

**Clearwood Junior High**  
**4<sup>th</sup> – 8<sup>th</sup> Grades**  
**Alan Bennett, Principal**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at page 44 of the Data Analysis Template for 1a and 1b)

**STRENGTHS**

| <u><i>1a. Results of Comprehensive Needs Assessment</i></u>                     |   | <u><i>1a. Measures used to Determine School Needs:</i></u> |
|---|---|--|
| <b>STRENGTHS</b>  |   | <b>DATA SOURCES</b>  |
| 6 <sup>th</sup> grade Social Studies (97.6 to 100.9 to 103.6)                   | 1 | Spring Criterion Test 2013, 2014, 2015,                    |
| 8 <sup>th</sup> grade ELA has increased the past 2 years (86.9 to 88.1 to 94.8) | 2 | Spring Criterion Test 2013, 2014, 2015,                    |
| Whole School ELA CRT (90.7 to 92.4)   | 3 | Spring Criterion Test 2013, 2014, 2015,                    |
| White Subgroup has the highest percentage proficient ELA 84.7, 85.0             | 4 | Spring Criterion Test 2013, 2014, 2015,                    |
| 90% of parents feel teachers respond to them within 24-48 hours.                | 5 | Title I Spring Survey 2015                                 |

**CHALLENGES**

| <u><i>1b. Results of Comprehensive Needs Assessment</i></u>  |   | <u><i>1b. Measures used to Determine School Needs:</i></u>  |
|--|---|---|
| <b>CHALLENGES</b>  |   | <b>DATA SOURCES</b>   |
| Whole School Math CRT index decreased over the past 3 years (88.9, 86.7, 74.3)   | 1 | Spring Criterion Test 2013, 2014, 2015  |
| SWD subgroup scored significantly below whole school percent proficient in Math. (WS: 80.3, 78.3, 65.6) (SWD: 44.4, 54.5, 38.2)  | 2 | Spring Criterion Test 2013, 2014, 2015,   |
| White subgroup scores have declined in math over a 2 year period (83.5, 83.4, 71.9)  | 3 | Spring Criterion Test 2013, 2014, 2015,   |
| Parental Involvement in school-related activities and programs tends to be low. Only 11% of parents attend all PI activities.  | 4 | Title I Parent Survey Spring 2015, PI activity sign-in sheets from the 14-15 school year.                 |
| Students with emotional/behavioral needs have numerous behavior referrals resulting in loss of instructional time. Thirty-one students received MHP services during the 2014-15 school year. | 5 | MHP report, discipline records, JPAMS attendance records, MHP evaluation EOY for the 2014-15 school year. |

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**GOALS**

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| <b><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></b>  |
| <b>GOALS</b>  |
| 1 By May 2016, 70% of the students will score target mastery on written ELA SLT. (432 out of 618 students)  |
| 2 By May 2016, 70% of the students will score target mastery on district based math SLT. (432 out of 618 students)  |
| 3 By May 2016, SWD/ ED/Black subgroups will show a 3.6 % decrease in the achievement gap in ELA and math based upon state testing.  |
| 4 By May 2016, increase the percentage of parents participating in the Spring Title I survey from 11% to 21%.   |
| 5 By May 2016, 25% of the students currently working with the MHP will demonstrate reduced behavior referrals and increased attendance based upon Referrals sent to front office and JPAMs attendance data. |

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

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

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 93% (43 out of 46)

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

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| <p><b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.</p>   |  |   |
| <p><b>PLC</b>-(be sure to mention personnel involved in this activity, i.e. Literacy Teacher, substitutes, presenters, schedules etc.)</p> <p><b>Personnel:</b> substitutes, presenters, curriculum specialists, lead teachers, administration, RHT, teachers, school nurse , and counselors</p> <p>The focus for PLC this year is on using the Common Core standards to develop (teacher-created) assessments for ELA, math, social studies, and science. Special education and regular education teachers are working within their grade level 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><b>MATH:</b> teachers and curriculum specialists will review student work with a focus on solving word problems. As well as the development of a common rubric and graphic organizer to equip students with the skills necessary to solve multiple stepped constructed response items.</p> <p><b>ELA:</b> teachers and curriculum specialist will focus on developing an understanding of the grading rubric leading to uniformity in grading of student work.</p> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Substitutes Salary and Benefits</li> <li>• Stipends and benefits using instructional moneys</li> <li>• Materials (paper ink, binders, folders, dividers, binder clips, calculators, markers, chart paper, highlighters)</li> <li>• Printing costs</li> <li>• Registration fees</li> <li>• Staff travel</li> </ul> |
| <p><b>If you have an <u>instructional coach</u>, describe in detail her duties and responsibilities</b></p> <p>Deborah Coronato, the Title I instructional coach, will work with the 4<sup>th</sup> &amp; 5<sup>th</sup> 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><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p>  | <p><b>Item(s) to be purchased to support this activity:</b></p> <p><b>Salary and Benefits for this teacher.</b></p>   |

