

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Clearwood Junior



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
ELA is a school strength with an assessment index of 66.9 higher than all other content areas as well as has the highest percentage of mastery and advanced scoring students on the LEAP 2025.	Math is a school weakness with a LEAP 2025 assessment index of 52.1.
Discipline referrals have decreased in all groups from 2018 to 2019 to the 2020-2021 school year. Referral total went from 1151 to 906.	Social studies is a school weakness with an assessment index of 49.4 lower than all other content areas as well as having the highest percentage of approaching basic and unsatisfactory scoring students on the LEAP 2025.
Sub strand strengths in each subject area reported are: ELA: Writing (47.2% Strong) , Math: Rational Numbers and Multiply and Divide Fractions Grade 6 (Strong 46%) ; Science: Investigate (Strong 33.2%) ; Social Studies: Economics (Strong 32.4).	Social studies cohort from 2019-2021 shows decreases in performance in all grade levels. From 51.0 (2019) to 46.6 (2021) -18.4 decrease
5th grade LEAP 2025 ELA assessment index went from 63.4 (2019) to 70.7 (2021).	Special education subgroup shows weakness on the LEAP 2025 in ELA, as the Assessment Index goes from 41.0 (2018) to 33.3 (2020), Science 33.8 to 26.6, and Social Studies 36 to 25.2, from 2019 to 2021 school years (2020 no scores obtained).
5th grade Math assessment index on LEAP 2025 has increased from 68.5 (2018), 54.4 (2019), and 61.7 (2021), and 6th grade Math assessment index has increased from 60.7(2018), 51.0 (2019), and 60.5 (2021).	English Learners subgroup shows weakness with ELA going from 41.3 (2018), 23.3 (2019) to 7.3(2020), Math 26.4 to 23.6 , Science 28.3 to 9.1, and Social Studies 16.7 to 7.3, from 2019 to 2021 school years (2020 no scores obtained).
5th grade Science assessment index has increased from 21.7 (2019) to 64.2 (2021), and 6th grade Science assessment index has increased from 56.6 (2019) to 57.7 (2021).	

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP in the reporting category of Expressing Mathematical Reasoning (Type II tasks) increase by 2% percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th	45%	47%	49%	51%
5th	28%	30%	32%	34%
6th	21%	23%	25%	27%
7th	22%	24%	26%	28%
8th	11%	13%	15%	17%

Instructional Focus:

Type II tasks: “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse) Using MESS check strategy

Resources needed:

-Tier 1 Curriculum Resources (Eureka, I-Ready)
 -District Resources within Guaranteed Curriculum/Google Classrooms
 -Mess Check Organizers

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- paper, pens, pencils,
anchor charts, math
manipulatives, Science kits
Bacteria kits
Storage boxes
Rotating caddies
Spray bottle
Reusable dry erase
pockets
Paper trimmer
Paper clips
Reusable envelopes
Chenille stems kit
Tempera paint
Poster paint
Counting & place value
chart
Timers
Staples
Tape dispenser and tape
Project organizer
Envelopes
Laminating pouches
Batteries
Paper clips
Post it notes
Crayons
Markers
Highlighters
White out
Dividers
Pocket chart
Sharpies
Dry erase markers
Rulers
Protractors

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Scissors
Glue sticks
Binder clips
White board spray
Magnetic frame board
Place value cards
Graph paper
Loose leaf paper
Index cards, printer ink;
Calculator pocket holder
ComBind machine &
spines
Laminating machine;
Scanners

2022-2023

Clipboards
Lap boards
Duct tape
Post-it dispenser
Utility hooks w/refills
Velcro fasteners
Staple remover
Pencil sharpener
Correction tape
Cardstock
Erasers pencil & board
Sheet protectors
Easel pads
Colored paper
Stapler
Binders
Pocket folders
File expand folders
Dry erase markers
Dividers

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	Laminating pouches Pencils Markers Staples Pens Clasp envelopes Sheet protectors Highlighters Scissors Crayons Pencil cases White-out Pop-up notes Cardstock Tape Mechanical pencils Masking tape Mounting tape Binder clips Erase removable tape Poly folders Homework slide chart scorer Sharpies	
Parent and Family Engagement Activity: 2021-2022 <ul style="list-style-type: none"> ● March-Online Math Event on MESS Check Strategy for Parents to view. Activities will be sorted into envelopes and file folders for parents and students to access at each station ● February-Title I Take Home Math Activity-Deck of Cards Fraction Games 2022-2023	Resources needed: paper, computer, teacher created presentation, Hanging folders, flair and gel pens, File folders, Ziploc bags, decks of cards, clear sleeves, dry erase	

