

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Clearwood Junior High



St. Tammany Parish Public Schools

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

3/8/2019

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
The Dropout Credit Accumulation Index is consistently the highest school index score. The Dropout Credit Accumulation Index score in 2016 was 129.4 points, then in 2017 the score was 138.7 points, then in 2018, the score was 135.1 points.	The Assessment Index has declined for the past 3 years. In 2016 the Assessment Index score was 74.0 points, then in 2017 it decreased to 68.1 points, then in 2018, the score decreased to 65.2 points.
Two strengths evident from the 2018 Assessment Index scores are: 1) 4th grade ELA on the Assessment Index has increased from 68.4 points to 78.1 points. 2) 6th grade Social Studies on the Assessment Index has increased from 60.3 points to 69.2 points.	Two weaknesses evident from the 2018 Assessment Index scores are: 1) School-wide math on the Assessment Index has decreased from (2016) 68.4 points to (2017) 63.6 points to (2018) 59.4 points 2) School-wide Social Studies on the Assessment Index decreased from (2016) 74.2 points to (2017) 60.0 points to (2018) 57.7 points.
4th and 8th grade ELA are potential strengths in the grade level Assessment Index score. 4th grade ELA grade level index score is 77.7 points and the 8th grade ELA grade level index score is 74.3 points.	4th, 6th, and 7th grade Math Assessment Index scores have declined. 4th grade Math has decreased (2016) 80.0 points to (2017) 74.0 points to (2018) 67.5 points. 6th grade Math decreased (2016) 75.0 points to (2017) 60.2 points to (2018) 60.2 points. 7th grade Math decreased (2016) 59.7 points to (2017) 59 points to (2018) 51.1 points.
A potential subject area strength is ELA, subcategory Reading with an emphasis in Vocabulary. For the last two years, Vocabulary was the highest subcategory (5th: 49% proficient, 7th: 49% proficient, and 8th: 58% proficient).	A potential subject area weakness is Math and Social Studies. School-wide Math on the Assessment Index has decreased from (2016) 68.4 points to (2017) 63.6 points to (2018) 59.4 points. School-wide Social Studies on the Assessment Index decreased from (2016) 74.2 points to (2017) 60.0 points to (2018) 57.7 points.
A potential subgroup strength is the White subgroup in all subject areas as they are consistently the highest scoring subgroup in ELA and Math over the past three years. ELA: (2016) 82.9 points to (2017) 76.7 points to (2018) 74.8 points) Math: (2016) 75.7 points to (2017) 71.2 points to (2018) 66.3 points. Although scores are declining, they are considered a strength because they remain the highest scoring subgroup.	Potential subgroup weaknesses are the Whole School subgroup (ELA: (2016) 82.9 points to (2017) 76.7 points to (2018) 74.8 points and Math: (2016) 75.7 points to (2017) 71.2 points to (2018) 66.3 points) and the Economically Disadvantaged subgroup (ELA: (2016) 71.6 points to (2017) 65.6 points to (2018) 60.9 and Math: (2016) 60.5 points to (2017) 55.6 points to (2018) 50 points).
A potential subgroup strength is the White subgroup in all subjects as they are consistently the highest scoring subgroup in ELA and Math over the past	A potential subgroup weaknesses are the Whole School subgroup (ELA: (2016) 78.8 points to (2017) 73.5 points to (2018) 69.5 points and Math: (2016) 68.4

