

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Fifth Ward 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 (document detailing major strengths and weaknesses according to data from statewide test scores)**

- *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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
From 2012-2018, 3rd Grade had the highest percentage of Benchmark students with an average of 66.6% and the lowest percentage of At-Risk students with an average of 16.58%.	From 2012-2018, 1st Grade had the highest percentage of At-Risk students with an average of 21.08% and the lowest percentage of Benchmark students with an average of 57.5%. On average, First Grade was 3.22% higher than the other grade levels. In % of students who are at risk.
The Dropout Credit Accumulation Index (DCAI) index scores have been: 2016 (141.5), 2017 (139.7), and 2018 (149.0). Our DCAI has increased an average of 8.4 points over the past two school years (2016 to 2018). This is the highest of our school index scores. The average DCAI index score from 2016 to 2018 is 143.4 points.	The Assessment Index scores have been: 2016 (72.7), 2017 (70.8), and 2018 (73.6). Our Assessment Index has increased an average of 1.85 points over the past two school years (2016 to 2018). Although this is the lowest of our school index scores, we have still shown an increase over the last two school years.
2017 and 2018 Assessment Index Trends, Grade 4 had an average increase of 24.03 points, Grade 6 had an average increase of 16.17 points, and Grade 7 had an average increase of 9.83 points in ELA, Math, and Social Studies. The Assessment Index comparison is as follows: 4th - ELA 95.5 points, Math 94.9 points, Social Studies 69.2 points; 6th - ELA 73.1, Math 69.9, Social Studies 50.4; 7th - ELA 81.7, Math 57.4, and Social Studies 61.3.	Based on the Assessment Index Trends, Grade 3 from 2017 to 2018 had an average decrease of 9.125 points in two subject areas, Math and Social Studies. Our SPS had an average decrease of 7.15 from 2016 to 2018 (2018 - 81.2).
Our potential strength in Grade Level Index and Subcategory Proficiency Areas is 4th, 6th and 7th Grade ELA. In 4th Grade, Informational Text (Non-Fiction)/Vocabulary was at 65% proficiency. In 6th Grade ELA, Informational Text is at 43% proficiency and Knowledge & Use of Language Conventions is at 42% proficient, and in 7th Grade ELA, Knowledge & Use of Language Conventions (grammar, structure of language and writing) is at 58% proficient.	Our potential weakness in Grade Level Index and Subcategory Proficiency Areas is 3rd Grade ELA with a subcategory weakness of Literary Texts (Fiction) at 50% proficient, 3rd Grade Math with a subcategory weakness of Product/Quotients/Solve Multiplication and Division Problems at 39% proficient, and 3rd Grade Social Studies with a subcategory weakness in History at 23% proficient.
From 2017 to 2018, our Assessment Index for ELA increased by an average of 19 points in 4th, 6th, and 7th grades. The ELA Index is an average of 15.2 points higher than Math. The Assessment Index comparison is as follows : 4th - ELA 95.5 points, 4th - Math 94.9 points, Social Studies 69.2 points; 6th -	The Assessment Index comparison proves that ELA is 23.65 pts higher than Social Studies (SS). Math is 13.56 pts higher than SS. SS on average is 18.6 pts lower than ELA and Math. From 2016 to 2018, SS declined an average of 10.6 pts in 3rd and 5th grade. The Assessment Index comparison is as follows: 4th -

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<p>ELA 73.1, 6th Math 69.9, Social Studies 50.4; and 7th - ELA 81.7, Math 57.4, and Social Studies 61.3.</p>	<p>ELA 95.5 pts, Math 94.9 pts, and SS 69.2 pts; 6th - ELA 73.1, Math 69.9, SS 50.4; and 7th - ELA 81.7, Math 57.4, SS 61.3.</p>
<p>In 2018, the ELA Whole School subgroup was the highest performing subgroup in 3rd, 4th, 6th, and 7th grades. In 2018, the Math Whole School subgroup was the highest performing subgroup in 3rd, 4th, 7th, and 8th grades.</p>	<p>Based on Subgroup Index Trend Data, the Students With Disabilities subgroup in 2018 scored an average of 30.85 points lower than the highest performing subgroup in 3rd - 8th grades for ELA and 32.13 points lower than the highest performing subgroup in 3rd - 8th grades for Math.</p>
<p>Every subgroup has increased their index scores from 2017 to 2018 in ELA and Math. In ELA, Whole School 76.7 to 81.5; White 77.6 to 82.1; Economically Disadvantaged 69.2 to 73.6, and Students With Disabilities 45.1 to 54.5. In Math, Whole School increased from 69.4 to 71.8; White 70.2 to 71.8, Economically Disadvantaged 61.6 to 63.6; and Students with Disabilities 39.0 to 44.7.</p>	<p>Based on Subgroup Index Trend Data, the Students With Disabilities subgroup in 2018 in grades 3-8, scored an average of 30.85 points lower than the highest performing subgroup for ELA and 32.13 points lower than the highest performing subgroup for Math. Students with Disabilities - 2018 Index Trend Data is 54.5 for ELA and 44.7 in Math.</p>
<p>The Students with Disabilities subgroup had an achievement gap decrease from a 31.2 point gap to a 27.1 point gap in Math, and a decrease in the ELA achievement gap from 32.5 points to 27.6 points.</p>	<p>The potential Achievement Gap Subgroup Weakness is in the Economically Disadvantaged subgroup, in 2017 their achievement gap was 8.4 points, and in 2018 it was 8.5 points.</p>
<p>ELA is a potential Subgroup Subject Area Strength according to all our subgroup subject level indexes. ELA is 6.63 points higher than Math in 6th grade, 23.77 points higher than Math in 7th grade, and 24.6 points higher than Math in 8th grade. 6th is 69.6 points in ELA, 7th is 79.2 points in ELA, and 8th is 84.2 points in ELA.</p>	<p>In Grades 6-8, Math has been significantly lower than ELA for all subgroups. From 2016 to 2018, 6th Grade Whole School Subgroup data: 63.2 to 56.1 to 69.6 (Whole School subgroup average of 62.97 and ELA Whole School subgroup average was 69.6). From 2016 to 2018, the 7th Grade Whole School subgroup data: 57.6 to 49.3 to 59.6.</p>