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October: Math and Science Night (on campus)	markers, clasp envelopes, labels stipends for teachers for event													
Professional Development: Provided by Curriculum Specialist and Coach: <ul style="list-style-type: none"> Mathematical Practices- Focused primarily on MP.1, MP.3, & MP.6 Orchestrating and Facilitating 5 Practices of Productive Mathematical Discourse Examining Mistakes/Misconceptions for Effective Feedback Precision in Mathematical Language Mess Check Strategy Presentation 	Resources needed: paper, pens, pencils, anchor charts, math manipulatives Substitute pay for PLCs													
Follow Up and Support: <ul style="list-style-type: none"> PLC's will focus on planning purposeful task selection, anticipating student strategies for solving problems, monitoring development, select and sequence student work samples, connecting student work to the overall goal of the unit/module. Curriculum Specialist Instructional Coach- Model and co-teach lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work Eureka Walkthrough and Leadership Support (21-22- district provided) 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
Monitoring and Evaluating														
Assessments: <ul style="list-style-type: none"> EOY LEAP 2025 								Observations:						

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- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, unit tasks and teacher created unit assessments
- Interim LEAP data to track progress toward LEAP Type II Tasks
- Assessment items specifically focused on Expressing Mathematical Reasoning (Benchmark assessment items)
- Observational Assessment items within Equip to support justifications and explanations
- Reflex Math

- One administrator will visit every 4th -8th Math classroom at least once a month to conduct a snapshot using the math look-fors document
- Observations are conducted by instructional coach to provide feedback and support/ modeling, as needed

Middle of the Year Monitoring Results/Areas for improvement:

Reported Results in Math Constructed Response:

4th

Diagnostic-36%

Interim-26%

5th

Diagnostic-5%

Interim-24%

IReady Data % of Students At or Above Grade Level

6th

Beginning of the Year (BOY)-13%

Middle of the Year (MOY)-39%

7th

BOY-17%

MOY-24%

8th

BOY-11%

MOY-28%

Area of noted improvement is in 4th grade, however the diagnostic measures 3rd grade standards while the interim measures 4th grade standards. Even though the percentage has decreased, growth is evident in students acquiring 4th grade standards. Meetings with the math instructional coach and modeling of lessons will be provided.

End of the Year Results:

Mathematical Reasoning LEAP 2025 Spring 2022 Results:

4th-49% surpassed the goal by 2%

5th-40% surpassed the goal by 10%

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6th-31% surpassed the goal by 8%

7th-24% met the goal

8th-17% surpassed the goal by 4%

All grades level met or surpassed their goal. School will work to continue to improve and maintain percentages.

Goal #2

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Mastery or Above on the LEAP 2025 in the category of **Written Expression** for each cohort of students will increase by 2% percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 th	49%	51%	53%	55%
5 th	41%	43%	45%	47%
6 th	45%	47%	49%	51%
7 th	48%	50%	52%	54%
8 th	45%	47%	49%	51%

Instructional Focus:

- School wide Writing Strategy-RACES

Resources needed:

paper, pens, pencils,
anchor charts,

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<ul style="list-style-type: none"> ● Writing Revolution <p>2022-2023: RACES strategy to focus on claims and E/S in respective grades</p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced-Based Writing ● Types of Writing ● Analyzing Student Writing ● Reading Informational Text ● Support narrative writing 	<p>Guidebooks, student writing, data</p>	
<p>Parent and Family Engagement Activity:</p> <p>2021-2022</p> <ul style="list-style-type: none"> ● February- Online RACES schoolwide writing strategy for parents to learn what RACES is and how students are using RACES to generate strong text based writings <p>2022-2023</p> <p>March: Literacy Night (ELA/Social Studies)</p>	<p>Resources needed: Computer, teacher made presentation, paper for flyers</p> <p>stipends for teachers</p>	
<p>Professional Development: Provided by Instructional Coach:</p> <ul style="list-style-type: none"> ● ELA Content Leader Module 5 Developing Writing and Language Skills 	<p>Resources needed: paper, pens, pencils, anchor charts, Guidebook; Plain Talk registration</p>	

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<ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● RACES Strategy Presentation ● Plain Talk Literacy Conference-4 teachers will attend; 2 each day ● Writing Revolution Professional Development provided by the district 																																
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Developing writing prompts ● Analyze student writing samples and LEAP rubric ● PLCs will focus on <ul style="list-style-type: none"> ➤ planning for writing instruction (within GB lessons/unit) ➤ using common assessments to evaluate writing and TWR strategies ➤ analyzing student writing using the writing rubric ➤ tracking student writing <p>Instructional Coach- Model writing lessons</p>																																
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th><th>GFF</th><th>Title II</th><th>LA4</th><th>IDEA</th><th>Title III</th><th>Title IV</th><th>Perkins</th><th>JAG</th><th>Bonds</th><th>DSS</th><th>CDF</th><th>ESSER</th><th>SCA</th><th>Other</th></tr> <tr> <td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)

