

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Fifth Ward Junior High



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
1st Grade- decreased Intensive/Strategic number of students an average of 3.6 from 2012-2017, and increased number of Benchmark students by an average of 2.8% from 2012-2017. 3rd Grade-Highest percentage of Benchmark students from 2012-2017 in Spring Testing averaging 66.4% Benchmark	2nd Grade-increased number of at-risk students by an average of 11.8% from 2012-2017 and decreased number of Benchmark students by an average of 14.75%, and K had the highest percentage of at risk students from 2012-2017 in Spring Testing Across the years (8.3% higher than all other grade levels)
CRT Assessment Index 2013 - 2014 (89.1) and 2015 - 2016 (89.1) CRT 2013 - 2014 (89.1) and 2015 - 2016 (89.1) In 2013-2014 and in 2015-2016 our CRT index was 4.5 points higher than other school years: 2012-2013, 2016-2017, 2014-2015 An average of 3.33 points higher than all other years from 2012-2017.	CRT Assessment Index 2012 - 2013 (84.6) CRT 2012 - 2013 (84.6) and 2016-2017 (84.8) These years were on average 3.1 points lower than all other years from 2012-2017
5th Grade 2016 - 2017 Increase CRT Index Trends of at least 7.8 in 3 subject areas and decrease of suspensions from 2 suspensions to 1 suspension	6th Grade Class 2016 - 2017 CRT Index Trends decreased by a minimum of 5.8 and Discipline increased from 2 suspensions to 8 suspensions
3rd Grade 2014 - 2015 and 2016 - 2017 * On average, 3rd grade is higher on average than all other grades in the following subjects: (ELA 20.4 points higher, Math 31.8 points higher, Science 21.46 points higher)	6th Grade ELA Index 2014- 2015 to 2016 - 2017 (102.2 to 94.9 to 69.9) 32.3 decrease over 3 years 6th Grade Math Index 2012 - 2013 to 2016 - 2017 decrease of 31.9 over 5 years
ELA 3 out of 5 years (2014-2017) Over the three years, on average, ELA was 8.47 points higher than Math Math 2 out of 5 years (2013 - 2014) Over the two years, on average Math was 6.35 points higher than ELA	Math Subclaim Weaknesses - 3rd - Modeling and Application, 4th - Major Content and Additional and Supporting Content, 5th - Expressing Mathematical Reasoning, 6th - Modeling and Application, 7th - Additional and Supporting Content and Major Content, 8th - Major Content
The White subgroup strongest % proficiency area for subgroup data (From 2012-2017 on average, our white subgroup was 16.05% higher in proficiency levels) On average, the white subgroup was 10.48 points higher than all other subgroups in ELA from 2012-2017 and 11.44 points higher in Math.	Students with Disabilities lowest percent proficiency area for subgroup data (From 2012-2017 on average, our students with disabilities was 22.31% lower in proficiency levels) On average, SWD subgroup was 24.98 % lower than other subgroups in ELA from 2012-2017 and 19.64 % lower in Math
Economically Disadvantaged subgroup is on average 5.15 % higher in proficiency levels and on average 3.98 points lower in Math than the white subgroup from 2012-2017	Students with Disabilities subgroup is on average 26.94% lower in proficiency levels in ELA and Math from 2012-2017 and 28.02 points lower in ELA and 25.5 points lower in math than our white subgroup

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<p>Not evident, not shown that we are closing the achievement gap. While all of our scores are improving with Students with Disabilities subgroup, our overall proficiency levels in ELA and Math have declined also.</p>	<p>Math Achievement Gap Increasing for -whole school .6-.7-1.2-1.3 (Widening the gap) Black 6.6-21.4-25.2; SWD 14.7-26.8-30.2 14.6 Whole School</p>
<p>5th and 8th Grade ELA - substantial increase in whole school and students with disabilities from 2015-2017 SWD increased by (5th)19.6 (8th) 12.5 5th (Whole School) ELA increased on average by 20.7 points from 2015-2017/ 8th grade (Whole School) ELA increased on average by 24.9 points</p>	<p>Math Whole School - Students with Disabilities, Economically Disadvantaged, Whole School, Black (decrease by 30 points), White (decrease by 15 points) There was a 14.6 whole school decrease in Math from 2013-2017 and SWD decreased in Math 26.8 and ELA 20.9</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. Students with Disabilities will increase their performance score in statewide testing from 50.9 to 60.9 index for the 2017-2018 school year. Increasing scores by 10 points will move our students' performance scores halfway to the next achievement range level (from a D to a C).</p>	