**DATA SOURCES:**  
**DIBELS Trend Data-**  
**DIBELS Achievement Ranges – DIBELS= (Dynamic Indicators of Basic Early Literacy Skills)**  
**Intensive (At Risk: Students whose composite score on literacy skills assessed are well below target level)**  
**Strategic (Below Level: Students whose composite score on literacy skills assessed are below target level)**  
**Benchmark (On Level: Students whose composite score on literacy skills assessed are on target)**  
**Above Benchmark (Above Level: Students whose composite score on literacy skills assessed are above target level)**

**Literacy Skills Assessed within DIBELS:**  
**(First Sound Fluency (first, initial sound in a word)**  
**Phoneme Segmentation Fluency (each sound part of a word)**  
**Nonsense Word Fluency (sound parts in words that are make-believe)**  
**Oral Reading Fluency (number of words read correctly in a minute within a reading passage)**  
**Retelling (number of words a student will retell from a passage providing accurate details).**

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**Dropout Credit Accumulation Index (DCAI):** Index points awarded that contribute to our School Performance Score. Students who earn Carnegie Units (High School Credit) at the end of 9<sup>th</sup> Grade year (Algebra I, Agri-science I, Art, Band, Chorus, Journey to Careers)

**Assessment Index Trend: Organizational Chart that shows trends in data on state-wide testing;**

**Grade Level Index: An organizational chart that shows trends in data by grade level.**

**Achievement Gap: difference between average student performance compared to a particular subgroup's performance**

**School Demographic Information:** basic information about population of students...percentage of students who are free and reduced lunch, gifted, sped, etc.

**School Performance Scores (SPS):** performance score a school receives to indicate level of performance.

Scores based on scale below:

**A** 90.0 - 150.0

**B** 75.0 - 89.9

**C** 60.0 - 74.9

**D** 50.0 - 59.9

**F** 0.0 - 49.9

**Criterion Reference Test:** test/assessment based on particular criteria or standards (LEAP 2025 assesses Louisiana State Standards)

**CRT Subject Indexes Trend Data:** Criterion Reference Test scores detailed in a chart/index to display trends in data and performance

**Assessment Index Comparison for Student Growth Purposes:** chart/index to detail assessment data in order to track or determine student growth

**Trend Data:** details in trending data

**ELA and Math Category/Subcategory Data:** data indicated for Math and ELA by overall categories/sub-categories (ex: Math- Geometry/major content/expressing mathematical reasoning ELA- written expression, literary text, informational text)

**Subgroup Percent Proficiency:** percentages of students within each subgroup who are proficient (Mastery or Above) on statewide testing

**CRT Assessment Index:** Criterion Reference Testing chart/table showing assessment scores/data

**EOC Trend Data:** Students who complete Algebra I within 8<sup>th</sup> grade are assessed at the end of the year for HS LEAP 2025.

**Graduation Index-Strength of Diploma:** The Strength of Diploma Index assigns points to students based on their exit status. The points of all of the students are averaged to produce the index

**Cohort Graduation Rate:** The graduation rate index (25%) uses the rate, which is the number of students who graduate with a regular high school diploma divided by the total number of cohort members

**Discipline Data:** school-wide and grade level discipline data based on suspensions/expulsions

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**GOALS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019, each cohort of 3<sup>rd</sup>-8<sup>th</sup> students will increase ELA LEAP 2025 Assessment Index achievement by increasing the points as follows:
- 3<sup>rd</sup> – 86.8 to 90.8 ( 4 points)
  - 4<sup>th</sup>- 86.8 to 90.8 (4 points)
  - 5<sup>th</sup> – 95.5 to 97.5 (2 points)
  - 6<sup>th</sup> – 72.8 to 75.0 (2.2 points)
  - 7<sup>th</sup> – 73.1 to 78.1 (5 points)
  - 8<sup>th</sup> – 81.7 to 86.7 (5 points)

\*\*\*Points were determined based on a group/cohort’s previous school year’s average performance/score\*\*\*

2. K-3 students will increase reading achievement by decreasing the percentage of at risk students and increasing the percentage of students scoring At or Above Benchmark on DIBELS Next from Fall 2018 (BOY) to Spring 2019 (EOY) by the following percentages (BOY= Beginning of the Year) (EOY=End of the Year)
- |                                   |                    |                                          |                            |
|-----------------------------------|--------------------|------------------------------------------|----------------------------|
| BOY K - 63% at risk               | to EOY 20% at risk | BOY K-37% Benchmark/Above                | to EOY 80% Benchmark/Above |
| BOY 1 <sup>st</sup> – 32% at risk | to EOY 20% at risk | BOY 1 <sup>st</sup> -67% Benchmark/Above | to EOY 80% Benchmark/Above |
| BOY 2 <sup>nd</sup> – 34% at risk | to EOY 20% at risk | BOY 2 <sup>nd</sup> -67% Benchmark/Above | to EOY 80% Benchmark/Above |
| BOY 3 <sup>rd</sup> – 41% at risk | to EOY 20% at risk | BOY 3 <sup>rd</sup> -59% Benchmark/Above | to EOY 80% Benchmark/Above |

3. From Spring 2018 to Spring 2019, students in the subgroup “Students with Disabilities” will increase their Index Trend Subgroup data by 10 points as follows:
- ELA 54.5 to 64.5
  - Math 44.7 to 54.7

4. From Spring 2018 to Spring 2019, each cohort of 3<sup>rd</sup>-8<sup>th</sup> grade students will increase Social Studies LEAP 2025 Assessment Index Achievement by increasing points as follows:
- 3<sup>rd</sup> – 55.6 to 60.6 (5 points)
  - 4<sup>th</sup> – 55 to 60.6 (5 points)
  - 5<sup>th</sup> - 69.2 to 73 (3.8 points)
  - 6<sup>th</sup> – 40.2 to 46 (5.8 points)
  - 7<sup>th</sup> – 50.4 to 55.4 (5 points)
  - 8<sup>th</sup> – 61.3 to 65 (3.7 points)