- One administrator will visit every 4th -8th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric
- Instructional Coach provides support and feedback through observations, mentoring, and co-teaching

Middle of the Year Monitoring Results/Areas for improvement:

Reported Results in ELA Written Expression:

4th

Diagnostic-2.5/19

Interim-6.1/19

5th

Diagnostic-4.3/19

Interim-8.1/19

6th

Diagnostic: 5.4/19

Interim:8.4/19

7th

Diagnostic: 5.8/15

Interim:7.7/15

8th

Diagnostic: 3.3/15

Interim: 9.8/15

All grade levels have seen growth from Diagnostic to Interim in writing. We will continue to focus on lowest scores areas on the LEAP writing rubric for each grade level.

End of the Year Results:

Mathematical Reasoning LEAP 2025 Spring 2022 Results:

4th-45% decreased by 6%

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5th-43% surpassed the goal by 4%

6th-47% surpassed the goal by 15%

7th-50% surpassed the goal by 23%

8th-47% surpassed the goal by 8%

All grades except 4th grade met or surpassed their goal. School will work to continue to improve and maintain percentages. Support with fourth grade teachers on written expression will be provided.

Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Major Content Subcategory (4th: Compare and Solve Problems with Fractions, 5th: Interpret Fractions, Place Value, and Scaling, 6th Ratio & Rate, 7th Analyze Proportional Relationships, 8th Solving Linear Equations & Systems of Linear Equations) increase by 2% percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th Compare and Solve Problems with Fractions	45%	47%	49%	51%
5th Interpret Fractions	45%	47%	49%	51%
6th Ratio & Rate	29%	31%	33%	35%
7th Analyze Proportional Relationship s	25%	27%	29%	31%

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Great Work Summer 2022-2023					
8th Solving Linear Equations & Systems of Linear Equations	3%	5%	7%	9%	
Instructional Focus: <ul style="list-style-type: none">Math Content Leader Module Topics- 4th Compare and Solve Problems with Fractions 5th-Interpret Fractions, Place Value, and ScalingInstructional Coach SupportUse of Equip to support small group instructionEureka Walkthroughs			Resources needed: paper, pens, pencils, anchor charts, math manipulatives		
Parent and Family Engagement Activity: <ul style="list-style-type: none">March-Online Math Event on MESS Check Strategy for Parents to view 2022-2023 February: Math Take Home Activity with deck of cards for fraction games			Resources needed: paper, computer, teacher created presentation, decks of cards, paper, Ziploc bags, pencils		
Professional Development: <ul style="list-style-type: none">Mathematical Practices- Focused primarily on MP.1, MP.3, & MP.6Orchestrating and Facilitating 5 Practices of Productive Mathematical DiscourseExamining Mistakes/Misconceptions for Effective FeedbackPrecision in Mathematical LanguageMess Check Strategy			Resources needed: paper, pens, pencils, anchor charts, math manipulatives		

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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLC's will focus on planning purposeful task selection, anticipating student strategies for solving problems, monitoring development, select and sequence student work samples, connecting student work to the overall goal of the unit/module. ● Instructional Coach- Model and co-teach lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work 																																
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<p>Middle of the Year Monitoring Results/Areas for improvement:</p> <p>4th Diagnostic-36% Interim-26%</p> <p>5th Diagnostic-5% Interim-24%</p>																																

IReady Data % of Students At or Above Grade Level

6th

Beginning of the Year (BOY)-13%

Middle of the Year (MOY)-39%

7th

BOY-17%

MOY-24%

8th

BOY-11%

MOY-28%

Area of noted improvement is in 4th grade, however the diagnostic measures 3rd grade standards while the interim measures 4th grade standards. Even though the percentage has decreased, growth is evident in students acquiring 4th grade standards. Meetings with the math instructional coach and modeling of lessons will be provided.

End of the Year Results:

Reporting category of Major Content Subcategory (4th: Compare and Solve Problems with Fractions, 5th: Interpret Fractions, Place Value, and Scaling, 6th Ratio & Rate, 7th Analyze Proportional Relationships, 8th Solving Linear Equations & Systems of Linear Equations) increase by 2% percentage points each year as follows:

4th-50% surpassed the goal by 3%

5th-30% decreased by 17%

6th-26% decreased by 5%

7th-25% decreased by 2%

8th-10% surpassed the goal by 7%

Instructional support is needed for 5th, 6th, and 7th math to support major content subcategories for each grade.