<p>2. By May 2018, K-3 grade students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 10% from fall 2017 to spring 2018 as follows: K- 60% to 70%; 1st - 48%- 58%; 2nd 65% - 75%; 3rd - 61% - 71%</p>	
<p>3. From spring 2017 to spring 2018, the ELA Assessment Index will increase by at least 10% on LEAP 2025. 3rd Grade- 110.6 to 120.6; 4th Grade-86.8 to 96.8; 5th Grade-105.4 to 115.4; 6th Grade-69.9 to 79.9; 7th Grade 78.9 to 88.9; 8th Grade-110-120</p>	
<p>4. From spring 2017 to spring 2018, the Math Assessment Index will increase by at least 10% on LEAP 2025. 3rd grade – 104.8 to 114.8; 4th grade – 89.5 to 99.5; 5th grade – 100 to 110; 6th grade – 68.1 to 78.1; 7th grade – 61 to 71; 8th grade – 80 to 90</p>	
<p>5. By May 2018, 4th - 6th grade will increase their Social Studies index score by 15 points or greater. 7th and 8th grade will increase their Social Studies index score by 10 points or greater. 4th Grade- 54.5 to 69.5; 5th Grade- 58.2 to 73.2; 6th Grade- 38 to 53; 7th Grade-69.3 to 84.3; 8th Grade-84.5 to 99.5</p>	

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6. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • November 13, 2017 - At the monthly PTA meeting, we will ask for input for the design of the SIP. Parents will receive a hard copy of the SIP at this meeting, and an explanation of each section. Time will be given for parents to ask questions about the SIP. Opportunities for feedback at the meeting will be given as well as extended time for review/feedback will be offered. Comment cards will be given to parents to offer feedback about our school's SIP plan. • January 8, 2018 - At the monthly PTA meeting, parents will receive information and guidance on how they can be involved in the implementation of the SIP. The Title 1 PFE Events will be discussed as possible ways to advance our goals in the SIP. • April 9, 2018 - We will review the progress of SIP goals made thus far and determine if adjustments need to be made to any of our Events/Details outlined in the SIP. • May 15, 2018 - We will ask for input on the final evaluation of the SIP goals. The Final Evaluation results will be shared with all stakeholders and reviewed for 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other PTA 	<p>Items Needed: Paper, ink cartridges, printer, computer, projector bulbs, projectors, postage, envelopes</p>	<p>Effectiveness Measure: Title 1 Surveys</p> <hr/> <p>Effectiveness Results:</p>

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<p>progress/gains made through a meeting with Parents. The evaluation results will be projected for everyone to view, in addition to a summary handout distributed.</p> <ul style="list-style-type: none"> • May 23, 2018 - We will share the final evaluation of our programs with all stakeholders (this may occur at the beginning of the following school year 2018-2019 should report not be finalized) • Ongoing feedback about the SIP will be given to all parents who access the school's website. • Each Parent/Family Engagement Event will ask for feedback specific to that event held. • Each Parent/Family Engagement Event will help parents be part of the implementation of the SIP Goals as each event will target an area of need for improvement (Ex: Fluency Festival) 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • General Parent Teacher Conferences - Teachers meet on a weekly/monthly basis to communicate student progress towards goals. • Student Assistance Team meetings are held weekly to discuss opportunities for interventions, screenings, and progress monitoring in areas of need (Behavioral, Social, Academic). • IEP Meetings- parents/guardians of students with special needs are involved in each child's individual education plan to determine goals, accommodations, minutes, and testing accommodations. • Scheduling Committee - Parents have the opportunity to provide input in scheduling at the end of every school year for academic choices in grades 5th -8th. • PTA Meetings are held monthly to discuss budgeting, events, academics, and school wide goals. Parents are asked to provide input on all of these areas. • SIP/Title 1 Parent meetings are held to inform and involve parents in the overall school's improvement plan 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Title 1 Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Surveys are given in the spring to evaluate our entire school program as well as event surveys for each event. 				