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| <p>Professional Development Outside of PLC</p> <ul style="list-style-type: none"> <li>• Faculty meetings for parish and state mandated trainings</li> <li>• Parish required PD days-Curriculum, Assessment, SPED, Advanced-ED</li> <li>• After-school, before school, and district sponsored professional development</li> <li>• Community Collaboration Connection</li> <li>• Departmental meetings focusing on curriculum and use of data</li> <li>• 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.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Substitutes Salary and Benefits</li> <li>• Stipends and benefits</li> <li>• Materials (paper ink, binders, folders, dividers, binder clips, calculators, markers, chart paper, highlighters)</li> <li>• Consultation fees for Study Island</li> <li>• Printing costs</li> <li>• Registration fees</li> <li>• Staff travel</li> </ul> |
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:**

**Prospective candidates are:**

- Informed about Title I
- Given a Pamphlet containing mission/vision statement and school information
- Interviewed by highly qualified teachers throughout the interview process
- Told about Title I tuition reimbursement

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

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| <p>◆ Describe how parents will be involved in the</p> <ul style="list-style-type: none"> <li>○ design,</li> <li>○ implementation, and</li> <li>○ evaluation of the ENTIRE TITLE I schoolwide program.</li> <li>○ Include parents during data analysis and the writing of the SIP</li> <li>○ Parents are involved in the implantation of the plan through their roles on various Title I committee assignments outlined in the Title I Application.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> |
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| <ul style="list-style-type: none"> <li>○ Title I committee will meet with parents during the summer to review and discuss the evaluation of the Title I programs for effectiveness and to solicit ideas, concerns, and design changes to be implemented in the upcoming school year.</li> <li>○ The parent have input in the evaluation of the program through the “Tickets out of the Door” evaluations done at every Title I activity, through the end of the year survey, and through conversations during parent conferences.</li> </ul> |  |   |
| <p>◆ <i>Include meeting dates for the: planning, implementation, and evaluation of the:</i></p> <ul style="list-style-type: none"> <li>○ <i>Parent Involvement Policy/compact; March 2016</i></li> <li>○ <i>PI Plan March 2016</i></li> <li>○ <i>School Improvement Plan. November 2015</i></li> <li>○ <i>Other meeting times are: August 2015</i></li> <li>○ <i>January 2016</i></li> <li>○ <i>May 2016</i></li> </ul>  | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input checked="" type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input checked="" type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>. games, books and group activity materials</p>   |
| <p>◆ <i>Describe how parents will receive timely information about the Title I program;</i></p> <ul style="list-style-type: none"> <li>● <i>During Meet &amp; Greet night, Open House Flyer sent home to all 4<sup>th</sup>/5<sup>th</sup> graders.</i></li> <li>● <i>Information on the Title I program is posted on teacher’s websites and the school’s official website</i></li> <li>● <i>The Title I DVD is streamed at the Meet &amp; Greet night while parents are meeting the teachers.</i></li> </ul>                                | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>                       | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Postcards</li> <li>● Postage</li> <li>● Stipends</li> </ul> |
| <p>◆ <i>Describe how parents will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</i></p> <ul style="list-style-type: none"> <li>● <i>Parents will be notified of their child’s progress a minimum of 3 times per year.</i></li> <li>● <i>Parent-teacher conferences will be scheduled</i></li> </ul>   | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II</p>  | <p>Item(s) to be purchased to support this activity:</p> <p>Stipends and benefits to teachers</p>   |