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\*\*\*Points were determined based on a group/cohort's previous school year's average performance/score\*\*\*

5. From Spring 2018 to Spring 2019, each cohort of 3<sup>rd</sup> – 8<sup>th</sup> grade students will increase their Math LEAP 2025 Assessment Index Achievement by increasing the points as follows:
- 3<sup>rd</sup> – 79.8 to 86 (6.2 points)
  - 4<sup>th</sup> – 79.8 to 86 (6.2 points)
  - 5<sup>th</sup> – 94.9 to 97.9 (3 points)
  - 6<sup>th</sup> – 79.6 to 85 (5.4 points)
  - 7<sup>th</sup> – 69.6 to 72 (2.4 points)
  - 8<sup>th</sup> – 57.4 to 60 (2.6 points)

\*\*\*Points were determined based on a group/cohort's previous school year's average performance/score\*\*\*

**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 (Every Student Succeeds Act) requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b>  <b>Design:</b></p> <ul style="list-style-type: none"> <li>• Parents will be invited to provide input on the design of the SIP at Open House with flyers and an informational page directing them to the input button on our school’s webpage.</li> <li>• At the September PTA meeting, parents will be involved in planning and designing essential components of the School Improvement Plan.</li> <li>• At the November monthly PTA meeting, we will ask for input for the design of the SIP. Parents will receive a hard copy of the SIP at this meeting, and an explanation of each section. Time will be given for parents to ask questions about the SIP. Opportunities for feedback at the meeting will be given as well as extended time for review/feedback will be offered. Comment cards will be given to parents to offer feedback about our school’s SIP plan.</li> <li>• At the January monthly PTA meeting, parents will receive information and guidance on how they can be involved in the implementation of the SIP. The Title 1</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Postage</li> <li>Paper</li> <li>Pens</li> <li>Surveys</li> <li>Highlighters</li> <li>Copies of SIP</li> <li>Copies of PFE Plan</li> <li>Projector/Bulbs</li> <li>CPU/Monitor</li> <li>Printer</li> <li>Ink Cartridges</li> <li>Cardstock</li> <li>Comment Cards</li> <li>Sign-In Sheets</li> <li>Tickets out the door</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>PFE Events will be discussed as possible ways to advance our goals in the SIP.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Title 1 Spring Survey Results are used to evaluate the SIP and the results are shared at the Beginning of the Year Meeting with Parents/PTA</li> <li>• Our evaluation results from the School Improvement Plan will be communicated at our Open House for 2019 in a presentation given by teachers or at an Informational Administrative meeting prior to parents visiting classrooms.</li> <li>• We will review the progress of SIP goals made thus far and determine if adjustments need to be made to any of our Events/Details outlined in the SIP at the monthly spring PTA meeting.</li> <li>• We will ask for input on the final evaluation of the SIP goals in the May PTA Meeting. The Final Evaluation results will be shared with all stakeholders and reviewed for progress/gains made through a meeting with Parents. The evaluation results will be projected for everyone to view, in addition to a summary handout distributed.</li> <li>• May 23, 2019 - We will share the final evaluation of our programs with all stakeholders (this may occur at the beginning of the following school year 2018-2019 should report not be finalized)</li> <li>• Ongoing feedback about the SIP will be given to all parents who access the school's website.</li> <li>• Each Parent/Family Engagement Event will ask for feedback specific to that event held.</li> <li>• Each Parent/Family Engagement Event will help parents be part of the implementation of the SIP Goals as each event will target an area of need for improvement (Ex: Fluency Festival)</li> </ul>				
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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• <b>General Parent Teacher Conferences</b> - Teachers meet on a weekly/monthly basis to communicate student progress towards goals.</li> <li>• <b>Student Assistance Team meetings</b> are held weekly to discuss opportunities for interventions, screenings, and progress monitoring in areas of need (Behavioral, Social, Academic).</li> <li>• <b>IEP Meetings</b>- parents/guardians of students with special needs are involved in each child’s individual education plan to determine goals, accommodations, minutes, and testing accommodations.</li> <li>• <b>Scheduling Committee</b> - Parents have the opportunity to provide input in scheduling at the end of every school year for academic choices in grades 5<sup>th</sup> -8<sup>th</sup>.</li> <li>• <b>PTA Meetings</b> are held monthly to discuss budgeting, events, academics, and school wide goals. Parents are asked to provide input on all of these areas.</li> <li>• <b>SIP/Title 1 Parent meetings</b> are held to inform and involve parents in the overall school’s improvement plan</li> <li>• <b>Surveys</b> are given in the spring to evaluate our entire school program as well as event surveys for each event.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Conference Forms</li> <li>SAT Paperwork</li> <li>IEP Paperwork</li> <li>Rights booklets</li> <li>Scheduling forms</li> <li>PTA Meeting Forms</li> <li>Sign in Sheets</li> <li>Projector/CPU/Monitor</li> <li>Ink Cartridges</li> <li>Projector Bulb</li> <li>Surveys</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Weekly Graded Paper Folders-1<sup>st</sup>-5<sup>th</sup> grades</li> <li>• Report Card Envelopes-All grades send home report card</li> <li>• Agendas/Planners- all planners go home with each student to communicate with parents regarding student progress (homework, events, assignments, tests)</li> <li>• Robo Calls made for all important upcoming school wide events/activities</li> <li>• Statewide Test Results mailed to parents</li> <li>• Invitations/Flyers</li> <li>• Marquee Board Announcements</li> <li>• Teacher Webpages- teachers update their webpages on a weekly basis to include information about overall weekly goals/homework</li> <li>• Student Progress Center- parents are able to check student progress at any time to determine grades teachers input into J Pams (technology grade program)</li> <li>• Interim Reports- distributed mid-way through the nine week grading period to inform parents of grade averages that are below satisfactory</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Agendas/planners Envelopes Graded Paper Folders Paper and postage Marquee Board CPU/Monitor Printer Ink Cartridge Copies of Statewide Test Results/Reports</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>CPU/Monitor Translation Program (Technology Tool) Translator if needed</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>				
<p><b><i>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.</i></b></p> <p><b><i>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.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet N Greet (August) Parents will receive information on our Academic Goals for the School through our Compact for Student Success as well as information about ways to help your child succeed at home. Students will be invited to create their own personal goals. Parents will receive information on how the school/staff will assist in making sure the goals are achieved.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Compacts</li> <li>Projector</li> <li>Computer</li> <li>Paper</li> <li>Postage for Invitations</li> <li>Labels for Reminders</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Fall Family Fluency Day (ELA and Math) (October) Parents of students in grades PreK-5<sup>th</sup> will be invited to attend a Fluency Festival to promote fluency in reading and math. Parents are involved in learning fluency strategies and activities to implement at home that will increase each student's oral reading fluency measures and fact fluency.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Projector</li> <li>CPU/Monitor</li> <li>Paper</li> <li>Math Manipulatives</li> <li>Laminating Film</li> <li>Folders</li> <li>Ziploc Bags</li> <li>Pencils</li> <li>Highlighters</li> <li>Station Materials: dry erase markers with erasers</li> <li>Labels for Reminders</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li><u>Holiday Fun Day-</u> (December) PreK-5<sup>th</sup> grade students and parents are invited to attend a learning day to promote academic goals, math fluency, and learning strategies.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Holiday books for PreK-5<sup>th</sup> grade</p> <ul style="list-style-type: none"> <li>Station Materials- folders, paper bags, glitter, glue,</li> <li>Labels for Reminders</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li><u>"STEM Math/Science Learning Night"</u> (Thursday before Mardi Gras) Learning Night - Families of PreK-5<sup>th</sup> grade students will be invited to attend an evening event designed to educate and inform parents on the skills and standards in Math, ELA, Science, Social Studies, etc.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Jambalaya-PTA</li> <li>Projector/CPU</li> <li>Colored Paper</li> <li>Station Materials</li> <li>Labels for Reminders</li> </ul>	<p><b>Effectiveness Measure:</b></p>