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three years. (ELA: (2016) 82.9 points to (2017) 76.7 points to (2018) 74.8 points and Math: (2016) 75.7 points to (2017) 71.2 points to (2018)66.3 points).	points to (2017) 63.9 points to (2018) 59.5 points) and Economically Disadvantaged (ELA: (2016) 71.6 points to (2017) 65.6 points to (2018) 60.9 and Math: (2016) 60.5 points to (2017) 55.6 points to (2018) 50 points).
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The Whole School Math subgroup achievement gap decreased (2016) 24.1 to (2017) 14.1 to (2018) 6.8 points consistently. The Black Math subgroup gap decreased (2016) 45.9 points to (2017) 31.9 points to (2018) 22.9 points); the Hispanic Math subgroup gap decreased (2016) 33.9 points to (2017) 24.5 points to (2018) 11.4 points; the White Math subgroup gap decreased (2016) 16.8 points to (2017) 6.8 points to (2018) 0 points; the Economically Disadvantaged Math subgroup gap decreased (2016) 32 points to (2017) 22.4 points to (2018) 16.3 points	The achievement gap was highest for the Students with Disabilities subgroup over the last three years ELA: (2016) 54.5 points to (2017) 70.8 points to (2018) 37.5 points and the English Learner subgroup (Math: (2016) 69.6 points to (2017) 60.2 points to (2018) 35.6 points
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ELA was the highest performing subject area in the following subgroups: Whole School ELA at 69.5 points, Hispanic ELA at 69.7 points, Black ELA at 56.5 points, White ELA at 74.8 points, and Asian ELA at 62.5 points.	Math was the lowest performing subject area for the following subgroups: 8th grade Students with Disabilities; 7th grade Students with Disabilities; 4th grade Hispanic.
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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i>
1. From Spring 2018 to Spring 2019, students in the subgroup Students with Disabilities for the Whole School ELA will increase their Assessment Index score on LEAP 2025 by at least 5 index points from (Spring 2018) 37.3 points to (Spring 2019) 42.3 points.
2. From Spring 2018 to Spring 2019, students in the subgroup Students with Disabilities for the Whole School Math will increase their Assessment Index score on LEAP 2025 by at least 5 index points from (Spring 2018) 32.4 points to (Spring 2019) 37.4 points.
3. The Out of School suspension rate for 4 th grade will decrease 3.5% from (Spring 2018) 8.5% to (Spring 2019) 5% in an overall effort to keep the out of school suspension rate below 5%.
4. From Spring 2018 to Spring 2019, all students in grades 4 – 8 will increase the whole school Assessment Index score from LEAP 2025 by 5 points in ELA; (2018) 69.5 points to (2019) 74.5 points
5. From Spring 2018 to Spring 2019, all students in grades 4 – 8 will increase the whole school Assessment Index score from LEAP 2025 by 5 points in Math; (2018) 59.5 points to (2019) 64.5 points

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design: In September 2018, parents will be presented with data analysis and given an opportunity to provide feedback. SIP is posted on school website where parents are able to comment and make suggestions</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Before open house (August 2018) parents will be presented with 2018-19 SIP evaluation information. Parents will be involved in the process by participating in the Spring Survey. 	<p>Goal(s):</p>	<p>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"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey</p> <p>(Questions 1-5)</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • A parent is part of our SIP/Data Analysis Review team and are actively involved in creating the SIP. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Title 1 Parent Survey</p> <p>(Questions 6 - 8)</p>

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<ul style="list-style-type: none"> Parents are involved in the implementation of the SIP through activities and parent events at Clearwood which are included as part of our action plan. SIP is posted on school website, where parents are able to comment and make suggestions 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Agendas: daily assignments, upcoming assessments, parent communication tool Nicky's folders: 4th and 5th take home folders for test papers, grade sheets, information Moodle: online textbooks; assignments JPAMS: parents can track student progress Robocalls: used to communicate important school events Email: communication with parents regarding student concerns 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Agendas Nicky's folders</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 9 – 10) (Questions 13 -14)</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Informational parent texts printed in Spanish (in parent center) Translator</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 11 – 12)</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</p>				
<p>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</p>				
<p>Parent Family Engagement Activity 1: <u>Meet and Greet (August 2018)</u> – (administrators meet and welcome all parents and students (in gym) for short presentation before dismissing to classrooms</p> <ul style="list-style-type: none"> accessing school website teacher contact information results from Title I evaluation Student Progress Center Services/Opportunities provided for students Assistance with free/reduced lunch applications General school policy and procedures School/educational resources available 	<p>Goal(s): 4</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Postcards Postage Computer Printer Toner Bulletin board/dry erase board/fabric board Wireless microphone 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent Survey 2019 Parent Sign-in sheets Exit Ticket <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: <u>Talent Show</u></p> <ul style="list-style-type: none"> Achieve 3000 IXL Math Program Computer Labs 	<p>Goal(s): 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Cardstock Paper Ink/toner Laptop Inflatable screen 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent Sign-in sheets Exit Ticket