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| <p>at the end of the first 9 weeks and the end of the 3<sup>rd</sup> nine weeks.</p> <ul style="list-style-type: none"> <li>•Parents will receive individual Student Reports on their child’s proficiency on State assessments which contain detailed explanations of their child’s progress.</li> </ul>   | <p>___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p>  | <p>for after-school conferences</p>   |
| <p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via students.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p> | <p><b>10. BUDGETS</b> used to support this activity:<br/>         ___ X ___ Title I<br/>         ___ X ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF</p> |
| <p><b>NNPS</b>-The school is a member of the National Network of Partnership Schools sponsored by John Hopkins University. The school has access to a wide variety of ideas to improve parental involvement and interest in the education of their children.</p>   | <p><b>10. BUDGETS</b> used to support this activity:<br/>         ___ X ___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p>       | <p>Item(s) to be purchased to support this activity:</p> <p>Membership in NNPS</p>    |
| <p>◆To be in compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, scheduling nights, parent meetings, and other parent orientations.</p>   | <p><b>10. BUDGETS</b> used to support this activity:<br/>         ___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p>             | <p>Item(s) to be purchased to support this activity:</p>                              |

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| <p>◆ <b>Describe</b> how parents will be encouraged to participate in decision making opportunities about their child’s education.</p> <p>◆ Parents are called and/or written inviting them to attend to all educational, decision-making conferences. Meetings are scheduled around parent availability. If parents are unable to attend, phone conferences are conducted.</p> <p>◆ <b>List specific decision-making opportunities for parents.</b></p> <p>Decision-making opportunities for parents.</p> <ul style="list-style-type: none"> <li>▪ SAT meetings bimonthly- notification letters of meeting, contact by the SAT chair and the child’s teacher</li> <li>▪ IEP meetings yearly/as needed notification letters of meeting, contact by the SAT chair and the child’s teacher</li> <br/> <li>▪ Parent Conferences- October 2015, March 2016<br/>Parents receive an invitation for a scheduled meeting to discuss the student’s growth</li> <br/> <li>▪ Parent Committee Work (Title I, QAR, Handbooks and uniform, and PBIS) yearly<br/>Parents receive an invitation to be a apart of the committee</li> <li>▪ Title I Spring survey for parents<br/>Parents receive an invitation to be a apart of the committee</li> <br/> <li>▪ Invite parents for Data Analysis Review and SIP<br/>This is addressed at the welcoming secession of Open House</li> </ul> | <p>▪ <b>10. BUDGETS</b></p> <p>used to support this activity:</p> <ul style="list-style-type: none"> <li>▪ <input checked="" type="checkbox"/> Title I</li> <li>▪ <input type="checkbox"/> GFF</li> <li>▪ <input type="checkbox"/> SRCL</li> <li>▪ <input type="checkbox"/> Title II</li> <li>▪ <input type="checkbox"/> LA4</li> <li>▪ <input type="checkbox"/> IDEA</li> <li>▪ <input type="checkbox"/> Title III</li> <li>▪ <input type="checkbox"/> Bond</li> </ul> <p>Money</p> <ul style="list-style-type: none"> <li>▪ <input type="checkbox"/> Other</li> </ul> | <p>Item(s) to be purchased to support this activity:</p> <p>Stipends and benefits for teacher –parent conferences in the evening</p> |
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| <p><b><u>1. Describe specific training activities (at least all 6 from Title I Application PI Plan)</u></b></p> <p>Family involvement activities are thoughtfully chosen to increase parental involvement in the students’ activities. Activities and topics are based upon parent request, parent survey, and student need. Activities will be provided during the school day or after regular school hours. The activities are designed to be informative and interactive and include all family members.</p> <p>Strategies/activities-</p> <p><b>1. Meet and Greet 4<sup>th</sup> &amp; 5<sup>th</sup></b><br/> 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><b>2. Parent-Teacher conferences</b><br/> These will be held twice a school year to allow parents to track their child’s academic and behavioral performance.</p> <p><b>3. Technology Nights</b> Parents will learn software integrated into students’ schedules for low performing students including IXL and Study Island and how to support their students at home.</p> <p><b>4. State assessment Night</b> 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.</p> <p><b>5. Math Night</b> Parents will meet with the teachers and receive information on the new math curriculum, the textbook and its ancillary materials available</p> <p><b>6. Reading Night</b> Parents will receive information of the use of informational text for close reads and on the new</p> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Stipends and benefits to pay teachers to attend events</p> <p>Printer &amp; computer for the Parenting Center located in the library</p> <p>Refills for the parenting materials in both English and Spanish</p> <p>Cardstock, postcards, colored paper, ink, labels, envelopes, folder &amp; teacher stipends &amp; benefits</p> |
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| <p>revised writing rubric.</p> <p><b>7.Incoming 4<sup>th</sup> parent information nights</b><br/> Upcoming 4<sup>th</sup> grade parents come over from Whispering Forest. Information will be given regarding the expectations for the next school year.</p> <p><b>8. Incoming 5<sup>th</sup> parent information nights</b><br/> Program for families of 4<sup>th</sup> graders transitioning into 5<sup>th</sup> grade. Information is given about the block schedule used, supply lists and extra-curricular activities available. Information will be given regarding the expectations for the next school year.</p> <p style="text-align: center;"><b>Other events where parents are invited to the school:</b></p> <ol style="list-style-type: none"> <li>1. Membership in the PTSA and volunteering in classrooms.</li> <li>2.Members of the Title I Committee, Handbook Committee, and the Uniform Committee.</li> <li>3.Volunteering with the Beta and Science clubs</li> <li>4.Awards Nights</li> <li>5.Chorus and band competitions as chaperones</li> <li>6.Veterans’ Day Program</li> <li>7.Grandparents Breakfast</li> <li>8.Field Trips</li> <li>9.A parent resource center in the office, family games (Math and ELA) that can be checked out to use with their child at home, information on the curriculum, information on the Title I program, and parenting information.</li> <li>10.Volunteer opportunities available through the PTSA and classroom teachers</li> </ol> |  |  |
