

**2017-2018
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).

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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
Accumulated 9th grade credit is consistently the highest index score for previous 5 years (grew from 129.4 to 138.7 from 2015/16 to 2016/17- showing a growth of 9.3 points).	The CRT Assessment Index has consistently been the lowest index score for the previous 5 years (dropped from 90.4 in 2015/16 to 82.9 in 2016/17- showing a decrease of 7.5 points).
7th ELA Index has steadily improved over recent years	4th and 5th ELA Index and 8th Math Index have steadily declined over recent years.
7th grade ELA Index is 17.7 points higher than the lowest index score (4th ELA). 7th grade Science Index is 16.1 points higher than the lowest index score (4th Science).	Math 4th/5th grades; weakest subclaim is Expressing Math Reasoning Math 6th-8th grades; weakest subclaims are Major Content, Expressing Math Reasoning, and Modeling and Application; 4th ELA weakest subclaim is Written Expression.
The ELA Index is a subject area strength, however it has been consistently declining.	ELA 4th-6th Writing subclaim weakest; 4th/5th grades; Math weakest subclaim is Expressing Math Reasoning; Math 6th-8th grades; weakest subclaims are Major Content, Expressing Math Reasoning, and Modeling and Application.
The White subgroup has been the highest subgroup for the past two or more years in ELA and Math.	The Students with Disabilities subgroup has been the lowest for the past two or more years in ELA and Math.
The Black subgroup in ELA has increased percent proficiency for 3 years (66.2%, 67.8%, 68.8%, 70.2%).	The Students with Disabilities subgroup in Math has decreased in percent proficiency for 3 years (54.5%, 38.2%, 37.5%, 28.4%).
In 2015/16, ELA in all subgroups decreased their achievement gap.	The Math Students with Disabilities subgroup increased in the achievement gap for 3 years (28.9%, 33.7%, 43.6%, 51.6%). The Math Black subgroup increased in the achievement gap for 3 years (22%, 22.2%, 27.4%, 29.3%).
The Black subgroup in ELA has increased percent proficiency for 3 years (66.2%, 67.8%, 68.8%, 70.2%).	The Students with Disabilities subgroup in Math has decreased in percent proficiency for 3 years (54.5%, 38.2%, 37.5%, 28.4%). The White subgroup in ELA has decreased in percent proficiency; grades 4 & 5 for 2 years and grades 6 & 8 for 1 year have decreased.
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 Claim/Subclaim 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	

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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*

1. From Spring 2017 to Spring 2018, students in grades 4 – 8 will increase the percentage of students achieving Mastery or Above by 2% in ELA
4th – 45% to 47%, 5th – 45% to 47%, 6th – 46% to 48%, 7th – 44% to 46%, 8th – 50% to 53%
2. From Spring 2017 to Spring 2018, students in grades 4 – 8 will increase the percentage of students achieving Mastery or Above by 2% in Math
4th – 50% - 52%, 5th – 38% to 40%, 6th – 36% to 38%, 7th – 30% to 32%, 8th 21% - 23%
3. From Spring 2017 to Spring 2018, students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by At least 10 points from a 40.7 to 50
4. The Out of School Suspension rate for all grades (4 – 8) will decrease by at least 6% (from 18.2% to 12.2%) in 2017-18 in an overall effort to keep the OSS suspension below 5%.
- 5.

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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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parents receive an invitation to be a part of the committee • Invite parents/families for Data Analysis Review and SIP. • SIP is posted on school website, where parents are able to comment and make suggestions. 	<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:</p>	<p>Effectiveness Measure:</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"> • Parents are called and/or written, inviting them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. If parents/families are unable to attend, 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<p>phone conferences are conducted.</p> <ul style="list-style-type: none"> • Parents are called and/or written inviting them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. If parents/families are unable to attend, phone conferences are conducted. • Membership in the PTSA and volunteering in classrooms. • Members of the Title I Committee, Handbook/Agenda Committee, and the Uniform Committee. • Awards Nights • Chorus and band competitions as chaperones • Veterans' Day Program • Grandparents/families Breakfast • Field Trips 		<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>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <p>Various forms of communication are used to increase awareness of upcoming nights (mailings, phone call, school website, teacher website, student agendas, informational boards in halls). Guest speakers from the community are utilized when available.</p> <p>Communication strategies- automated call system, mailings, e-mail, school website, teacher websites, phone conferences, parent conferences, and student agendas.</p> <p>Agendas will be utilized as a communication tool between the teachers and the parents/families. Agendas are checked daily by the teacher to monitor students in the classroom.</p> <p>Nicky's Folders Teacher Website Moodle JPAMS Home-School Connection</p>	<p>Goal(s): 1,2,3,4</p>	<p>Budgets 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 type="checkbox"/> Other	<p>Items Needed:</p> <p>Bulletin board/dry erase board/fabric board Dry erase calendar Agendas Nicky's folders Parent Center pamphlets</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<p>Agendas</p> <p>Robocalls</p> <p>Parent – Teacher Communication Forms</p> <p>Email</p>				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> 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>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> 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> <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. Items that May Need to Be Verbally Interpreted include: 	<p>Goal(s): 1,2,3,4</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><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>Informational parent texts printed in Spanish (in parent center)</p> <p>Translator</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<p>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>				
<p><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.</i></p>				
<p>Parent Family Engagement Activity 1: Meet and Greet 4th & 5th Parents will meet with teachers and get information on text book access, drop off school supplies, fill out necessary paperwork and learn about policies, procedures, teacher expectations and tutoring information.</p>	<p>Goal(s): 1,2,3,4</p>	<p>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 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>	<p>Items Needed: Postcards Postage Computer Printer Toner Bulletin board/dry erase board/fabric board</p>	<p>Effectiveness Measure: Parent sign-in sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: Parent-Teacher conferences These will be held twice a school year to allow parents/families to track their child's academic and behavioral performance.</p>	<p>Goal(s): 1,2,3,4</p>	<p>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</p>	<p>Items Needed: PTC forms</p>	<p>Effectiveness Measure: Parent sign-in sheets PTC forms Action Plan for improvement</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 type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> State Assessment Night Parents will receive information on testing procedures and how to help their child prepare for the test. They will be informed on how their child is preparing through classroom instruction. Parents will view the state writing rubric for ELA, expectations for math tasks, and sample student responses for ELA and math. 	Goal(s): 1,2,3	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 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: Computer Printer Paper Cardstock toner	Effectiveness Measure: Parent sign-in sheets
				Effectiveness Results:

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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S)	BUDGET(S) USED TO	ITEMS TO BE	EFFECTIVENESS MEASURE
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	ADDRESSED	SUPPORT ACTIVITY	PURCHASED TO SUPPORT ACTIVITY:	
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> Brainpop, Maps101, Study Island, Achieve 3000 Guaranteed Curriculum: district mandated curriculum Guidebooks 2.0 <ul style="list-style-type: none"> State curriculum based on various fiction and non-fiction with embedded assessments and multiple opportunities for application of higher order thinking Double math skills class (grades 6-7) for at-risk students Math intervention for students with disabilities 	<p>Goal(s): 1,2,3</p>	<p>Budgets 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 type="checkbox"/> Other	<p>Items Needed: Software programs Binders Folders Pencils Paper Computer Printer toner</p>	<p>Effectiveness Measure:</p>
				<p>Effectiveness Results:</p>
<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, 	<p>Goal(s): 1,2,3</p>	<p>Budgets 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 type="checkbox"/> Other	<p>Items Needed: Paper Pens/pencils Highlighters Chart paper Markers</p>	<p>Effectiveness Measure: On-going assessments District readiness assessments (BOY,MOY,EOY)</p>
				<p>Effectiveness Results:</p>

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<p>middle, and junior high as well as Special Education) on the SIP plan committee</p> <ul style="list-style-type: none"> • Weekly assessments • Unit pre/post tests • Leap 360 • Leap 2025 				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Students are targeted for tutoring using:</p> <ul style="list-style-type: none"> • Diagnostic Readiness assessment, • homework completion monitoring instrument • Eagle data • SAT data • standardized state assessment data, • Study Island reports • Achieve 3000 data • Check in/check out • Report card grades 	<p>Goal(s): 1,2,3,4</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:</p> <p>Software programs Binders Folders Pencils Paper Computer Printer toner</p>	<p>Effectiveness Measure: BOY, MOY, EOY</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <p>One ROUF tutor, one push-in tutor, and two paraprofessionals will be provided Title I in the 4th and 5th grade classrooms for individual student assistance and/or small group remediation.</p> <ul style="list-style-type: none"> • Students identified as at-risk in 4th and 5th, receive additional push-in tutoring in ELA and Math in areas of weakness in preparation for state assessments. <p><u>Before or After school tutoring</u>- grades 6-8</p> <p>The tutoring is done by teaching staff and schedules are developed in conjunction with the parents/families. Certified teachers will provide before and/or after school tutoring for at-risk students.</p>	<p>Goal(s): 1,2,3</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:</p> <p>Pencils Erasers Individual white boards Computer Printer Toner</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • The evaluation of student academic progress and program effectiveness will come from a comparison of the students previous Mastery test score with his/her score on the current years Mastery

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<ul style="list-style-type: none"> • Mrs. Tabor • Mrs. Cancienne • Mrs. LeBoeuf 				<p>Effectiveness Results:</p>
<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 • IEP • 504 	<p>Goal(s): 1,2,3</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>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s): 1,2</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 checked="" 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>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • LEP • SAT • AT • PLC • APE • KIT tutoring • Tutoring 	<p>Goal(s): 1,2,3</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:</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Field Trips • PFE nights • Before and after school tutoring • ESY • Summer School • Fast Forward • 4th and 8th grades summer academic program 	<p>Goal(s): 1,2,3</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: Admission Bus costs Stipends</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<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 Mental Health Provider (MHP) will work with students 20 hours per week. 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. 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA 	<p>Items Needed: MHP salary</p>	<p>Effectiveness Measure:</p>