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<p>STARLAB presentation will be given by NASA. Major content standards will be addressed in addition to how they are interrelated and can be taught cross-curricular. PTA provides Jambalaya and drinks for parents/guardians and students in attendance.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Cost for STARLAB presentation</p>	<p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>• <u>“Round up the Answers for Testing” Test Pep</u> – (2 weeks prior to Statewide Testing) Parents will attend an informational meeting addressing statewide testing expectations. Parents will move to a student led Test Pep Meeting involving all students who are testing. Cheerleaders, clubs, and teachers will be involved in skits addressing the importance of school-wide testing and how it can promote our school in a positive way. Signs and banners will be created by each grade level and class to positively promote statewide testing.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Projector CPU Portable/Inflatable Screen Labels for Reminders</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li>• <b>PreK- K Transition and Middle School (3<sup>rd</sup>-5<sup>th</sup>) Bump Transition Day-</b> (Spring Event) Parents will attend informational meeting addressing upcoming expectations in future grade level for their child. Students will be grouped by homeroom classes in 3<sup>rd</sup>-5<sup>th</sup> and visit the upcoming grade level classrooms. Parents will rotate and visit with their children.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <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 checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Invitations Projector/CPU Labels for reminders</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• <b>Achieve 3000-</b> computer based reading program for 4<sup>th</sup>-8<sup>th</sup> grade students that targets and tracks student progress made on specific reading informational standards. It is a differentiated reading program that analyzes student progress and adjusts questions according to student levels. 3 lessons per week will be devoted to Achieve 3000</li> <li>• <b>Zearn-</b> computer based math program for K-5<sup>th</sup> grade students that targets and tracks student progress made on math standards. Currently used by 4<sup>th</sup> and 5<sup>th</sup> students.</li> <li>• <b>Brain Pop-</b> website that encompasses all subjects that teachers use as a tools to enhance state standards by keeping students engaged by short videos and quizzes about specific topics and skills.</li> <li>• <b>IXL –</b> Web based program that adapts and individualizes independent student practice with math and science standards.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Achieve 3000 licenses</li> <li>Zearn School Subscription</li> <li>Brain pop subscription</li> <li>IXL Subscription for 6<sup>th</sup>-8<sup>th</sup> Math/Science</li> <li>Moby Max Subscription</li> <li>Ready Gen Curriculum Materials</li> <li>CPU/Monitor</li> <li>Projector (Epson Interactive Boards)</li> <li>Document Camera</li> <li>Laminating Film</li> <li>Projector Bulbs</li> <li>Project Read Training</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• <b>Moby Max-</b> Web based program to provide students with independent practice on standards based instruction in ELA and Math.</li> <li>• <b>Ready Gen-</b> K-2 ELA curriculum.</li> <li>• <b>LADOE Guidebooks-</b> 3<sup>rd</sup> – 8<sup>th</sup> grade ELA curriculum that integrates Literature Circles, Socratic Seminars, Accountable Talk, AP strategies. Students are also immersed into interactive reading strategies.</li> <li>• <b>LADOE Guidebook Companion Guides</b> – a district created document to provide support guidebook instruction.</li> <li>• <b>Project Read Written Expression-</b> 3<sup>rd</sup> – 5<sup>th</sup> grade students in whole group setting are being taught the structure and organization of written language.</li> <li>• <b>Vocabulary Power Plus</b> – 4<sup>th</sup> – 8<sup>th</sup> grade Reading, Writing, and Vocabulary instructional material.</li> <li>• <b>Guaranteed Curriculum Math Scope and Sequence</b> – K-8 Math teachers follow the outline of the scope and sequence of the St. Tammany Parish Curriculum.</li> <li>• <b>Great Minds Math Modules/ Problem Solving Models-</b> Supplemental materials used to support the GC curriculum in grades K-8.</li> <li>• <b>Performance Coach (Triumph Learning)</b> - Supplemental materials used to enhance ELA instruction.</li> <li>• <b>R.I.C.E.</b> - Math Problem solving strategy for word problems. Restate, Illustrate, Compute, Explain</li> <li>• <b>R.A.C.E.</b> - Strategy used for students writing constructed responses and essays. Restate, Answer, Cite Evidence, Explain</li> <li>• <b>Typing Agent</b> – 3<sup>rd</sup> – 8<sup>th</sup> grade online program typing tutor to help students gain the necessary keyboarding skills for publishing work and address our technology gaps.</li> <li>• <b>Instructional Coach</b> – provides support to K-2 with Ready Gen, 5<sup>th</sup>-6<sup>th</sup> ELA teachers, PLC support/Coaching- K-6 ELA</li> <li>• <b>Interventionist-</b> provides support and assistance in K-3 BURST interventions to help meet the needs of at-risk students in the development of their literacy skills.</li> </ul>			<p>Project Read Materials Vocabulary Materials Guidebook Materials Math Manipulatives Chart Paper for Anchor Charts Durable Clear Pockets for learning stations Smart Start Handwriting Paper for K-2<sup>nd</sup> Grade Magnetic Ten Frames Kidney Counter Beans File Folders Dry Erase Markers with eraser Caps Cleaning Cloths for white boards Post it Notes Math Model Manipulatives Number Cubes</p> <p>Great Minds Modules Performance Coach Materials 1<sup>st</sup>-5<sup>th</sup> ELA and Math Posters- poster paper Ink Instructional Coach/Interventionist salary</p>	
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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• <b>LEAP 360</b> – Statewide Assessment given at the beginning and middle of the school year to analyze progress made towards Mastery.</li> <li>• <b>Achieve LEXILE Level Set</b> – Assessment given to determine current LEXILE level. A student’s Lexile level is his/her independent reading level.</li> <li>• <b>Standard Aligned assessments-</b> Any assessment K-8 that is based on the standards taught.</li> <li>• <b>Vocabulary Power Plus assessments</b> – Reading, Writing, and Tier II Vocabulary assessments in 4<sup>th</sup> – 8<sup>th</sup> grades.</li> <li>• <b>Guidebook Tasks/Assessments-</b> Assessments embedded within the curriculum such as Culminating and Extension Tasks.</li> <li>• <b>Ready Gen Assessments</b> – Assessments embedded within the K-2 curriculum such as Cold-Read Tasks.</li> <li>• <b>Accelerated Algebra</b> – 6<sup>th</sup> grade Assessment given to students who are performing at a higher level in order to compact 7<sup>th</sup> and 8<sup>th</sup> grade Math.</li> <li>• <b>DIBELS Next</b> – K-3 oral reading fluency levels taken throughout the grades to determine proficiency of early learning phonemic awareness.</li> <li>• <b>DRDP – (Desired Results Developmental Profile)</b> Kindergarten assessment that analyzes early developmental skills.</li> <li>• <b>SLT Interim and Benchmark Assessments-</b> 1st – 2<sup>nd</sup> grade is a district readiness, interim, and benchmark assessment.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Tablets for BURST Assessments Spreadsheets/Reports Achieve 3000 licenses Ready Gen/Guidebook Assessments BURST/DIBELS licenses DRDP reports Interim/Benchmark assessments Vocabulary Power Plus Materials</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflex Math</b>- on-line/web based program that provides individualized scaffolding and differentiation in Math fluency.</li> <li>• <b>LEAP Connect Connectors</b> – Standards that are specifically scaffolded for this subgroup who will take the LEAP</li> <li>• <b>Inclusion/Resource</b> – SPED teachers providing support to the SPED students within the Regular Education classroom.</li> <li>• <b>Achieve 3000</b>- Identified SPED students receive instruction at their LEXILE level.</li> <li>• <b>Adapted Novels</b>- Novels are adapted a lower text complexity to support readers at a lower LEXILE level.</li> <li>• <b>ReadyGen Scaffolded Strategies Handbook</b>- Scaffolded strategies</li> <li>• <b>LADOE Guidebook Diverse Learners</b>- Diversified Learner Support.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Reflex Math subscriptions CPU's/Monitors Achieve 3000 licenses Adapted Novel materials Ready Gen Materials Resource/Inclusion Teacher Salary Guidebook Materials</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• <b>ELL paraprofessional</b> – This teacher pushes in and pulls out to support EL learners.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• <b>ELPT</b> – used to measure performance levels in English Language Proficiency.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>EL Teacher Salary Standards CPU's/Monitors for testing</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