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| <p>◆ <i>List specific Home-School Communication strategies</i></p> <p>Various forms of communication are used to increase awareness of upcoming nights (mailings, phone call, school website, teacher website, student agendas). Guest speakers from the community are utilized when available.</p> <p><b>Communication strategies-</b> automated call system, mailings, e-mail, school website, teacher websites, phone conferences, parent conferences, and student agendas.</p> <p><b>Agendas</b> will be utilized a communication tool between the teachers and the parents. Agendas are signed daily by the teacher to monitor students in the classroom. Agendas are signed daily by the parent to encourage parental involvement in their child’s education.</p> <ul style="list-style-type: none"> <li>●PBworks and Moodle</li> <li>●JPAMS</li> <li>●Home-School Connection</li> <li>●Agendas</li> <li>●Grade folders</li> <li>●Robocalls</li> <li>●Parental Communication Forms</li> <li>●Email</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this strategy/activity:</p> <p>Agendas</p> <p>Folders</p> <p>Postage</p> <p>Postcards</p> <p>Envelopes</p> |
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| <p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <b>at least one</b> for incoming and one for outgoing students.</p>  |  |  |
| <p>Incoming Students</p> <ul style="list-style-type: none"> <li>● The two schools that are our feeder schools in 4<sup>th</sup> and 6<sup>th</sup> grade send their students over to visit the school and see how things work.</li> <li>● Meet and Greet for the 4<sup>th</sup> and 5<sup>th</sup> 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.</li> <li>● Parent orientation night for parents of incoming 4<sup>th</sup> and 5<sup>th</sup> grade students.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| <p><b>Incoming 4<sup>th</sup> parent information nights</b><br/> Upcoming 4<sup>th</sup> grade parents come over from Whispering Forest. Information will be given regarding the expectations for the next school year.</p> <p><b>Incoming 5<sup>th</sup> parent information nights</b><br/> Program for 4<sup>th</sup> grade families into 5<sup>th</sup> grade. Information is given about the block schedule used, supply lists and extra-curricular activities available.</p> <ul style="list-style-type: none"> <li>• Incoming Special Education students come with parents to tour school and orient students to new surroundings.</li> <li>• Visit from 3<sup>rd</sup> graders at Whispering Forest</li> </ul>   |   |  |
| <p>Outgoing students</p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> 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 and discuss important information they need to know about their child's schedule.</li> <li>• 8<sup>th</sup> graders who attend Northshore High have information disseminated about Freshman scheduling.</li> <li>• Both feeder high schools send their counselors to Clearwood to do honors and placement testing for the next school year.</li> <li>• Both schools offer Orientation Days or Nights for incoming students.</li> <li>• Collaboration between RHT and high school counselors concerning incoming freshmen</li> <li>• Articulation meetings between 8<sup>th</sup> grade and high school core teachers</li> <li>• Coaches visits from the high school</li> <li>• Outgoing Special Education students' IEPs include the Special Education coordinators for the high schools</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/> ___ GFF<br/> ___ SRCL<br/> ___ Title II<br/> ___ LA4<br/> ___ IDEA<br/> ___ Title III<br/> ___ Bond Money<br/> ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| <b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?   |   |  |
| <p><b>The fundamental question is what are the teachers expected to do with the data they have on their students:</b></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in PLC sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to PM these students to ensure interventions/lessons are addressing student needs</li> <li>•PM is done informally by the tutor and at mid-year when students take the mid-year district assessment for all subjects.</li> <li>•At bi-monthly grade level meetings, teachers will review and assess student growth and refine instructional lessons and assessments</li> <li>•RTI will be implemented with ongoing tiered interventions and progress monitoring.</li> <li>•Teachers sit on committees that influence instruction. There are teachers from the three levels( elementary, middle, and junior high as well as Special Education) on the SIP plan committee</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| <p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>  |   |  |
| <p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)<br/> <b>MHP:</b> Due to the transient and often unstable environments that many of Clearwood's students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Alan Bennett, Judi Camhout) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Lisa Rivarde 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. Title I will fund a Mental Health Professional to work with the 4<sup>th</sup> and 5<sup>th</sup> grade students 10 hours per week. The counseling will work to improve both math and reading achievement.</p> | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input checked="" type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:<br/> MHP Salary and Benefits</p>  |
| <p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b><br/> The counselor and MHP do whole class and small group lessons on bullying, harassment and conflict resolution.<br/><br/> The counselor and MHP do whole class, small group, individual, and whole school presentations and lessons on suicide and drug prevention.</p>  | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III</p>  | <p>Item(s) to be purchased to support this activity:<br/> Snacks, pickles, popcorn, ice cream<br/> MAE class uses a Social Skills curriculum<br/> The curriculum for Bullyingly , Harassment, &amp; Drug Prevention<br/> Red Ribbon Week bracelets</p> |