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

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Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 2% points each year as follows:

2020-2021 %	2021-2022 Goal	2022-2023 Goal	2023-2024 Goal
46%	44%	42%	40%

Tier 1 (School wide): social skills lessons, positive behavior reinforcement, classroom circles, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling, WCJH will be used to communicate schoolwide PBIS goals and will involve students from all grade levels. WCJH will also be able to make monthly videos with students sharing ways to show PAWS (Positive Attitude, Act Responsibly, Work Together, Show Respect)

Triad of Instruction:

Second Steps (4-5)

Classroom Management Plan

Weekly Social Emotional Learning on Google Classroom

PBIS-Cougar Cash, Cougar Credit, Reward Events

Development of classroom culture

Supportive counseling not occurring on a regular basis

Classroom Guidance Lessons

Resources needed:

Second Steps

PBIS Incentives

PBIS signage

Point Sheets

Behavioral Resources,

video camera, digital

camera, lapel mics;

memory cards for

cameras;

Bluetooth/wireless

boombox with

microphone; Calculator

pocket holder

ComBind machine &

spines

Laminating machine

Tier 2 (Targeted Prevention): Calming corners, calming boxes, sensory rooms, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences

Triad of Instruction:

Targeted social skills instruction

Student specific reinforcement system

Peer Based Supports

Behavior Contracts

Mental Health Counseling Services Individual and Group

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<p>Classroom Groups</p> <p>Small group counseling groups</p> <p>Check in/Check out</p>		
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p><u>Triad of Instruction:</u></p> <p>FBA & BIP</p> <p>Safety Plan</p> <p>Daily, explicit social skill instruction</p> <p>Crisis Intervention Plans</p> <p>Mental Health Counseling Services Individual and Group</p> <p>Crisis Intervention Services</p> <p>CSoC (Coordinated System of Care wrap-around referral)</p> <p>FINS (Families in need of services referral)</p>		
<p>Parent and Family Engagement Activity:</p> <p>Food Truck Friday Events</p> <p>Parents will be invited for lunch or afterschool for dinner with teachers, staff, and administration where social/emotional topics/ information on state testing will be presented to the parents.</p> <p>2022-2023</p> <p>Social/Emotional Learning Event at school-presentation from counselor, MHP, Deputy Danner</p>	<p>Resources needed:</p> <p>flyers; presentation; food truck reservations; bulletin paper.</p>	
<p>Professional Development:</p> <p>PBIS/School Expectations</p> <p>NCI trainings</p>	<p>Resources needed:</p>	

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Behavior Coach supports all teachers with management and behavioral issues 2022-2023 Classroom Management Plan														
Follow Up and Support: Classroom Observations-Proactive Classroom Management plans Coaching Monthly team staffing														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
Data used to Monitor and Evaluate Goal: Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan Every nine weeks survey the school climate and provide follow up and support to the areas most in need. Classroom Observations-Proactive Classroom Management plans Coaching Staffing Meetings Monitor OSS Rate monthly PBIS Meetings														
Middle of the Year Monitoring Results/Areas for Improvement: 1 st 9 Weeks-12% of students had office referrals 2 nd 9 Weeks-14% of students had office referrals Continue to reinforce PBIS expectations and identify students who need behavior support with help from the behavior coach.														
End of the Year Results: 1 st 9 Weeks-12% of students had office referrals 2 nd 9 Weeks-14% of students had office referrals 3 rd 9 Weeks-11% of students had office referrals														

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4th 9 Weeks-8% of students had office referrals

Total of 45% of students with office referrals for 2021-2022 school year showing a decrease in referrals by 1%.

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 2 points each year in each subject area as follows:

Subject	2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
ELA	20.8%	22.8%	24.8%	26.8%
Math	13.4%	15.4%	17.4%	19.4%

*Data will be entered upon LDOE release of SPS for SWE student group.