## *Interventions for At-Risk Students*

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Students reading 2 or more grade levels below current grade level.</li> <li>• LEAP 2025 Data – students who perform at the levels of Basic, Approaching Basic, and Unsatisfactory.</li> <li>• LEAP 360 – Students that are new to the school and do not have data that follows.</li> <li>• DIBELS Burst scores- Students who score in the area of intensive.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDE</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Screening Assessments DIBELS Assessment Materials</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• <b>Instructional Teacher K-5-</b> certified teacher provides support and interventions to students in Grades K-5 with ongoing communication and collaboration with the regular teacher. K-3<sup>rd</sup> DIBELS Burst Intervention/4<sup>th</sup>/5<sup>th</sup> Achieve 3000 Intervention in computer lab.</li> <li>• <b>BURST-</b> scripted lessons that target areas of weakness including phonemic awareness, letter sound knowledge, blending, vocabulary, reading fluency, and comprehension. Interventions are done by each classroom teacher and additional support personnel for 35 minutes.</li> <li>• <b>ROUF Certified Tutor-</b> utilized during reading intervention time in K-5<sup>th</sup> to pull a small group of students who are struggling with core instructional standards or students who need to be accelerated or provided enrichment to core instruction.</li> <li>• <b>FOCUS Groups</b> – Identified 6<sup>th</sup> – 8<sup>th</sup> grade CORE subject students are placed with a teacher in a one-on-one or small group setting to gain extra support in the area of need.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Salary for Instructional Teacher  Licenses for Burst ROUF Tutor Salary  FOCUS materials- Project Read materials  BURST Materials Tablets CPU's/Monitors</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Progress monitoring data – Data recorded by teacher to show progress with the intervention(s) set in place.</li> <li>• SAT – students who are provided with additional screenings to help identify the weakness.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> SAT progress monitoring materials</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Push In – SPED teacher provides support to student while in the Regular Education Classroom.</li> <li>• Reflex Math - on-line/web based program that provides individualized scaffolding and differentiation in Math fluency.</li> <li>• Project Read – small-group instructional setting that supports phonemic awareness, phonology, and/or written expression.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Project Read Materials Reflex Math Subscriptions CPU/Monitor</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• ELL paraprofessional provides support 1-2 days per week and provides tutoring and support.</li> <li>• Ready Gen Scaffold Strategies</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> EL Teacher Scaffolded Strategies handbook within Ready Gen Curriculum</p>	<p><b>Effectiveness Measure:</b></p>