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Projector	Effectiveness Results:
Parent Family Engagement Activity 3: <u>Valentines Breakfast (Feb.)</u> <ul style="list-style-type: none"> • Parenting Tips • Staying Involved in your child’s education • Social Media • Apps 	Goal(s): 3	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Parent Survey 2019 Parent Sign-in sheets Exit Ticket
				Effectiveness Results:
Parent Family Engagement Activity 4: <u>Honor Roll for 1st, 2nd, 3rd 9 Weeks Breakfast (March)</u> <ul style="list-style-type: none"> • Students will be awarded for making the Honor Roll for 3 consecutive 9 weeks • Parents will be invited to attend • Math and Literacy Game 	Goal(s): 1,2,4, 5	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Folders Paper Ink/toner	Effectiveness Measure: Parent Survey 2019 Parent Sign-in sheets Exit Ticket
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5: <u>Movie Night (April)</u></p> <ul style="list-style-type: none"> • Testing information (dates, times, scoring levels) • Testing Tips 	<p>Goal(s): 1, 2, 4, 5</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Colored paper Refreshments</p>	<p>Effectiveness Measure: Parent Survey 2019 Parent Sign-in sheets Exit Ticket</p>
<p align="right">Effectiveness Results:</p>				
<p>Parent Family Engagement Activity 6: Incoming 4th grade (Whispering Forest) and incoming 6th grade (Alton) orientation; student visit (May during the school day); parent visit/orientation (May after school)</p> <ul style="list-style-type: none"> • General school policy and procedures • School/educational resources available 	<p>Goal(s):</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Colored paper Refreshments</p>	<p>Effectiveness Measure: Parent Survey 2019 Parent Sign-in sheets Exit Ticket</p>
<p align="right">Effectiveness Results:</p>				

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Brainpop: 4 – 8, video based instruction, • Math IXL: 4th and 5th, 504, IAP, SPED (math intervention <RTI> and enrichment, at least twice per week for 30 minutes each day); standards based skill review • Achieve 3000: 4th and 5th, Special Education, 504, IAP, (Reading intervention, 3 days per week for 45 minutes per day) • Project Read - • The DBQ Project – primary and secondary sources • Eureka: support rigorous math curriculum • Guaranteed Curriculum: district mandated curriculum • Guidebooks 2.0 -State curriculum based on various fiction and non-fiction with embedded assessments and multiple opportunities for application of higher order thinking • 2 instructional paraprofessionals and 1 ROUF tutor (push in during small group to support ELA and Math instruction 		<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Brainpop Achieve 3000 IXL Math Eureka teacher manuals Writing to Text (books) Individual dry-erase boards Dry-erase Markers Chart markers Easel pads 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Lexile levels Achieve effectiveness chart IXL effectiveness chart Report Card LEAP 360 LEAP 2025 <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • 1 computer lab paraprofessional service the computer lab for following services: support for online testing skills, Achieve 3000, IXL • PLC support/coaching: Math and ELA 			Binders Binder dividers Sheet protectors Laminator Laminating film Toner Replacement bulbs Motorized projection screen Equipment installation Projectors Poster printer Paper Pens/pencils Highlighters CPU/monitor toner	
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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Teachers are expected to participate in PLC 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 • PM is done informally by the tutor and at mid-year when students take the mid-year district assessment for all subjects. • At bi-monthly grade level meetings, teachers will review and assess student growth and refine instructional lessons and assessments • RTI will be implemented with ongoing tiered interventions and progress monitoring. • Teachers sit on committees that influence instruction. There are teachers from the three levels (elementary, middle, junior high, and Special Education) on the SIP plan committee • Weekly assessments • Unit pre/post tests • Leap 360 • Leap 2025 	<p>Goal(s): 1,2,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: substitutes</p>	<p>Effectiveness Measure: Reflection /evaluation</p> <hr/> <p>Effectiveness Results:</p>
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<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Math IXL: 4th and 5th, 504, IAP, SPED (math intervention <RTI> and enrichment, at least twice per week for 30 minutes each day); standards based skill review • Achieve 3000: 4th and 5th, Special Education, 504, IAP, (Reading intervention, 3 days per week for 45 minutes per day) • Project Read – reading intervention; 30 minutes 5 days per week 	<p>Goal(s): 1,2,4,5</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Software subscriptions</p>	<p>Effectiveness Measure: Lexile levels Achieve effectiveness chart IXL effectiveness chart Report Card LEAP 360 LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • ELPT: used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • Push-in support 	<p>Goal(s): 1,2,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: ELPT assessment EL Subgroup Data</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Students are targeted for interventions using:</p> <ul style="list-style-type: none"> • Diagnostic Readiness assessment (LEAP 360) • SAT data • LEAP 2025 data • Achieve 3000 data • Check in/check out (behavior and/or academic intervention checklist to keep parent informed on a daily basis) • Report card grades <p>After adequate time for intervention implementation, teacher meets with Mrs. Greco (counselor) and the SAT team members and parent to decide if interventions are working or if further evaluation of deficiencies may be needed.</p>	<p>Goal(s): 1,2,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • 2 instructional paraprofessionals and 1 ROUF tutor (push in during small group to support ELA and Math instruction) • 1 computer lab paraprofessional service the computer lab for following services: support for online testing skills, Achieve 3000, IXL • Achieve 3000 (3xs per week, 45 minutes each) • Math IXL (2xs per week, 30 minutes each) • Project Read (5 days per week, 30 minutes each) 	<p>Goal(s): 1,2,4,5</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV 	<p>Items Needed:</p> <p>Pencils</p> <p>Erasers</p> <p>Individual white boards</p> <p>Computer</p>	<p>Effectiveness Measure:</p> <p>Lexile levels</p> <p>Achieve effectiveness chart</p> <p>IXL effectiveness chart</p> <p>Report Card</p> <p>LEAP 360</p> <p>LEAP 2025 scaled score chart</p>