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| <p>PBIS committee offers quarterly incentives for students demonstrating positive behavior.</p> <p>Buddy Bench for the 4<sup>th</sup> and 5<sup>th</sup> graders to promote positive friendships for transitioning students.</p>   | <p><input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>   |  |
| <p><b><u>Instructional Program Enhancements</u></b><br/> <i>Where applicable discuss how your <b>salaried</b> Title I Teachers and Paraprofessionals(Include names) are used to improve the academic performance of lower achieving students (do not include tech paras, CSR teacher or timesheet personnel)</i></p> <p>Joann Lofton, a paraprofessional, will assist teacher in the computer lab to improve the students' technology skills. She will also assist in the 4<sup>th</sup> grade classroom doing small group instruction under the supervision of the teacher.</p>   | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>            | <p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for Joann Lofton</p> |
| <p><b><u>Tutoring Programs-Pull out-Include names of timesheet personnel hired to do this program.</u></b><br/> <i>1-How students are identified</i><br/> <i>2-How students are progress monitored</i><br/> <i>3-How is the tutoring program evaluated</i></p> <p><b>Lisa Cancienne</b> will tutor junior high students identified as at-risk non-proficient using the prior year's SLT Mastery score. Intervention programs used to improve student growth are Study Island and Reflex Math.</p> <p>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<br/> the number of students who exit from the tutoring program based upon progress monitoring.</p> <p>A KIT tutor (<b>Jennifer Loyd</b>) will be provided for students identified as homeless and at risk through the Louisiana residency questionnaire and</p> | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for tutors</p>       |

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| <p>interim/report card grades. Students will be remediated in math, ELA, science, and social studies.</p> <p>The individual tutor and the classroom teacher(s) will collect data for their tutoring students. The tutor and teacher will write the evaluation when final report card grades and test scores are received.</p>   |   |  |
| <p><b><u>Tutoring/Helping Hands-Push-in- Include names of timesheet personnel hired to do this program.</u></b></p> <p><i>1-How students are identified</i><br/> <i>2-How students are progress monitored</i><br/> <i>3-How is the tutoring program evaluated</i></p> <p>Students are targeted for tutoring using CBA, homework completion monitoring instrument, Eagle data, SAT data and standardized state assessment data, Study Island reports.<br/>         Joann Lofton – Paraprofessional<br/>         Brenda Breeding – ROUF tutor<br/>         Krystle Rodriguez – Helping Hands</p> <p>One Helping Hand, one ROUF tutor, and one paraprofessional will be provided in the 4th and 5th grade ELA and Math classrooms for individual student assistance and/or small group remediation.</p> <ul style="list-style-type: none"> <li>•At-risk students in 4th, additional tutoring in ELA in areas of weakness in preparation for state assessments. Any additional instructional resources and materials will be provided</li> </ul> <p>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</p> <p><b><u>After school tutoring-</u></b></p> <ul style="list-style-type: none"> <li>•for 4<sup>th</sup>, 5<sup>th</sup> grade students. The tutoring is done by teaching staff and schedules are developed in conjunction with the parents. Certified teachers will provide before and/or</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <p>Salary and benefits for after school tutors.</p> |