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Weekly Newsletters – all weekly major content/skills addressed within newsletter to parents and/or guardians • Teacher Web Pages - All teachers/weekly/major content and standards/important dates • School Website - SIP plan posted with other pertinent information such as important dates and curriculum information • Information Meetings - Open House/Meet-n-Greet/Transition Meetings are held to give parents an orientation or outline of major content covered in the scope and sequence of the curriculum • Parent Teacher Conferences - progress is communicated to parents on a weekly/monthly basis through informal meetings with parents/guardians and teachers. At times, phone conferences are also held. • SAT Team Meetings - progress monitoring/interventions conducted through Student Assistance Team for students who are not making academic gains inside the regular classroom. Members include Administrator, counselor, SAT Chairperson, 504 coordinator, parent/guardian, Pupil Appraisal personnel. • JPAMS - parents check grades in student progress center • PFE Activities - curriculum explanations in addition to information about the overall Title 1 program at FWJH. • Graded Paper Folders - weekly graded papers sent home • Report Cards - quarterly progress communicated 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, ink cartridges, printer, computer, Graded Paper Envelopes, Report Card envelopes, postage, Marquee, mailing envelopes, Parent/Family Engagement Brochures/booklets</p>	<p>Effectiveness Measure: Title 1 Survey</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Robo - Important dates/testing information given to parents through our JPams communication center • Marquee - Important dates/testing information displayed for community and stakeholders • Testing Results mailed - Shows the breakdown of sub-claims • Parents are given brochures/handouts on how to be involved in your child's school at Meet N Greet Activity at the beginning of the school year. 				
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Postage Paper Envelopes Ink CPU Monitor Printer</p>	<p>Effectiveness Measure: Title 1 Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicates with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: paper, ink cartridges, printer, computer</p>	<p>Effectiveness Measure: Title 1 Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> <u>Fall Family Fluency Day</u> (PreK-5th Grade) - Parents will be invited to attend academic learning activities/stations that build Reading/Math fluency inside their child's classroom to further enhance learning needs at home. In addition, communication about our Title 1 Program will take place with parents/guardians prior to the academic learning stations taking place. Teachers will also prepare take-home goodie bags for parents/guardians and place items necessary for practice at home in reading and math fluency. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Card stock, timers, dice, number cards, Expo markers, Ziploc bags for take home, toy cars, small erasers, pencils, laminating film, ink cartridges, laptops, printers, Family Engagement Packs to send home to parents.</p>	<p>Effectiveness Measure: Title 1 Survey, Tickets out the door, attendance comparisons made through sign in sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> <u>"Jammin with Jambalaya across the Curriculum"</u> Learning Night - Families of PreK-5th grade students will be invited to attend an evening event designed to educate and inform parents on the skills and standards in Math, ELA, Science, Social Studies Studies, etc. Major content 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Card stock, timers, laminating film, ink cartridges, printers, pencils, science experiment</p>	<p>Effectiveness Measure: Title 1 Survey, Ticket out the door, attendance comparisons made through sign in sheets</p>

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<p>standards will be addressed in addition to how they are interrelated and can be taught cross-curricular. PTA provides Jambalaya and drinks for parents/guardians and students in attendance.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other PTA	<p>materials, social studies primary source materials, math manipulatives, dry erase boards, Expo Markers with erasable caps, plastic storage containers, jambalaya items, water</p>	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • <u>“Round up the Answers for Testing” Test Pep</u> - Parents will attend an informational meeting addressing statewide testing expectations. Parents will move to a student led Test Pep Meeting involving all students who are testing. Cheerleaders, clubs, and teachers will be involved in skits addressing the importance of school-wide testing and how it can promote our school in a positive way. Signs and banners will be created by each grade level and class to positively promote statewide testing. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Paper, poster paper, postage, laminating film, ink cartridges, projector, laptop, projector screen, bulletin board paper, markers, balloon, ribbon, scissors, helium</p>	<p>Effectiveness Measure: Title 1 Survey, Ticket out the door, attendance comparisons made through sign in sheets</p> <hr/> <p>Effectiveness Results:</p>

7. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guidebooks 2.0 - All teachers grades 3-8, rigorous state created curriculum, one nine weeks • Guaranteed Curriculum - district created resource to provide outline of scope and sequence of major content strands/standards Grades K-8th • Project Read - Written Expression - improve student writing to become more fluent writers addressing the Louisiana standards for written expression. Teachers in 3rd and 4th grade were trained in the summer, and re-delivered components to all grade levels. • Achieve3000 - 4th and 5th grade students read non-fiction and informational leveled articles on the computer in science and social studies; 6th-8th utilize as a resource to pull relevant non-fiction and informational text connected to learning standards in ELA, Science, and Social Studies • Brainpop - enhanced technology tool to show instructional videos to support all learning standards • Moby Max - technology program to accelerate or remediate students understanding of ideas, skills, and concepts. Teachers use this program as stations during 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printer, ink cartridges, clickers, binders, folders, dividers, notebooks, sticky, highlighters, sheet protectors, index card, subscription to BrainPop, MobyMax subscription, document camera, projector, computers, wireless presenters Epson Systems, card stock, headphones, math manipulatives, laminating film, speakers, paper, whisper phones, handheld white boards with</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year</p> <hr/> <p>Effectiveness Results:</p>

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<p>regular instructional minutes for 20-30 minutes per day/5 days a week. It is used in ELA and Math for fluency development of skills.</p> <ul style="list-style-type: none"> • EAGLE 2.0 - statewide assessment tool to prepare students for online testing, gives diagnostic assessment information • Problem Solving Models - strategies used within math curriculum to help students with mathematical conceptual understanding • RAPS - k-5th writing strategy used to provide all students, teachers, and parents/guardians with a structure for all writing assignments/tasks. (Re-state the Question, Answer the Question, Prove your Answer, and Sum it Up) • RACE - 6th-8th writing strategy used to provide all students, teachers, and parents/guardians with a structure for all writing assignments/tasks. (Re-state the Question, Answer the Question, Cite Evidence, Explain your Answer) • RICE - whole school math strategy used to provide support in word problems. The structure allows students to fully communicate and reason problem while also asking for a model to support their answer. (Restate Question, Illustrate (show model), Compute/Calculate, Explain your Answer with words and vocabulary) • Students with Disabilities-students receive instructional standards at their grade level in specific setting according to their IEP with scaffolded support from a special education teacher. Students also receive support through intensive remediation within their regular instructional day. • Shifts in Science and Social Studies-teachers in all grades have shifted instruction to new standards for learning. Social Studies is heavily dependent on ELA skills, and Science is requiring more depth of learning to each phenomenon (everyday occurrence that happens in the real world) • Science Lab-all classes have access to our school's science lab and can schedule sessions once every other week. Equipment and materials are at teachers' fingertips and 			<p>interchangeable plastic sleeve, dry erase markers, project read materials: posters, word cards, puppets, sentence strips, phonics symbol pack, computer lab teacher salary and benefits</p>	
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<p>allows for more lessons that are inquiry and exploratory based.</p> <ul style="list-style-type: none"> • Computer Lab-all classes K-5th have a weekly rotation to attend a technology enhanced lesson within the computer lab with the technology/computer lab teacher. The teacher connects technology skill standards with regular learning standards within the regular curriculum 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP360 - state created diagnostic assessments and progress monitoring tool used to determine interventions /remediation/advancements that may need to occur with particular students based on data and results. • Student Learning Target Assessments - district created diagnostic and progress monitoring tool used to determine interventions/remediation/advancements for particular students based on data and results. • DIBELS - diagnostic tool to identify students who need additional support or advancements in reading fluency and comprehension • Weekly/Unit Classroom Assessments - teacher/district/state created assessments to assess student learning • Accelerated Reader and STAR Assessment - online diagnostic assessment for independent reading level specifically for comprehension and vocabulary • Achieve3000 Assessments - provides teachers with reading lexile level information, ongoing assessment of student progress within each Achieve lesson • EAGLE – assessment question bank for teachers to generate assessments on learning standards; provides diagnostic and formative information 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other PTA 	<p>Items Needed: Computer, printer, ink cartridge, scissors, papers, paper cutter, card stock, index cards, color coded dots, AR/STAR subscription, Achieve3000 subscription, timers, tablets, reading remediation, incentives for AR/STAR results</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year</p> <hr/> <p>Effectiveness Results:</p>

