests within Accelerated Reader Assessments. EAGLE assessment data is used to determine student growth and achievement levels. Ralph Tankersley is our computer lab teacher and will be the teacher responsible for providing these technology related interventions.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Brainpop Subscription, Renaissance Learning- STAR and AR MobyMax Subscription</p>

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<p>Voyager is used with our Tutoring programs as computerized programs to facilitate the growth of literacy skills in at-risk to emerging learners in First Grade.</p> <p>BrainPop will be used by teachers to enhance lessons and instruction.</p> <p>MobyMax will be used by teachers to determine student growth and achievement levels. Placement test data within the program determines the necessary interventions and support needed by students in ELA, Math, and Science.</p>																							
<p><u>Special Education Subgroup Data</u> Students with Disabilities in ELA and Math have the lowest performance based on our subgroup data.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Grade</u></th> <th style="text-align: center;"><u>ELA</u></th> <th style="text-align: center;"><u>Math</u></th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td style="text-align: center;">85.7%</td> <td style="text-align: center;">85.7%</td> </tr> <tr> <td>4th</td> <td style="text-align: center;">28.6%</td> <td style="text-align: center;">42.9%</td> </tr> <tr> <td>5th</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>6th</td> <td style="text-align: center;">87.5%</td> <td style="text-align: center;">37.5%</td> </tr> <tr> <td>7th</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>8th</td> <td style="text-align: center;">33.3%</td> <td style="text-align: center;">33.3%</td> </tr> </tbody> </table>	<u>Grade</u>	<u>ELA</u>	<u>Math</u>	3 rd	85.7%	85.7%	4 th	28.6%	42.9%	5 th	20%	60%	6 th	87.5%	37.5%	7 th	50%	50%	8 th	33.3%	33.3%	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;">___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
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<p><u>Special Education Program Design</u> Our program consists of some full inclusion and some resource settings for students. There are two severe-profound classes, and one MAE classroom teacher to serve students with emotional/behavioral issues. The MAE students are full inclusion unless the behavior exhibited prohibits them from being included. We have a Gifted Enrichment Program that identifies and supports students within that spectrum. We also have a Talented Art/Theatre program where students are pulled for enhanced instruction for those specific areas.</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;">___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Salary and benefits for SPED personnel</p>																					
<p><u>Curriculum Enhancements</u> Laminating Film is used for student work, teacher materials for work stations, etc. Other curriculum enhanced materials purchased are “Student Organizer/Planners.” These provide students and parents with an organizational communication tool from school to home. Teachers and students log</p>	<p>10. BUDGETS used to support this activity:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA</p>	<p>Item(s) to be purchased to support this activity: Laminating Film Student Planners Accelerated Reader Program Funding</p>																					

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<p>daily activities/home learning opportunities in the planners for parents to note. Daily notes and memos are added for current, updated information.</p> <p>5th Grade Field Trip: Students in 5th grade take a chartered trip each year to New Orleans to explore the Audubon Institute IMAX Theatre. A Charter Bus is needed to take this trip each year. Many of our students do not experience major landmarks of New Orleans. During this trip, our 5th graders explore Café Du Monde and the St. Louis Cathedral.</p> <p>Pre-K Holiday Fun Day Supplemental Books/Resources for the classroom will be purchased to provide the teachers with books for Independent Reading and Research Activities.</p> <p>Accelerated Reader Incentive Program will be used to advance each student’s reading ability. Through this program, teachers will have access to student data to determine growth made. Teachers will track growth each nine weeks by administering the STAR reading assessment.</p>	<p><input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Supplemental Books/Resources for the classroom</p> <p>Charter Bus</p> <p>Pre-k class materials: Cardstock Glitter/Glue Foam board Holiday Reading Books</p>
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<p>10. COORDINATION OF PROGRAMS</p>		
<ul style="list-style-type: none"> ●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 and IDEA ●Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. ●Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. ●Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> ●Tutoring ●Clothing ●School supplies ●Field trip fees ●Summer school fees ●MHP services ●Community Resource Connections ●Meals ●Services of the

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	LEP para and LEP tutor
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<u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u>		
<p>The Title I Committee meets and discusses all of the following: <u>For each section below , be sure to include:</u></p> <ul style="list-style-type: none"> ◆ <i>what data will be collected,</i> ◆ <i>who is responsible for collecting the data,</i> ◆ <i>when will it be collected,</i> ◆ <i>how will it be manipulated and</i> ◆ <i>who will write the final report.</i> 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Item(s) to be purchased to support this activity: Subs for teachers to meet to review data collection for End of the Year Title 1 Evaluation</p>
<p><u>Overall</u>-The school's performance on standardized test scores/ DIBELS scores Teachers on the SIP team will meet to analyze and determine growth or progress made through data collection throughout the school year.</p>		
<p><u>Tutoring programs-</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> ● <i>the number of students in the tutoring programs who scored at a higher level than they did last year on standardized test scores</i> ● <i>the number of students who moved to Benchmark in DIBELS</i> ● <i>the number of students who increased their score on the writing rubric</i> ● <i>the number of students who exit from the tutoring program based upon progress monitoring.</i> ● STAR reading reports will be used to determine growth made with the students who are being pulled for in school tutoring with Mrs. Gaynelle Leget. STAR tests will be administered once each nine weeks to track growth, but an overall growth for tutoring students will be analyzed at the end of the 		