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| <p>after school tutoring for at-risk 4<sup>th</sup> and 5<sup>th</sup> grade students.</p> <p>Tutoring occurs bi-weekly for students who by their test scores are deemed “at risk”</p> <p>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</p>  |   |  |
| <p><b><u>Technology Resources and Personnel (include names):</u></b><br/> <b><u>General Technology</u></b> to increase engagement:<br/>         Activboards, Votes, Expressions, ipods, computers, printers, laptops, Brainpop, Study Island, Maps 101, Achieve 3000, Reflex Math</p>  | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>                       | <p>Item(s) to be purchased to support this activity:<br/>         Computers, monitors, activboards and installation, projectors, document cameras, votes, expressions, ipods, ipads, toners printers, replacement bulbs, and RAM for upgrades.<br/>         Brainpop</p> |
| <p><b><u>Technology Interventions/Progress Monitoring</u></b><br/> <i>List programs and describe how students are selected and monitored for each program listed.</i></p> <ul style="list-style-type: none"> <li>•Pre, Mid, and Post Assessments provided through the guaranteed curriculum</li> <li>•Study Island The program will be used by students in all four core disciplines</li> <li>•Eagle The program will be used by students in all four core disciplines</li> <li>• State approved sites for technology manipulation</li> </ul> <p>Achieve 3000-</p> <ul style="list-style-type: none"> <li>•The two ends of our student spectrum are using the program. The gifted/honors students are using the program to advancement their skills. The SpEd. students are using the program to help them achieve grade level reading comprehension. The program gives the student and teacher</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I<br/> <input checked="" type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input checked="" type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:<br/>         Study Island<br/>         Achieve 3000<br/>         Reflex Math</p>  |



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| <p>massive amounts of information concerning the student’s growth/ process.in reading. Funding is done through the Special education department and general fund.</p>   |  |   |
| <p><b><u>Special Education Subgroup Data</u></b><br/> The special education subgroup data has shown growth over the past years.<br/> In Math:                    ELA:<br/> 12-13- 44.4                12-13- 54.2<br/> 13-14- 54.4                13-14- 61.8<br/> 14-15- 38.2                14-15- 48.9</p>   | <p><b>10. BUDGETS</b> used to support this activity:<br/> ___ Title I<br/> ___ GFF<br/> ___ SRCL<br/> ___ Title II<br/> ___ LA4<br/> ___ IDEA<br/> ___ Title III<br/> ___ Bond Money<br/> ___ Other</p>      | <p>Item(s) to be purchased to support this activity:</p>  |
| <p><b><u>Special Education Program Design</u></b><br/> This year we had a large number of higher performing students, so we expanded the size of our inclusion program. Due to the change in the state test scores dropped, however, SWD students are still performing at a higher achievement level due to their placement in the inclusion setting.</p> <ul style="list-style-type: none"> <li>● Gifted – self-contained for Math and ELA (academic)</li> <li>● Talented Art, Music, and Theater- pull out program to advance students identified with exceptional talents in art, music, and drama.</li> <li>● Severe/Profound- total self-contained due to the severity of the disability.</li> <li>● Mild/Moderate- combination self-contained and mainstreamed due to behaviors exhibited by students with special needs who require additional social and academic support</li> <li>● RNC- combination self-contained and mainstreamed due to behaviors exhibited by students with Autism who require additional social and academic support</li> <li>● MAE- self-contained for students identified as in need of emotional and behavioral support in a structured classroom environment working toward regular class inclusion</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:<br/> ___ Title I<br/> ___ GFF<br/> ___ SRCL<br/> ___ Title II<br/> ___ LA4<br/> <u>X</u> IDEA<br/> ___ Title III<br/> ___ Bond Money<br/> ___ Other</p> | <p>Item(s) to be purchased to support this activity:<br/> Salary and benefits for excess SPED support staff</p> |