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<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Initial data collected through the various assessments listed below</p> <ul style="list-style-type: none"> • DIBLES and/or progress monitoring data • Statewide testing data - diagnostic assessments • Oral Reading Fluency data • STAR Assessment • Classroom grades • Student attendance record • Project Read Assessments <p>Students participating in interventions are monitored through weekly progress of oral reading fluency measures, classroom assessment tracking to determine if interventions need to occur more frequently, less frequently, or if further assistance and screenings need to occur.</p> <p>Parent/Guardian Teacher Conferences are held to discuss data collected and lack of progress or progress made. After the conference, a decision is made to either refer the student to the Student Assistance Team for further screenings/interventions.</p> <p>Student Assistance Team - Pupil Appraisal Representative, school counselor, speech therapist, 504 Coordinator, Assistive Technology Representative, SAT Chairperson, teachers, and parents/guardian</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Paper, printer, computer, postage, envelopes, index cards, colored dots/stickers, data board materials, ink cartridges, DIBELS cards, pocket charts (colored for levels with DIBELS)</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year</p> <p>DIBELS Progress Monitoring AR/STAR quarterly reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need: Individual interventions by classroom teachers, school-wide interventions, and tutoring are all utilized for success of student progress:</p> <ul style="list-style-type: none"> • ROUF Tutor - utilized during BURST reading intervention time; provides academic support to 4th-5th grade students 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Paper, printer, computer, BURST program, BURST Licenses, tablets, Achieve3000</p>	<p>Effectiveness Measure: DIBELS results/ LEAP2025 scores for 2017-2018 school year</p>

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<ul style="list-style-type: none"> • BURST - reading intervention lessons for at risk students identified through DIBELS testing in K - 1st grades. Students receive 30 minutes of direct intervention specific to their learning needs for four days of the school week. • Moby Max - technology program to accelerate or remediate students understanding of ideas, skills, and concepts. Students who need academic support of remediation are offered this program during regular instructional day. Students who are identified through regular classroom assessments as having some gaps in math fluency are using the program more frequently than other students. • Reflex Math - remediation for students with a math goal on their IEP; foundational knowledge and fluency of number sense skills. Students in SPED or students who have been referred to SAT use this program each day for approximately 20-30 minutes four days a week. • Achieve3000 - provides teachers with reading Lexile level information, ongoing assessment of student progress within each Achieve lesson. The computer-based piece of the program is used for students considered at-risk with reading levels. Teachers have access to this program for online articles and may use the paper-based portion with all students. • Project Read - Phonology, Linguistics - multi-sensory small group reading instruction for students who need more of a kinesthetic approach to gaining phonemic awareness and phonics instruction. Teachers in grades 2nd/3rd are trained in Phonology, and Teachers in grades 5th-8th are trained in Linguistics. 6th-8th grade students receive FOCUS time (intervention based within schedule) 30 minutes twice a week to receive remediation using Project Read Linguistics for the students at that level of need. 2nd grade teachers are utilizing the program during Intervention time 35 minutes four days a week. 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	subscriptions, Moby Max subscriptions, Performance Coach materials for grades 1-5, Project Read materials for interventions	Effectiveness Results:
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<ul style="list-style-type: none"> • Performance Coach - supplemental test prep materials used during tutoring support for students in academic need for ELA and Math. All grades 1st-5th utilize this resource for support during small group instruction within the regular day. Students who are also pulled during intervention time use the materials for needed support. • Title 1 Literacy Interventionist Support-our Title 1 Literacy Interventionist supports our teachers and students with the BURST reading intervention program and regular progress monitoring. Grades K and 1st receive the support of a literacy interventionist. Interventionist, Janene Bulloch, helps prepare lessons and PM data for teachers involved in the intervention. • Title 1 Instructional Coach-Throughout the school year, teachers are supported instructionally through an instructional coach. Coach, Melissa Odom provides support inside the classroom day in addition to PLC sessions. Her specific focus is with our 5th-8th grade ELA and 2nd grade ELA. 				