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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 checked="" type="checkbox"/> Other		Effectiveness Results:
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**Support and Extended Learning**

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• <b>Gifted Program</b> - enrichment model</li> <li>• <b>LEP Programs</b> - academic “push in” support to LEP students</li> <li>• <b>Special Education</b> - resource, inclusion, moderate/severe classroom</li> <li>• <b>Management to Alternative Education</b> –students in SPED who may experience needs in the behavioral and social area. These students typically work toward a behavior/social goal and are tracked through tracking forms on a daily basis monitoring behaviors daily.</li> <li>• <b>Title 1 Instructional Coach</b>-Throughout the school year, teachers are supported instructionally through an instructional coach.</li> <li>• <b>Talented Art/Talented Theatre</b>- program available for students excelling in artistic/theatrical abilities</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <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 <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Enrichment Teacher MAE Teacher Title 1 Instructional Coach Talented Art Teacher Art supplies Project Supplies for Enrichment Tasks</p>	Effectiveness Measure:
				Effectiveness Results:

Fifth Ward Junior 2018-2019

<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li><b>Field Trips</b> - each grade level PreK-8<sup>th</sup> takes at least one each year; in addition our Journey to Careers class and SPED classes take additional trips connected to their learning standards</li> </ul> <p><b>PreK-</b> Children’s Museum of St. Tammany Parish; students will imagine, explore, and create in an interactive learning environment. Students will participate in various STEM activities (K-LS1-1, K-ESS2-2, K-ESS3-1)</p> <p><b>K-</b> Pumpkin Patch (Steele’s) Students observe the life cycle of a pumpkin in addition to farming methods used</p> <p><b>1<sup>st</sup>-</b> Audubon Zoo; Students will describe the features of some animals that benefit them in their environments</p> <p><b>2<sup>nd</sup>-</b>CHS Science Day and Children’s Discovery Center; students will participate in learning stations and activities that help them learn and discover natural phenomenon in their world</p> <p><b>3<sup>rd</sup>-</b>Honey Island Swamp; Students will compare and contrast the physical features of various regions of Louisiana, Describe how humans affect the environment of Louisiana, Explain how humans have adapted to the physical environment in different regions of Louisiana, describe the importance of natural resources in Louisiana using maps</p> <p><b>4<sup>th</sup>-</b>Audubon Nature Institute and Insectarium; students will connect real-life experience in learning stations to writing.</p> <p><b>5<sup>th</sup>-</b>Mandeville Water Works-Students will gain hands-on exploratory science investigations while learning about the water cycle</p> <p><b>6<sup>th</sup>-8<sup>th</sup>-</b><u>FFA</u>- Students will identify and demonstrate ways to be an active citizen and participate in community based learning activities</p> <p><b>6<sup>th</sup> grade-</b> Renaissance Festival in neighboring parish; students will gain experience in medieval history while exploring different aspects of a culture of a different time period</p>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Transportation cost to field trip Bus Driver Salary Cost of Admission to trip</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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Fifth Ward Junior 2018-2019

<p><b>7<sup>th</sup> grade-</b> New Orleans Cabildo/French Quarter. Students will tour a historical landmark within the French Quarter connecting to Social Studies and ELA learning standards. <u>Choir and Band Festivals</u>; Students will perform an ensemble for assessment by the Festival of Judges <u>Family and Consumer Science and Journey to Careers Field Trips</u>- Students will evaluate career paths within the food production, food service, dietetics, and nutrition industry, and evaluate the factors affecting food safety from production through marketing.</p> <p><u>Art</u>-Students learn more about the history of art and how to communicate about artwork using art vocabulary</p> <p><b>8<sup>th</sup> grade-</b> WWII museum; STEM class; viewing movie and a brief tour of the museum</p> <ul style="list-style-type: none"> <li>• <b>Extended School Year for SPED students</b></li> <li>• <b>FFA Competitions</b>-after school and weekend competitions focused on public speaking, livestock shows, and multiple opportunities for advancements at the district and state level.</li> <li>• <b>After school learning night</b>-learning night will address content standards for all subject fields. “STEM Math/Science Learning Night” occurs inside the school cafeteria and focuses on ELA, Math, Science, and Social Studies hands-on learning activities for parents/care-givers and students.</li> <li>• <b>4H Club</b> - optional participation in after school meetings that provide support to further learning in various fields.</li> <li>• <b>Robotics</b> – enrichment program for students interested in science and engineering practices</li> <li>• <b>Instructional Teacher K-5-</b> certified teacher provides support and interventions to students in Grades K-5 with ongoing communication and collaboration with the regular teacher</li> </ul>				
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***Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas***

Strategies Used to Prevent and Address Problem Behavior:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> <li>• <b>Check-in Check-out (FLIGHT)</b> - Mentoring program for at-risk or students needing behavioral or social supports. Teachers at school are asked to be a FLIGHT mentor for these needed and helpful check-ins</li> <li>• <b>Classroom Management Plans</b>-each classroom teacher has a management plan for managing classroom procedures, behaviors, and expectations. The plans are communicated to students, parents/guardians, etc. at the beginning of each school year and are reviewed by administrative staff for connections to the overall PBIS school-wide plan.</li> <li>• <b>Classroom Expectations - FISH Philosophy</b> major expectations of FISH are communicated on a daily basis with students and staff. BE There, Choose Your Attitude, Make Someone’s Day, Play and Have Fun are the four major guidelines for the FISH Philosophy and daily reminders are given in addition to teaching lessons about the purpose and origination.</li> <li>• <b>Bystander Revolution</b> - bullying prevention lessons are taught through classrooms and through the month of September, a major focus and push on the application of lessons takes place</li> <li>• <b>School-Wide Assemblies/Programs</b>- PRIDE, Harvey Rabbit, or other positive school programs are provided for students to experience positive support on core-values and positive behaviors and attitudes.</li> </ul>	<p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p>Positive incentives for program Fish TIX- tickets School-Wide Reward Incentives</p>	<p>Effectiveness Results:</p>