Describe policies and practices to identify disabilities early and accurately:

- TAT, SAT, SBLC
- Diagnostic and Interim Testing
- Daily intervention periods
- Progress Reports
- Use informal and formal assessments to identify students who need small group instruction and/or intervention in the math instructional block

Describe structures to increase collaboration amongst general and special education teachers:

- PLCs; Planning meetings bi-weekly
- SPED meetings
- Access to behavior coach on campus for general education and special educations
- Faculty Meetings and ILT Meetings

Supports and Strategies in Tier 1 (Core Instruction):

Resources needed:

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<p>IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready, Reading Informational Nonfiction Texts</p>	<p>Curriculum; binders; paper; pens/pencils; computers; Scholastic sets of nonfiction readers; Number tiles Math flash cards Magna-tiles Cash register School globe Laminator Classic treasure chest Checkers Geo puzzles world & continents Giant magnetic graph & array chart Pattern blocks activity cards Wood block tiles Puzzles Factor triangles Science tubs (cells & solar system) Combined machine & spines 2 color printers</p>	
<p>Supports and Strategies in Tier 2 (Targeted Prevention): Amplify Instruction, IRLA, Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Ready Math (Small Group)</p>		
<p>Supports and Strategies in Tier 3 (Intensive Individual): Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) Achieve 3000 (Personalized Learning Path), Eureka Equip,</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> February 2022-Online Title I Writing Presentation on RACES March 2022-Online Title I Math Presentation on MESS Check March 2022-Send home Scholastic Reading Books to SWE students in grades 4 & 5 <p>2022-2023</p> <ul style="list-style-type: none"> TBD: Scaffolding and Fluency Home activity for SWE students 	<p>Resources needed: Paper for activities and flyers, bulletin paper, pencils, pens, math manipulatives, texts and readings, supplies for activities</p>	

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<p>Professional Development:</p> <ul style="list-style-type: none">● LA Content Leader● Math Content Leader● 4 Strategies of Effective Learning● Using the Writing Rubric and the Modified Writing Rubric● Lesson planning/unit planning for Guidebooks● The Writing Revolution Overview and focus on specific strategies● Project Read – Phonics, Linguistics, Written Expression, Report Form● Ready Gen● Zearn● Gizmos● Eureka Math, In Sync, Affirm, Equip● Ready, i-Ready● Reflex Math● Dibels● Achieve 3000/Actively Learn● Unique Learning/News 2 You● Discovery Education● Desmos/Calculator instruction● Accountable talk/mathematical discussions● SER, FBA, BIP trainings● Monthly SWE consultants meetings	<p>Resources needed:</p> <p>Substitutes; curriculum and intervention materials; paper; pens/pencils; computers</p>																															
<p>Follow Up and Support: Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none">● ELA and Math Content Leader Module Support and Training● Model lessons - Instructional Strategies, pedagogy and scaffolding● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.● Analyzing assessments, feedback and next steps● Walk Through and Look fors																																
<p>Budgets used to support this activity:</p> <table><tr><td>Title I</td><td>GFF</td><td>Title II</td><td>LA4</td><td>IDEA</td><td>Title III</td><td>Title IV</td><td>Perkins</td><td>JAG</td><td>Bonds</td><td>DSS</td><td>CDF</td><td>ESSER</td><td>SCA</td><td>Other</td></tr><tr><td>X</td><td>X</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X													
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X	X																															

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Data used to Evaluate Goal: EOY: LEAP 2025

- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- IReady Diagnostic Assessment Reports
- Dibels
- LEAP Connect/ Unique Learning assessments
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

Middle of the Year Monitoring Results/Areas for Improvement:

Project Read-Students are on average at Unit 6-7 scoring at least 80% or more before moving to the next unit. Some students' data is incomplete or shows them getting to Unit 1-2 due to excessive absences.

Reflex Results-58% of students in grade 4 are fluent in math facts
56% of students in grade 5 are fluent in math facts

Achieve-Grade 5 shows the largest amount of lexile gain
Grade 7 shows the smallest amount of lexile gain

End of the Year Results:

Project Read-Students got to Unit 10-12 scoring at least 80% or more before moving to the next unit. Some students' data is incomplete or shows them getting to Unit 3 due to excessive absences.

Reflex Results-58% of students in grade 4 are fluent in math facts
56% of students in grade 5 are fluent in math facts

Achieve-Grade 5 shows the largest amount of Lexile gain
Grade 7 shows the smallest amount of Lexile gain

LEAP CONNECT SCORES-16 total students

Near Goal-5/16-31%

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At Goal- 2/16-12.5%
Above Goal-9/16-56%

LEAP 2025-Spring 2021 Results

ELA-22.2% missing the goal by .4.

Math-11.4% missing the goal by 4%.

Math support focusing on SWE students and providing small group and intervention time during the instructional block.