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Student Assistance Team - further screenings, additional interventions are put into place for 6-8 weeks to determine the need for further screenings and/or evaluations for special education or 504 services • A student would be brought to SAT if they are not making academic progress through regular instructional standards at their grade level. A student may also be brought to SAT due to Social or Behavioral concerns. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: computer, printer, ink cartridges, paper, binders, sheet protectors</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year/DIBELS and/or Progress monitoring data results</p> <hr/> <p>Effectiveness Results:</p>

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<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • ROUF Tutor - supports LEP student for 30 minutes three to four times a week. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: ELDA assessment/Tutoring Data Collected/ LEAP2025 scores for 2017-2018 school year</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Gifted Program - enrichment model • LEP Programs - academic “push in” support to LEP students • Special Education - resource, inclusion, moderate/severe classroom • Management to Alternative Education –students in SPED who may experience needs in the behavioral and social area. These students typically work toward a behavior/social goal and are tracked through tracking forms on a daily basis monitoring behaviors daily. • Title 1 Instructional Coach-Throughout the school year, teachers are supported instructionally through an instructional coach. Coach, Melissa Odom provides support inside the classroom day in addition to PLC sessions. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Laptops, printer, ink cartridges, paper, sensory items, assistive technology, adaptive novels, Read Write Gold, incentives for MAE students, enrichment materials for projects connected to learning standards at each grade level, Instructional Coach feedback, Interventionist support</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year</p> <p>DIBELS Results and PM data throughout the school year</p> <hr/> <p>Effectiveness Results:</p>

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<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Field Trips - each grade level PreK-8th takes at least one each year; in addition our Journey to Careers class and SPED classes take additional trips connected to their learning standards <p>K- Steele’s Pumpkin Patch; students will learn the life cycle of the pumpkin and observe and interact with farm animals; identify easily observable variations within types of plants and animals. Students will also record observations on the growth of plant seeds.</p> <p>1st- Audubon Zoo; Students will describe the features of some animals that benefit them in their environments</p> <p>2nd-CHS Science Day and Children’s Discovery Center; students will participate in learning stations and activities that help them learn and discover natural phenomenon in their world</p> <p>3rd-Honey Island Swamp; Students will compare and contrast the physical features of various regions of Louisiana, Describe how humans affect the environment of Louisiana, Explain how humans have adapted to the physical environment in different regions of Louisiana, describe the importance of natural resources in Louisiana using maps</p> <p>4th-Audubon Nature Institute and Insectarium; students will connect real-life experience in learning stations to writing.</p> <p>5th-Stenis Space Center; Students will gain real life experience with hands on activities based on the 5th Grade Space Curriculum and Standards</p> <p>6th-8th-<u>FFA</u>- Students will identify and demonstrate ways to be an active citizen and participate in community based learning activities</p> <p><u>Choir and Band Festivals</u>; Students will perform an ensemble for assessment by the Festival of Judges</p> <p><u>Family and Consumer Science and Journey to Careers Field Trips</u>- Students will evaluate career paths within the food production, food service, dietetics, and nutrition industry,</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Bus cost, admission fees, robotics equipment, paper, ink cartridges, printer, computers, card stock, science experiment materials, social studies primary and secondary sources, Salary for Computer Lab teacher, lessons for computer lab teacher, technology for computer lab: CPU’s, monitors, printers, projector, digital cameras, memory cards</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year/ SLT data and results for Computer Lab Teacher</p>
				<p>Effectiveness Results:</p>

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<p>and evaluate the factors affecting food safety from production through marketing.</p> <p><u>Art</u>-Students learn more about the history of art and how to communicate about artwork using art vocabulary</p> <p><u>8th Grade</u>- WWII museum; students will view posters, photos, newsreels, and media pieces of Nazi propaganda and examine what propaganda is and how it operates, why it works, and how to recognize it.</p> <ul style="list-style-type: none"> • Extended School Year for SPED students • FFA Competitions-after school and weekend competitions focused on public speaking, livestock shows, and multiple opportunities for advancements at the district and state level. • After school learning nights-learning nights address content standards for all subject fields. 2 nights occurs in each school year that focuses on ELA, Math, Science, and Social Studies • Science Fair-Students in Grades 5th-8th participate in a school level Fair in December. Students who are awarded first place, advance to a regional and/or state science fair competition. • 4H Club - optional participation in after school meetings that provide support to further learning in various fields. • Robotics – enrichment program for students interested in science and engineering practices • Computer/Technology-computer teacher provides weekly support/lessons to students in Grades 1-5 with enrichment for grades 6-8 for supports and advancements in technological programs. The teacher works together with regular content area teacher to connect technology lessons to general curriculum standards. 				