Fifth Ward Junior 2018-2019

<p><b>Counseling Services:</b> FWJH counselor provides both direct and indirect student services, including: crisis intervention, preventive education, parental consultations, individual and group student counseling, solution-focused counseling, individual student planning, responsive services, and safety planning. 1-3 whole group lessons are taught per nine weeks.</p> <p>The American School Counselor Association (ASCA) Model is followed by the counselor. The foundation of this model is for school counselors to create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies. In addition, the counselor has a strict code of ethics to be followed within her scope of practice. The counselor also has a therapeutic orientation that she utilizes. Typically in a school setting, this includes person-centered and solution-focused.</p> <p>The counselor keeps logs of students that she meets with, as well as notes for each session to better assist the child each time they come in. The counselor also meets with teachers as needed to discuss academic progress and areas for growth. At the end of each nine weeks, the counselor reviews student grades to track those that may be in danger of failing. Letters are sent home at the beginning of the third nine weeks so parents/guardians are aware of areas needing improvement to meet pupil progression. In addition, the counselor meets with the students in danger of failing throughout the second semester to assist with grade improvements. Observations inside the classroom are completed when necessary for the counselor to gain more insight into a student's academic and social needs. Releases of information are available for parents/guardians to bring to any outside providers so the counselor can coordinate services with outside counselors, therapists, doctors, etc.</p> <p>After discipline has been issued, the counselor may meet with the students to discuss the incident(s) and form solutions to move forward in a more positive direction and learn from past mistakes.</p>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Counselor Salary</li> <li>Counselor Log</li> <li>Lesson Plans</li> <li>Materials for sessions</li> <li>IGP forms</li> <li>Career or Interest Surveys</li> <li>Tracking Forms for Grade tracking</li> </ul>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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Fifth Ward Junior 2018-2019

Fifth Ward Junior High does not track diploma progress itself, because we do not offer diplomas upon graduation. However, during the students' eighth grade year, intensive guidance is provided to the students to plan for their diploma pathway throughout high school. During the third nine weeks, the counselor meets with students both in groups and individually to discuss the different diploma pathways offered in high school. During these meetings, the counselor discusses interests, likes, and future career and college goals with the students to better assist them with which pathway to choose. The counselor documents these goals with the students on their Individual Graduation Plans (IGPs).

Career and interest assessments and surveys may be utilized during counseling sessions, however, because FWJH is a junior high school, a more indirect approach is typically utilized. Students meet with the counselor to discuss interests and high school pathways throughout their second semester of 8<sup>th</sup> grade. Students are brought to the high school to learn about their transition to be made after leaving FWJH. Students then meet with the counselor both in groups and individually to discuss their Individual Graduation Plan and to choose a diploma pathway for high school. These pathways often challenge the student to prepare and plan for their future by choosing a route that best suits their personal interests and future career goals, including college goals.

Fifth Ward Junior 2018-2019

Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>PBIS</b> – School-wide Positive Behavioral Incentive Program... Incentives provided in classroom and school-wide during each nine weeks for behavior and attendance goals, restorative practice with Advisory Council during the final nine week period, and monthly meetings for committee and team members to discuss data on behavior referrals and attendance rates and records.</li> <li>• <b>Check-in Check-out (FLIGHT)</b> - Mentoring program for at-risk or students needing behavioral or social supports. Teachers at school are asked to be a FLIGHT mentor for these needed and helpful check-ins</li> <li>• <b>Counseling/MHP</b> – Counselor and Mental Health Provider available for students who have emotional needs due to the nature of environments at home or outside the home</li> <li>• <b>SAT- Regular Education</b> Students who may experience severe or consistent behaviors interfering with regular progress in the general curriculum will be brought to the Student Assistance Team for a <b>Functional Behavior Assessment</b> to be conducted to determine function of the behavior. From that point, a specific <b>Behavior Intervention Plan</b> is written for the student to reduce the frequency of the behavior. If a student exhibiting consistent or severe behaviors and they are a Special Education student, the IEP (Individualized Education Plan) meeting is re-convened and the BIP is revised/ written based on the results from a Functional Behavior Assessment.</li> <li>• <b>MAE</b> - Management to Alternative Education- students may be placed in an alternative classroom to provide more focused structures on daily behavioral goals and objectives</li> <li>• <b>Bystander Revolution</b> - bullying prevention lessons are taught through classrooms and through the month of September, a major focus and push on the application of lessons takes place</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> MHP Salary</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

Fifth Ward Junior 2018-2019

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• <b>PreK- K Transition and Middle School (3<sup>rd</sup>-5<sup>th</sup>) Bump Transition Day-</b> Parents will attend informational meeting addressing upcoming expectations in future grade level for their child. Students will be grouped by homeroom classes in 3<sup>rd</sup>-5<sup>th</sup> and visit the upcoming grade level classrooms. Parents will rotate and visit with their children.</li> <li>• <b>CHS Cub Day</b> - students participate in Covington High School's transition day for incoming 9<sup>th</sup> graders. This is a school day when the students travel off-campus with the 8<sup>th</sup> grade homeroom teachers and counselor to orient them to the High School that they will feed in to for the upcoming school year.</li> <li>• <b>8<sup>th</sup> Grade Transitional Meeting</b> - Parents/guardians of 8<sup>th</sup> graders will receive information from the school counselor at FWJH/CHS on tracks/pathways to diplomas.</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Paper for Invitations Postage for Invitations to be mailed Projector Laptop CPU Monitor Ink cartridges</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