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

Grades K - 6: full English language immersion with push-in support

Grades 7-12: scheduling ESL class - up to two class periods for junior high and up to three class periods for high school, depending on the needs of each student

Programs include:

- Language Power (utilized in grades 5 - 12)
- Achieve 3000
- Newcomers
- Rosetta Stone
- Scholastic Non Fiction Reader Sets

Resources needed:

computers; paper/pens;
online programs; Spanish
versions of Scholastic
nonfiction text sets

Supports and Strategies in Tier 2 (Targeted Prevention):

Programs include:

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<p>Achieve 3000</p> <p>2022-2023</p> <p>IRLA</p>		
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <p>Programs include: Project Read IRLA (supplement to core classroom instruction)</p>		
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.: • LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) • Spanish versions of Scholastic nonfiction text sets • RACES/MESS strategies in Spanish</p> <p>2022-2023</p> <ul style="list-style-type: none"> • October: Math and Science Night • March: Literacy Night 	<p>Resources needed: Paper for activities and flyers, bulletin paper, pencils, pens, math manipulatives, texts and readings, supplies for activities</p>	
<p>Professional Development:</p> <ul style="list-style-type: none"> • Identification of ELs and language proficiency levels Differentiating instruction • Modifying curriculum to be more accessible to EL students • Understanding and using LEP accommodations effectively 	<p>Resources needed: curriculum; paper/pens; computers</p>	

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<ul style="list-style-type: none"> ● SBLC considerations for English language learners (environmental, language and cultural) 														
Follow Up and Support: <ul style="list-style-type: none"> ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom ● ESL teacher available to support teachers in meeting EL students' needs 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
Data used to Evaluate Goal: ELPS screeners to begin services initial ELPS screener for new students to the state of Louisiana ELPT - administered every February LEAP/ LEAP Connect														
Middle of the Year Monitoring Results/Areas for Improvement: 5 of the 7 students tested on the ELPT showed growth in categories. The ELL teacher will monitor student progress bi-quarterly and quarterly.														
End of the Year Results: 5 of the 7 students tested on the ELPT showed growth in categories.														

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Teacher newsletters and websites
- School Website
- Robocalls
- Flyers
- Signage
- PFE Events and School Activities
- Student Planners-For parent and teacher communication
- PFE Events:
 - 1) Meet and Greet (August)
 - 2) Scholastic Take Home Books for English Language Learners and Students with Disabilities
 - 3) Literacy Event Online (December/January) RACES Strategy
 - 4) Math Online Event (February) Mess Check Strategy
 - 5) Food Truck Friday (March) Testing Information & Social/Emotional Learning
 - 6) WFE Transition Night (May)

2022-2023

- PFE Events:
 - 1) Meet and Greet (August)
 - 2) Fitness and Social/Emotional Parent Night (September)
 - 3) Spooky Math and Science Trunk or Treat (October)
 - 4) Literacy Take Home-READO (December)
 - 5) Math Take Home Activity on Fractions-Deck of Cards (February)
 - 6) Literacy Night (March)
 - 7) WFE Transition Night (May)

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Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Parents and community stakeholders will be invited to PTA and PFE meetings to provide input on topics to present and events to plan.
- Parents and community stakeholders are able to see the SAP and provide feedback.

Resources Needed to Support Parent and Family Engagement:

- Activity materials will be needed for each event.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Team Reflection:

Meet and Greet and WFE Transition Night had the largest parent participation.

The literacy take home books and Food Truck Event had the smallest parent participation.

For next year the following PFE Activities are Planned:

- 1) Meet and Greet (August)
- 2) Fitness and Social/Emotional Parent Night (September)
- 3) Math and Science Night (October)
- 4) Take Home Book Sets & Literacy Activity (December)
- 5) Math Take Home Activity on Fractions (January)
- 6) Literacy Night (March)
- 7) WFE Transition Night (May)

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

Diagnostic Readiness assessment (SLT) data

LEAP 360 data

LEAP 2025 data (scaled score)

SAT data

Achieve 3000 data

Check in/check out (behavior and/or academic intervention checklist to keep parent informed on a daily basis)

Report Card grades

After adequate time for intervention implementation, teacher meets with (counselor) and the SAT team members and parent to decide if interventions are working or if further evaluation of deficiencies may be needed.

Student Assistance Team (SAT) determine need for interventions/remediation (Counselor, Resource helping teacher, Mental Health Provider, Assistant Principal, SPED coordinator, teacher, parent)

IEP, IAP, 504 plan, modifications or accommodations for at-risk behaviors or academics

Describe how the school ensures that interventions do not replace core instruction:

- Intervention periods are set up in grades 4-6 separate from core instruction.
- District provided interventions are used.

Interventions/programs available for students in need (include grade levels and skills addressed):

- Achieve 3000- 4-8-ELA
- Reflex-4 & 5-Math
- Ready Math 6-8-Math
- Project Read-Students with dyslexia-ELA

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Progress monitoring

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- Monthly intervention reports

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Resources Needed to Support Interventions:

Computers/Chromebooks, Intervention materials, curriculum support

Middle of the Year Monitoring Results:

Project Read-Students are on average at Unit 6-7 scoring at least 80% or more before moving to the next unit. Some students' data is incomplete or shows them getting to Unit 1-2 due to excessive absences.