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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students <u>9</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: MHP salary</p>	<p>Effectiveness Measure: Outcome Measures for MHPs Chart</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> PBIS – School-wide Positive Behavioral Incentive Program... Incentives provided in classroom and school-wide during each nine weeks for behavior and attendance goals, restorative practice with Advisory Council during the final nine week period, and monthly meetings for committee and team members to discuss data on behavior referrals and attendance rates and records. Check-in Check-out (FLIGHT) - Mentoring program for at-risk or students needing behavioral or social supports. Teachers at school are asked to be a FLIGHT mentor for these needed and helpful check-ins Counseling/MHP – Counselor and Mental Health Provider available for students who have emotional needs due to the nature of environments at home or outside the home MAE - Management to Alternative Education- students may be placed in an alternative classroom to provide more focused structures on daily behavioral goals and objectives 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: JPams Reports, Percentage of Suspensions/Expulsions</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Classroom Management Plans-each classroom teacher has a management plan for managing classroom procedures, behaviors, and expectations. The plans are communicated to students, parents/guardians, etc. at the beginning of each school year and are reviewed by administrative staff for connections to the overall PBIS school-wide plan. • Classroom Expectations - FISH Philosophy major expectations of FISH are communicated on a daily basis with students and staff. BE There, Choose Your Attitude, Make Someone’s Day, Play and Have Fun are the four major guidelines for the FISH Philosophy and daily reminders are given in addition to teaching lessons about the purpose and origination. • Bystander Revolution - bullying prevention lessons are taught through classrooms and through the month of September, a major focus and push on the application of lessons takes place • FLIGHT Time-any student who needs to make up work from an absence or time constraint is allowed time during the Jr. High teachers’ extra planning periods. Each Jr. High teacher has an additional planning period to allow for the time devoted to students who need additional time for make-up assignments or assessments. 				
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • PreK- K Transition and 5th and 6th Grade Meeting - Parents will attend informational meeting addressing upcoming expectations in future grade level for their child. • CHS Cub Day - students participate in Covington High School’s transition day for incoming 9th graders. This is a 	Goal(s):	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure: Tickets out the Door, Sign In Sheets (attendance comparison of events) Completion of Activities Self-Reflections of Activities

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<p>school day when the students travel off-campus with the 8th grade homeroom teachers and counselor to orient them to the High School that they will feed in to for the upcoming school year.</p> <ul style="list-style-type: none"> • 8th Grade Transitional Meeting - Parents/guardians of 8th graders will receive information from the school counselor at FWJH/CHS on tracks/pathways to diplomas 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Listed below are the following scheduled dates/topics for our PLC meetings at FWJH. A detailed schedule of specific times within the day is given to the teachers attending prior to the meeting date. Sessions range from 1 hour to 3 depending on the topic covered and if an outside facilitator has been asked to attend. An average PLC session lasts approximately 1.5 hours. Kayce Cummings, TRT is typically the facilitator of the majority of sessions while some lead teachers/Instructional Coach serves this role from time to time. • August 22nd/23rd-4th-8th DATA review ELA/Math K-3rd & DIBELS Data Review • August 29th/30th-ELA/SS 4th-8th (Curriculum Specialist Justin Burkhardt, Erin Hughes, Melissa Moore present) K-3rd ELA Planning (Emily Mull present for phonics word work discussion) • September 