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<ul style="list-style-type: none"> • Co-teaching • Inclusion 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Printer Toner Software subscription	Effectiveness Results:
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT – student assistance team; determine need for interventions/remediation (counselor, Technology Resource Teacher, Mental Health Provider, Assistant Principal, SPED coordinator, teacher, parent) • IEP, IAP, 504 plan: modifications or accommodations for at-risk (behavior or academic) <p>Process: 1. pre-SAT (initial meeting with parent to discuss concerns) 2. Interventions (approx. 6 weeks) 3. Meeting to determine if interventions are working and if further evaluation is needed.</p>	Goal(s): 1,2,3,4,5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:

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Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
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Support and Extended Learning

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): <ul style="list-style-type: none"> • Gifted acceleration ELA and Math grades 4-8 • High school credits • English Learners • Student Assistance Team • Assistive Technology • Professional Learning Community • Adaptive PE • KIT tutoring • Speech • Occupational Therapy • Supplemental programs: music, choir, band, library, computer lab 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: Reflection <hr/> Effectiveness Results:
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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • 4th grade will take a field trip to the Otis Musuem • 5th grade will take a field trip to the WWII Museum • PFE nights • ESY: extended school year program for special needs students • Academic Summer School to remediate deficiencies on student report cards to for student progression • Fast ForWord: Reading program offered by STPSS during the summer for younger students (grades 1-4) • 4th and 8th grades summer LEAP program for students who performed unsatisfactory or Approaching Basic on the state standardized test 	<p>Goal(s): 1,2,4,5</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Bus driver salary bus transportation admission</p>	<p>Effectiveness Measure: Reflection</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> • Involved in SAT process to assist students with academic and emotional needs • Collaborate closely with MHP to meet the emotional needs of all students (individual sessions and small group sessions) • Monthly rotation to provide whole class character education classes 	<p>Goal(s): 1,2,3,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Discipline data (JPAMS) Check in/check out reflection</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior: The MHP and counselor 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 will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the counselor 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 will also occur.</p> <ul style="list-style-type: none"> • Increased teacher presence in the cafeteria during lunch periods. • Implement a Character Counts for the entire school to foster improved behavior • The MHP will collect data each semester for the students she services. The data includes discipline referrals, and grades in ELA and math. The data will be reviewed to look for patterns and declines in referrals & increase in nine weeks grades in ELA & math. • Make a list of students served • Students working with the MHP will develop skills to help them cope with classroom issues, academic frustration and interpersonal skills. Through counseling the student will demonstrate reduced behavior referrals, increased attendance, and increased time in the classroom. • Mrs. Greco, counselor, conducts small groups to lessen bullying issues 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP outcome chart Discipline data (JPAMS)</p> <hr/> <p>Effectiveness Results:</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students</p> <ul style="list-style-type: none"> • The two schools that are our feeder schools in 4th (Whispering Forest) and 6th (Alton) grade send their students over to visit the school and see how things work. • Meet and Greet for the 4th and 