Reflex Results-58% of students in grade 4 are fluent in math facts
56% of students in grade 5 are fluent in math facts

Achieve-Grade 5 shows the largest amount of lexile gain
Grade 7 shows the smallest amount of lexile gain

End of the Year Results:

Project Read-Students got to Unit 10-12 scoring at least 80% or more before moving to the next unit. Some students' data is incomplete or shows them getting to Unit 3 due to excessive absences.

Reflex Results-58% of students in grade 4 are fluent in math facts
56% of students in grade 5 are fluent in math facts

Achieve-Grade 5 shows the largest amount of Lexile gain
Grade 7 shows the smallest amount of Lexile gain

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- PE activities and lessons to support physical education standards.
- Library books will be purchased of different genres for circulation.
- Band instruments will be purchased for students to use that are not able to purchase one.
- Recorders for 4th grade students will be purchased to teach recording and how to read music.

Resources needed:

2021-2022

Chain nets – basketball
 Bats
 Resident balls
 Pinnies
 Volleyball nets
 Stopwatches
 Basketballs
 Baseballs
 Kickballs
 Volleyballs
 Softballs
 Footballs
 Soccer balls
 Band instruments
 Library Books
 Recorders

2022-2023

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- None for 2021-2022 school year due to COVID restrictions

Resources needed:

None due to COVID

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

List programs that need to be evaluated and what data will be used to monitor and evaluate:

Middle of the Year Monitoring Results/Areas for Improvement:

Due to COVID, there were no extended learning opportunities .

End of the Year Results:

Due to COVID, there were no extended learning opportunities .

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):

- Due to the transient and often unstable environments our students sometimes experience a full-time MHP will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and work with the MHP for a varied amount of time.

Resources needed:

paper, Second Steps Curriculum

Services Provided by Counselor(s):

- Involved in the SBLC process to assist students with academic and emotional needs as well as monitors 504 plans. Collaborates closely with MHP to meet the emotional needs of all students. Individual and small group sessions. State mandated presentations are delivered throughout the year. Whole class guidance lessons are also scheduled to address social and emotional needs of the student population.

Resources needed:

paper, Second Steps Curriculum

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Team Reflection:

-A classroom guidance schedule will be created for in class lessons for all grades.

-A schoolwide character education program will be created and implemented for next school year.

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

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Transition Activities for Students: <ul style="list-style-type: none">SWE students will visit high schools they will attend: Northshore High, Slidell High, or Pearl River High; parents are invited to attend with SWE students.If visits can not occur, support staff from the high school will be invited to meet the students who will attend the high school as well as set up meetings with parents and staff.											Resources needed: paper for flyers				
Parent and Family Engagement Activity: <ul style="list-style-type: none">4th and 5th grade Meet and Greet will be set up to invite parents and students from feeder schools: Whispering Forest and Alton to allow students to visit our school and teachers as well as receive a tour of the school.Incoming 3rd Grade Students from WFE are invited for a Transition Night in May.											Resources needed: paper for flyers				
Participation Results: 76 families from WFE attended the Transition Night. Feedback was positive from parents expressing how much they enjoyed the event and how they felt welcome from the moment they arrived. A math and ELA activity was prepared in the 4 th grade teachers classrooms for															
Feedback from Parents/Families: Feedback was positive from parents expressing how much they enjoyed the event and how they felt welcome from the moment they arrived. Most forms turned in where empty in the feedback box. Some comments written were, “Great job!”, “Thank you, we enjoyed this!”															
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X	X														

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- Each subject area in each grade meets together. Science and social studies PLCs are supported by administration and the TRT. Math and ELA PLCs are supported by the instructional coaches as well as teacher leaders.

Resources needed:

Substitutes
Curriculum
Assessments
School Data

Describe the format of your PLC groups (When? How often? How long?):

- PLCs in grades 4-6 in the ELA and Math meet bi-weekly for one hour and a half. Half of this time is their planning period while the other 45 minutes a substitute is provided to cover their class. Math and ELA teachers in 7th and 8th grade meet bi-weekly for 53 minutes during their planning times where coverage is provided for teachers who need coverage.
- Science and Social Studies teachers in grades 4-8 meet bi-weekly during their planning period. 4-6 (45 minutes) 7/8 (53 minutes)

Supplies: binder, paper, charts, pens, folders, markers, pencils, clips, dividers, sheet protectors, anchor charts
Presentation board
Computers/Laptops, printer ink

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Middle of the Year Reflection/Areas for Improvement:

PLCs are allowing time for the teachers to align curriculum and create common assessments. As we move into the second part of the year, more grades/subjects are bringing data from common assessments which are being used to generate discussions and collaboration between teachers. Teachers are learning how to respond to the data.