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| <p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)<br/> <i>Title I or Title II (include names)</i><br/> <i>State grade and how data supports this decision</i><br/> <b>Michele Scholtens</b> works at our school to reduce the class size in ELA in 5<sup>th</sup> grade. The CSR position allows for a class reduction from 29 students per class to 23 students per class.</p>   | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input checked="" type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p>            | <p>Item(s) to be purchased to support this activity:<br/><br/> Salary and benefits for Michele Scholtens</p>       |
| <p><b><u>Curriculum Enhancements</u></b><br/> <i>Field trips, instructional materials and supplies not mentioned previously in SIP</i></p> <p>Field trips are designed to enrich the instructional program and provide a hands-on learning experience. For example, the elementary music students for a culminating music activity performs at local venues during holiday time. The 5<sup>th</sup> grade students discover and explore aspects of the curriculum as they participate in hands-on activities while visiting the LA. Science Museum</p> | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input checked="" type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input checked="" type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:<br/> Field trip admission fees<br/> Funds for charter bus</p> |

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| <b>10. COORDINATION OF PROGRAMS</b>   |  |   |
| <ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:<br/> <input type="checkbox"/> Title I<br/> <input type="checkbox"/> GFF<br/> <input type="checkbox"/> SRCL<br/> <input type="checkbox"/> Title II<br/> <input type="checkbox"/> LA4<br/> <input type="checkbox"/> IDEA<br/> <input type="checkbox"/> Title III<br/> <input type="checkbox"/> Bond Money<br/> <input type="checkbox"/> Other</p> | <p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tutoring</li> <li>•Clothing</li> <li>•School supplies</li> <li>•Field trip fees</li> <li>•Summer school fees</li> <li>•MHP services</li> <li>•Community Resource Connections</li> <li>•Meals</li> <li>•Services of the LEP para and LEP tutor</li> </ul> |

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| <b><u>11. HOW IS THE TITLE I PROGRAM ASSESSED AT YOUR SCHOOL?</u></b>   |   |  |
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| <p><b><u>Overall</u></b>-The school's performance on standardized test scores</p>   | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>           ___ GFF<br/>           ___ SRCL<br/>           ___ Title II<br/>           ___ LA4<br/>           ___ IDEA<br/>           ___ Title III<br/>           ___ Bond Money<br/>           ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |
| <p><b><u>Tutoring programs</u></b>-<br/> <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <p><b>Study Island</b><br/>           The students improvement in all academic disciplines as determined by his/her mastery of the grade level lessons in core areas<br/>           The core subject classroom teacher will track their students' growth,<br/>           The baseline data was collected in October of 2015 and the final data will be collected by April 8, 2016.<br/>           The teacher will submit the final report to the Assistant Principal.<br/>           The success of the program will be judged by the number of students who show a minimum of 15% growth over the year.</p> <p><b>Achieve 3000</b><br/>           The students improvement in reading as determined by his/her mastery of the grade level lessons in reading &amp; composition<br/>           The tutors will track their students growth ( <b>Judy Anger, Michele Scholtens, Lisa Cancienne, Lisa Tabor, Teresa Carollo &amp; Terra Lonardo</b>)<br/>           The baseline data was collected in October of 2015 and the final data will be collected by April 8, 2016.</p> |   | <p>Item(s) to be purchased to support this activity:</p> |

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| <p>The teacher will submit the final report to the Assistant Principal.<br/> The success of the program will be judged by the number of students who show a minimum of 15% growth over the year.</p> <p><b>Reflex math</b> will be evaluated using the same criteria as Achieve 3000.</p> <p><b>After-School Tutoring</b><br/> -students selected who scored non-proficient on BOY SLT are offered the program<br/> -Math tutoring will be offered<br/> -EOY SLT will be compared to BOY SLT.<br/> Students who improve by 25% from BOY will be considered successful and given a “1” on the spreadsheet. Others will receive a “0”<br/> Total number of points will be divided by the number of students in the program.</p> <p>The program will be considered a success if 70% of the students achieve the target goal.</p> |   |  |
| <p><b><u>Push-In/Helping Hands Program</u></b><br/> <b>Data to be collected, responsible person, timeline for collection, process for calculation</b><br/> <b>Helping Hand- Rodriguez and Breeding (tutor)</b><br/> All students in the math and ELA classrooms at-risk of failing due to pupil progression will be entered on a spreadsheet. Report cards grades for each nine weeks will be entered. As soon as the student acquires enough quality points for promotion, they will be given a 1 on the spreadsheet. If at the end of the year, the student does not have enough quality points toward promotion, they will get a “0”. The total points will be divided by the total number of students. The program will be considered successful if 95% of the students achieve promotion in Math and ELA.</p>            | <p><b>10. BUDGETS</b> used to support this activity:<br/> ___ Title I<br/> ___ GFF<br/> ___ SRCL<br/> ___ Title II<br/> ___ LA4<br/> ___ IDEA<br/> ___ Title III<br/> ___ Bond Money<br/> ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