5th graders so that they know who their homeroom teachers are and can leave their supplies in the classroom rather than carrying them on the school bus the first day of school. • Parent orientation night for parents/families of incoming 4th and 5th grade students. Incoming 4th PFE Upcoming 4th grade parents/families come over from Whispering Forest. Information will be given regarding the expectations for the next school year. • Incoming 5th PFE Program for 4th grade families into 5th grade. Information is given about the block schedule used, supply lists and extra-curricular activities available. • Incoming Special Education students come with parents/families to tour school and orient students to new surroundings. • Visit from 3rd graders at Whispering Forest <p>Outgoing Students</p> <ul style="list-style-type: none"> • 8th graders who attend Slidell High meet with the counselors from there to develop their freshman schedules. The Counselors also have a meeting at Clearwood for the parents/families and discuss important information they need to know about their child's schedule. • 8th graders who attend Northshore High have information disseminated about freshman scheduling. • Both feeder high schools send their counselors to Clearwood to do honors and placement testing for the next school year. 	<p>Goal(s):</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title 1 Parent Survey (Questions 16-17)</p> <hr/> <p>Effectiveness Results:</p>

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Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs will be implemented twice a month for 1 ½ hrs per session by content area • Substitutes will be provided • Instructional Coach: Paula Allen, 4th and 5th Math • Administrators will attend and monitor PLC meetings 	<p>Goal(s): 1,2,4,5</p>	<p>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"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Need Binders</p> <ul style="list-style-type: none"> Folders Tablets Pens Markers Chart paper Paper Cardstock Labels Computer Pens Pencils Substitutes Binders Binder dividers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> PD exit tickets PLC documents Attainment of Goals Reflection <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • State mandated trainings (ethics, safe schools, Jason Foundation) • Parish required PD days -Curriculum, Assessment, SPED, Advanced-ED 	<p>Goal(s): 1,2,4,5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> PD exit tickets PD documents Attainment of Goals Reflection

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<ul style="list-style-type: none"> • After-school, before school, and district sponsored professional development • Departmental meetings focusing on curriculum and use of data • Grade Level Collaboration • Curriculum specialists provide instructional support 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities.

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> • All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. <p>Food Services:</p> <ul style="list-style-type: none"> • All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding. <p>English as a Second Language (ESL):</p> <ul style="list-style-type: none"> • Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. <p>21st Century Programs:</p> <ul style="list-style-type: none"> • Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.
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Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

-

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

-

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

-

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Brian Hirstius**
- **Student:**
- **Teacher: 4th grade**
- **Teacher: 5th grade**
- **Teacher: 6th grade**
- **Teacher: 7th grade**
- **Teacher: 8th grade**
- **PTSA president**
- **Parent/Family:**
- **Parent/Family:**
- **Community Member: Robin Mullett**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include: SAME AS SIP COMMITTEE

- **Principal: Brian Hirstius**
- **Student:**
- **Teacher: 4th grade**
- **Teacher: 5th grade**
- **Teacher: 6th grade**
- **Teacher: 7th grade**
- **Teacher: 8th grade**
- **PTSA president**
- **Parent/Family:**
- **Parent/Family:**
- **Community Member: Robin Mullett**