End of the Year Feedback from Teachers:

Teachers met with the instructional coach before the end of the year to allow time for their feedback and discuss direction and goals for next year. All teachers said they found PLCs beneficial especially when time was given to plan and create lessons/assignments to target the data they collected and analyzed in the PLC meetings.

Goals/Areas to Focus on for 22-23 School year.

Math-Discussed moving forward with small groups after lessons are taught.

ELA-Focus on independent reading and fluency and small group instruction after Guidebooks lessons were taught.

Science/SS-Focus on the amount of time on Chromebooks. Looking at using Chromebooks for product-oriented assignments and projects.

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Areas for Improvement:

Some grade level and subjects are still working on improving and aligning classroom instruction. Support and improvement in creating common assessments and bringing data to PLCs in some grades/subjects is needed.

PLCs are also needing to be teacher driven and led. We will work on shifting leadership away from the instructional coaches and to the teachers to build leadership and ownership in PLCs.

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Continued PD on curriculum on math, science, SS, and ELA
- Eureka PD
- Ready Math PD
- Plain Talk

Resources needed: handouts

Describe how the Instructional Coach will support your school (if applicable):

- Math Coach-Support Math Major Content (Goal #3) in grades 4-5.
- ELA Coach-Support RACES strategy (Goal #2) in grades 4-5.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Middle of the Year Reflection/Areas of Improvement:

Professional development has been focused in math and ELA from redelivery of professional development through the instructional coaches. The science and social studies curriculum specialists have met with science teachers at least once at this point of the year to review unpacking of the standards and learning about the 5 Es teaching process.

End of the Year Feedback from Teachers:

Eureka and Ready Math Walkthroughs and PDs were the most beneficial professional developments the math teachers said they have attended in a long time. They learned specific ways to structure and improve their math lessons and blocks.

Science and social studies teachers said the curriculum specialists' professional development was beneficial in learning how the curriculum appeared in the Google Classroom and how to best plan for instruction.

4th grade ELA teachers attended a Plain Talk professional development where they said they learned a lot of literacy strategies that they were excited to implement into their classrooms specifically strategies to support writing instruction.

Possible PD needs for next school year:

Behavior Point Sheets

Reading Evaluation Reports

FBA Process

Incorporating Technology Appropriately in Instruction

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Parent Family Engagement Events:
 - 1) Meet and Greet (August)
 - 2) Online RACES Presentation (February)
 - 3) Online Math Presentation MESS Check (March)
 - 4) Scholastic Reading Book Packets to SWE Students (March)
 - 5) Math/Science Night (April)
 - 6) WFE Transition Night (May)
- Open House
- School Webpage

2022-2023

2022-2023

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- PFE Events:
- 1) Meet and Greet (August)
- 2) Fitness and Social/Emotional Parent Night (September)
- 3) Spooky Math and Science Trunk or Treat (October)
- 4) Literacy Take Home-READO (December)
- 5) Math Take Home Activity on Fractions-Deck of Cards (February)
- 6) Literacy Night (March)
- 7) WFE Transition Night (May)

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

- Faculty/Staff-Faculty meetings at the beginning, mid, and end of year.
- Parent/Community-Open House & PFE Events

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- Monthly at Instructional Leadership Team Meetings
- Through bi-weekly PLCs

2021-2024 Committee Members

<u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating	<u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities
Members Include: <ul style="list-style-type: none"> ● Administrator: Principal Jessica Venezia ● AP Drew Cosentino ● Admin Assistant: Christina Quigg ● Teacher: Nicki Kenworthy ● Teacher: Brianna Ortiz ● TRT: Crystal DiMaggio 	Members Include: <ul style="list-style-type: none"> ● Administrator : Principal Jessica Venezia ● Admin Assistant: Christina Quigg ● Teacher: Veronica Pelayo ● TRT: Crystal DiMaggio ● Parent/Family: Tiffany Bohacek ● Parent/Family: Tabitha Dallimore (also teacher)

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- **Instructional Coach: Danielle Barberi**
- **Instructional Coach: Jamie Straughan**

- **Parent/Family: Katie Giardina**
- **Parent/Family: Tiffany Bohacek**
- **Student: Da'Laci Fernandez (6), Parker Quigg (6), Peyton Quigg (8)**

DISTRICT ASSURANCES

- ☐ I certify that this school-wide 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
 - A school-wide 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.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date