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<p>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>		<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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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior: This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Alan Bennett, Judi Camhout) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Lynn will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p> <ul style="list-style-type: none"> Title I will fund a Mental Health Professional to work with the 4th and 5th grade students 10 hours per week. The counseling will work to improve both math and reading achievement. 	<p>Goal(s): 1,2,3,4</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: MHP salary</p>	<ul style="list-style-type: none"> The mental health provider will collect discipline data and academic data and turn in the sheet to the Assistant Principal. 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 Examine data for trends in number of referrals and grades. Grades that remain the same or increase will be scored a "1" and other will be scored a "0". If the number of referrals decreases, the student will
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				<p>receive a "1". If the number of referrals increases or remains the same, they get a "0".</p> <p>The total number of points will be calculated and divided by TWO times the number of students in the program. The percentage success will be calculated. The school is looking for a 70% success rate for this program.</p> <p>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.</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

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Transition Activities for Incoming and Outgoing Students:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<p>Incoming Students</p> <ul style="list-style-type: none"> The two schools that are our feeder schools in 4th and 6th 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>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:</p> <ul style="list-style-type: none"> Postcards Postage Stipends Computer Printer Toner Paper Cardstock Dry erase board 	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<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 				

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<p>they need to know about their child's schedule.</p> <ul style="list-style-type: none"> • 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. • Both schools offer Orientation Days or Nights for incoming students. <p>Collaboration between CJH and feeder school administrators</p> <ul style="list-style-type: none"> • Collaboration between RHT and high school counselors concerning incoming freshmen • Articulation meetings between 8th grade and high school core teachers • Coaches visit from the high schools • Outgoing Special Education students' IEPs include the Special Education coordinators for the high schools • T-9 meetings 					
<p>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>					
<p>Professional Learning Communities (PLCs):</p> <p><i>PLC-(be sure to mention personnel involved in this activity, i.e. Literacy Teacher, substitutes, presenters, schedules etc.)</i></p>	<p>Goal(s): 1,2,3</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 	<p>Items Needed:</p> <ul style="list-style-type: none"> Binders Folders Tablets Pens Markers 	<p>Effectiveness Measure:</p> <p>Teacher sign-in</p>	

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<p>Personnel: substitutes, presenters, curriculum specialists, lead teachers, administration, RHT, teachers, school nurse , and counselors</p> <p>The focus for PLC this year is on Data Driven Instruction and raising student achievement to meet their targeted growth using common assessments and consistency in teacher scoring. Special education and regular education teachers are working within their content area and with curriculum specialists. The administration and the RHT are working with teachers to understand the data and assist them in development of meaningful instruction.</p> <p>MATH: Teachers and curriculum specialists will review student work with a focus on constructed response questions and math tasks, as well as the development of a common rubric and graphic organizer to equip students with the skills necessary to solve multi- step constructed response items.</p> <p>ELA: Teachers and curriculum specialists will focus on developing an understanding of the grading rubric leading to uniformity in the grading of student work.</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 type="checkbox"/> Other	Chart paper Paper Cardstock Labels Computer Pens Pencils	<p>Effectiveness Results:</p>
<p><i>If you have an <u>instructional coach</u>, describe in detail her duties and responsibilities</i></p>					

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<p>Deborah Coronado, the Title I instructional coach, will work with the 4th & 5th grade math teachers in the development of the constructed response step by step process, its implementation within the classrooms, and the evaluation of the process in terms of student success.</p>					
<p>Other Professional Development: Professional Development Outside of PLC</p> <ul style="list-style-type: none"> • Faculty meetings for parish and state mandated trainings • Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED • After-school, before school, and district sponsored professional development • Departmental meetings focusing on curriculum and use of data • In an effort to advance the teachers understanding of Study Island and its value in the instruction setting, a consultant from Study Island is being brought in to train the teachers in its use. • Grade Level Collaboration • Fidelity Bank in-service on state mandated “money smart” program (all math teachers) 	<p>Goal(s): 1,2,3</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:</p>	<p>Effectiveness Measure:</p> <hr/> <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. • Team of lead teachers attend and assist the administration at Transfer Fair and Job Fair • 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. 	<p>Goal(s): 1,2,3,4</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>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs:</p>	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure:</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 type="checkbox"/> Other		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <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: <hr/> Effectiveness Results:

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.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st 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

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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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Discussion through meeting in May and data review in July of Leap results

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- Data from the intervention programs, diagnostic testing results, interim testing data, discipline data

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Used to target strands of weakness through grade level, subject area, class and student to provide differentiated instruction, interventions

Describe how results of this assessment are reported to the school’s stakeholders:

- Reports are printed from edirect for the teacher to analyze data, data is also shared with the feeder school, sip plan is posted on website

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - An schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date