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| <p><b><u>Parental Involvement</u></b><br/> <b>Data to be collected, responsible person, timeline for collection, process for calculation</b><br/> <b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>•Parenting Committee needs to meet to evaluate tickets-out-the door for events to take considerations into account to better serve their interests.</li> <li>•Parenting committee needs to evaluate attendance numbers at events to see what time/topics draw the largest groups of parents</li> <li>•The Title I School Committee and/or the Title I parenting Committee need to review the Title I Parent Survey results</li> <li>•Review the NNPS plan and survey information to assess our success and future areas of concern.</li> <li>•Kim Lott and Judi Camhout will be responsible for writing the PI final report in May.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |
| <p><b><u>MHP Evaluation Form</u></b><br/> <b>Data to be collected, responsible person, timeline for collection, process for calculation</b></p> <ul style="list-style-type: none"> <li>•Lisa Rivarde will collect discipline data, attendance data, and write the MHP report due May 2016.</li> <li>•the goal of the MHP is to decrease referrals and time out of classrooms and show academic improvement</li> <li>•The MHP will complete the STPSB 2015-2016 Outcomes Measures for Mental Health Providers at the end of each 9 week period and give it to Mrs. Camhout no later than 1 day after the end of the nine week period.</li> <li>•Student can earn up to two points, 1 for improved attendance and 1 for decrease in referrals as year progresses.</li> </ul>   | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |

**Clearwood Junior High**  
**4<sup>th</sup> – 8<sup>th</sup> Grades**  
**Alan Bennett, Principal**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

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| <ul style="list-style-type: none"> <li>•The total number of points are tallied and divided by two times the number of students to get the percent success. Programs will be considered successful if the program has an 80% success rate.</li> <li>•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.</li> </ul>  |  |  |
| <p><b><u>Professional Development</u></b><br/> <b>Data to be collected, responsible person, timeline for collection, process for calculation</b><br/> <i>Minutes from all meetings should be taken and filed so a formal evaluation report can be written.</i><br/> <i>All meetings must have agendas and sign-in sheets.</i></p> <p>The professional development program will be evaluated using SLT data. All teachers participating in the PD program will be required to keep a spreadsheet with each student listed comparing student beginning or MOY benchmark testing with EOY benchmark testing. Students meeting their learning target will be considered successful and given a “1”. Those not reaching their target will get a “0”. A percentage of successful students will be determined for each teacher. These spreadsheets will be submitted to the AP who will enter the % success for each teacher on her spreadsheet. Teachers with a 70% success rate will be given a “1” and the other will receive a “0”. 85% of the teachers are expected to meet the target set for evaluating the PD program.</p> | <p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul> | <p>Item(s) to be purchased to support this activity:</p> |

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| <p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>FACULTY</u></b>?</p> <p>Title I Program</p> <ul style="list-style-type: none"> <li>•Judi Camhout will present the final assessment/evaluation of all Title I programs at a faculty meeting in August 2016.</li> </ul>  | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |
| <p><b><u>HOW</u></b> are the <b><u>results of the assessment REPORTED</u></b> to the <b><u>PARENTS</u></b>?</p> <p><b><u>Parental Involvement</u></b></p> <ul style="list-style-type: none"> <li>•The Title I program will be introduced to the parents in August at our first family night after Meet and Greet.</li> <li>•There is a presentation at Open House that gives parents an overview of last year’s Title I program and what is planned for this year as a result of the parent surveys, teacher input and the end of the year Title I evaluation.</li> </ul> | <p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I<br/>         ___ GFF<br/>         ___ SRCL<br/>         ___ Title II<br/>         ___ LA4<br/>         ___ IDEA<br/>         ___ Title III<br/>         ___ Bond Money<br/>         ___ Other</p> | <p>Item(s) to be purchased to support this activity:</p> |