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<p>year by the Title 1 Committee. The Title 1 Committee includes: Kayce Cummings, Rebecca Hammond, Sarah Payne, Kathryn Horridge, Terri Peterson, Kristen Sameluk, Sarah Simmons, and Christopher Oufnac. Did the students make substantial growth from one reading level to the next? Did each student grow one whole grade level from pre-posttest? At least 80% of students should improve their reading levels by a grade level band.</p> <ul style="list-style-type: none"> •DIBELS test results will be used to analyze and determine the effectiveness of tutoring programs. Was there an overall increase in the students' composite DIBELS test scores? A comparison made from the beginning of the year DIBELS test to the end of the year DIBLES test will be analyzed to determine overall growth. Did at least 60% of students improve their DIBELS composite score by at least 15 or more points? The Title 1 Committee includes: Kayce Cummings, Rebecca Hammond, Sarah Payne, Kathryn Horridge, Terri Peterson, Kristen Sameluk, Sarah Simmons, and Christopher Oufnac. This team will determine data collection results when meeting together. •Both DIBELS and STAR assessments will be used to determine growth. Both of these assessments give numbers/data- it will already be quantified. •The Title 1 Committee Chairperson: Kayce Cummings will be responsible for writing the report. No afterschool tutoring program takes place at FWJH. Math tutoring does occur during in-school tutoring hours with Mrs. Gaynelle and primarily occurs with KIT students who are at risk. 		
<p><u>Parental Involvement</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •Parenting Committee will evaluate tickets-out- 		

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<p>the door for events and sign-in sheets to determine effectiveness of attendance.</p> <ul style="list-style-type: none"> •Parenting committee will evaluate attendance numbers at events to see what time/topics draw the largest groups of parents by creating a chart from the tickets-out-the door. These charts will determine what events were the most successful in terms of attendance. •The Title I School Committee and/or the Title I parenting Committee will review the Title I Parent Survey results to determine the effectiveness of our program and ways to improve. •Review the NNPS plan and survey information The Title 1 Committee is responsible for creating this report. The Title 1 Committee includes: Kayce Cummings, Rebecca Hammond, Sarah Payne, Kathryn Horridge, Terri Peterson, Kristen Sameluk, Sarah Simmons, and Christopher Oufnac. 		
<p><u>MHP Evaluation Form</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •Our Counselor, MHP, and Assistant Principal: Jackie Nettles, Cassandra DiLeo, and Sarah Simmons are responsible for collecting and organizing the data. •Our goal was for student with referrals to have satisfactory academic achievement. Data collected will be report card grades. Students whose grades remained the same or improved receives a score of 1. Students grades who regressed will receive a score of 0. The number of students receiving a 1 will be determined and then calculated into a percentage to determine if goal is met. 		
<p><u>Professional Development</u> Data to be collected, responsible person, timeline for collection, process for calculation</p> <ul style="list-style-type: none"> •<i>How did the professional development activities at your school translate into student academic success?</i> 		

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<p><i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i> <i>All meetings must have agendas and sign-in sheets.</i></p> <ul style="list-style-type: none"> •Teacher evaluation results along with student learning target data will be used to determine the effectiveness of Professional Development provided throughout the school year. •Chris Oufnac and Sarah Simmons will be responsible for providing the data to determine if substantial growth was made. <p>The professional development program will be evaluated using SLT data. All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with an 80% success rate will be given a “1” and the other will receive a “0”. 85% of the teachers are expected to meet the target set for evaluating the PD program.</p> <p><i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i> <i>All meetings must have agendas and sign-in sheets.</i></p>		
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<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>FACULTY</u>?</p> <p>The Assessment of the Title 1 Program will be reported to the faculty during a faculty meeting by the Title 1/SIP committee at the end of the school year in May or at the beginning of the school year in August. Also, the reports and evaluations will be analyzed through the Title 1 and SIP committee meetings. Four major areas for Title 1 funding include: tutoring programs, Computer Lab Teacher, Professional Development, and the MHP. The ways the funds are spent for the 2016-2017 school year will be reflective of the results from the 2015-2016 evaluation.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <u>results of the assessment REPORTED</u> to the <u>PARENTS</u>?</p> <p>The Summary of the Formal Assessments will also be communicated to parents through parent-teacher meetings. The first initial meeting with parents will be our Meet and Greet Night, and along with the informational video, the results of our Title 1 program will be reviewed.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>