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

	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity:	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Teachers in Grades PreK-8<sup>th</sup> will meet to analyze and discuss student data/achievement in order to drive instructional decisions. 4 Meetings per month will occur every Tuesday.</li> </ul> <p>In addition each facilitator/recorder will complete a log answering the 4 driving questions:</p> <ol style="list-style-type: none"> <li><b>What do we want the students to learn? What is our goal?</b></li> <li><b>How will we know if they have learned it?</b></li> <li><b>What will we do if they do not learn it?</b></li> <li><b>What will we do if they already know it?</b></li> </ol> <p><b>PLC Topics:</b> LEAP 2025 Data, Student Learning Targets, K-2 Ready Gen Support and Planning, Achieve 3000 Assessment Planning, FOCUS group planning, Guidebook Planning and Collaboration, SPED focused PLC sessions, SPED/Reg Ed Collaboration Sessions, Small Group Planning, DIBELS/BURST Progress Monitoring and Data Review, 4<sup>th</sup>-8<sup>th</sup> Math Collaboration, 5<sup>th</sup>-8<sup>th</sup> ELA/SS Collaboration and Planning, Learning Walks, Classroom Management, Assessment Design</p> <p>In addition to regular PLC sessions, Grades K-5<sup>th</sup> have regularly scheduled common planning times once a week called PLC Plus time to continue discussions, data analysis, instructional planning</p> <ul style="list-style-type: none"> <li>K-3 Math Curriculum Specialist Support for 1<sup>st</sup> Grade Teachers</li> <li>Student Readiness Assessment Results</li> </ul>	<p>1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p>Subs Binders/Folders Post-it Notes Pens Highlighters Sheet Protectors Bulletin Paper Tape Ink Cartridges CPU Monitor Projector Instructional Support</p>	<p><b>Effectiveness Results:</b></p>

**Fifth Ward Junior 2018-2019**

<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Four sessions per year, PD will be offered after school on various topics focused on school-wide weaknesses.</li> <li>• August PD day- standards based curriculum and assessments, data breakdown</li> <li>• October – Co-hort groups for 6<sup>th</sup>-8<sup>th</sup> Grade Math, ELA, and Social Studies at various school sites in addition to Ready Gen Collaboration with teachers in year 2 of implementation of Ready Gen for K-2<sup>nd</sup> grade.</li> <li>• March PD Day-</li> <li>• New Teacher Meetings- initial New Teacher Orientation meeting occurs in early August, with monthly meetings to follow. Sessions focus on topics important to new teachers: Student Learning Targets, Classroom Management, Communicating with Parents/Caregivers</li> <li>• BOOST- district level Professional Development Opportunities designed for new teachers, but open to all teachers.</li> <li>• After school Sessions- offered to teachers for technology and curriculum support at school/district level</li> <li>• ELA teacher leader</li> <li>• Social Studies teacher leader</li> <li>• Math Co-hort with surrounding Jr. High teachers 6<sup>th</sup>-8<sup>th</sup> Grade</li> <li>• Great Minds Training- 6<sup>th</sup>/8<sup>th</sup> Grade teachers attended in October to support knowledge and implementation of Math Modules and Backward Planning</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Stipends</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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### **Fifth Ward Junior 2018-2019**

#### **Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- 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.

Fifth Ward Junior 2018-2019

**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>Students in the 7<sup>th</sup>/8<sup>th</sup> grades are offered secondary coursework in various subject areas: Agri-science I, Journey to Careers, Art, Chorus, Band, Algebra I</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>Students in the 7<sup>th</sup>/8<sup>th</sup> grades are offered secondary coursework in various subject areas: Agriscience I, Journey to Careers, Art, Chorus, Band, Algebra I</li> </ul>	<p><b>Goal(s):</b> 1-5</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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

**McKinney Vento:**

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

**Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

**Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

**English as a Second Language (ESL):**

- 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.

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

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

**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 (specific, targeted components within subject area data), and subgroups:**

- Diagnostic, interim, and summative assessment data is used to evaluate instructional practices through data analysis during PLC sessions throughout the school year. Students in need of interventions for ELA and Math are often identified through the continuation of data review, and patterns of student achievement are addressed for remediation as well as acceleration purposes. Growth patterns and changes are identified through collection of assessments and identified through various assessments not limited to one. Within each content area, major claims and sub claims are identified for areas of strength and weakness. Particularly, in ELA we were able to identify a common area of weakness for the sub claim of Written Expression in nearly all grade levels. In math, the sub claims of weakness were not isolated to one particular area.

**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:**

- The SIP is monitored throughout the school year based on SAT, DIBELS, PM, LEAP 360, STAR/AR data and purposefully analyzed to ask how does this progress advance our movement toward our annual goal set within the SIP. If programs are analyzed and progress is not made, then further considerations are made to determine an alternative track or program for our path to success for all students. The data is reviewed through PLC sessions, SIP Committee Data Meetings, and Administrative Meetings with Admin team. The AR committee also reviews AR/STAR data on a frequent basis throughout the 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):**

- The results of the assessments are reported to school stakeholders through PLC sessions, Faculty Meetings, Parental Family Engagement Meetings, PTA meetings, in addition to our school's website. Parents/guardians also receive feedback through meetings held in the fall and spring discussing assessment data results.

**2018-2019 Committee Members**

**School Improvement Planning Committee**

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

**Members Include:**

- Principal: Chris Oufnac
- Student: Isabella Baham, 5<sup>th</sup> Grade
- Teacher: Rebecca Hammond, 4<sup>th</sup> Grade ELA/Social Studies
- Teacher: Kayce Cummings, TRT
- Teacher: Kate Horridge, 5<sup>th</sup> Grade Math
- Teacher: Jennifer Hall, SPED
- Teacher: Sarah Payne, 3<sup>rd</sup> Grade Teacher
- Teacher: Linda Shanahan 8<sup>th</sup> Grade Teacher
- Parent/Family: Candice Crawford
- Parent/Family: Angela Accardo
- Community Member: Michael Accardo

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

**Members Include:**

- Principal: Chris Oufnac
- Student: Isabella Baham, 5<sup>th</sup> Grade
- Teacher: Kristen Sameluk, 4<sup>th</sup> Grade Math
- Teacher: Laurie Hidalgo, 1<sup>st</sup> Grade
- Teacher: Cheryl Williams, 8<sup>th</sup> Grade
- Parent/Family: Dustin Crawford
- Parent/Family: Mary Senac
- Parent/Family: Stormy Baham