13th/14th-Growth Target Review 4th-8th & SPED Growth Target Review/Guidebook Discussion (SPED Curriculum Specialist Jennifer Huckaby present) • September 27th/28th-Growth Target Review and K-3rd DIBELS Data PM Review • October 3rd/4th-4th-8th Math Assessment/Standard Review (Math Curriculum Specialists: Stacey Magee, Cynthia Benefiel, SPED Curriculum Specialist Present) • October 24th/26th-K-3rd ELA DIBELS Data Wall (with Instructional Coach M.Odom) and 2nd/3rd review of 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Data Binders Highlighters Sheet protectors Data sheets from statewide testing, ink cartridges, printers, cpu, monitor, projector, data wall, post-it-notes, pens, pencils, standard binders,</p>	<p>Effectiveness Measure: LEAP Scores/DIBELS Correlated to SIP Goals</p> <hr/> <p>Effectiveness Results:</p>
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<p>Problem Solving Models with (K-3rd Math Curriculum Specialist Jan DeMeyere)</p> <ul style="list-style-type: none"> • November 15th/16th-K-5th Project Read Written Expression re-delivery from R. Hammond and S.Payne • November 28th/29th –K-3rd DIBELS Data Interpretation with Holly Moore/SPED Moderate LEAP Connectors review and 3rd-8th SS/ELA Using Primary Resources with Curriculum Specialist: Justin Burkhardt • December 1st-DIBELS Testing Training with Tablet Devices and MClass • December 13th/14th-13th K-3rd Grade Science Standard re-delivery/Science Planning with Science TLeader: Aimee Cowell • January 10th/11th-Read Write Gold with Assistive Technology Personnel/Small Group Guided Reading Instruction Re-Delivery • January 24th/25th-Mid-Year DIBELS Data Discussion with Holly Moore and Mid-Year LEAP 360 data discussion and re-grouping of remediation plans due to gains or growth or lack of growth/Social Studies Practice Test Taken and Assessment Review/Math PLC • February 7th/8th-SPED 3rd-8th grade statewide assessment discussions held/Growth Mindsets and Teaching with Poverty in Mind Leaders discussion • February 21st/22nd- DIBELS Progress Monitoring Review with applied Data Interpretation training/Math PLC • March 13th/14th- Teaching with Poverty Book/Growth Mindset Coach book review • March 28th/29th- Intervention/Scheduling for 2018-2019 • April 10th/11th- Project Read Review: Lead teachers who went to November Training will facilitate • April 25th/26th- Science PLC with Lead Science Teacher facilitating • May 9th/10th-EOY DIBELS data reviewed K-3rd as well as SLT Writing Assessments 				
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<p>All PLC sessions will be analyzed for level/stage of progression...</p> <p>Stage 1: Filling the time Stage 2: Sharing Personal Practices Stage 3: Planning, Planning, Planning Stage 4: Developing Common Assessments Stage 5: Analyzing Student Data/Learning Stage 6: Adapting Instruction to student need Stage 7: Reflection on Instruction</p> <p>In addition each facilitator/recorder will complete a log answering the 4 driving questions:</p> <ol style="list-style-type: none"> 1) What do we want the students to learn? What is our goal? 2) How will we know if they have learned it? 3) What will we do if they do not learn it? 4) What will we do if they already know it? <p>In addition to regular PLC sessions, Grades K-5th have regularly scheduled common planning times once a week called PLC Plus time to continue discussions, data analysis, instructional planning</p>				
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • August 7th-9th – District/School Level Professional Development Days. On August 8th- Teachers received a direct PD from Mary Brittingham on Growth Mindsets. Teachers also received two books prior to the summer break on Growth Mindset Coach and Teaching with Poverty in Mind. The seminar led by Brittingham directly connected to the professional literature distributed to teachers • New Teacher Orientation (August 2nd), Weekly New Teacher meetings in August and Monthly meetings thereafter. New Teachers are provided a mentor in addition to weekly/monthly check-ins for support. • October 13th- School/District PD in AM- All teachers participated in overview of setting Student Learning Targets then broke out into separate Break-out sessions. The various Breakout Sessions are listed below: K-3rd: Word Work/Phonics with Holly Moore 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Cost of PD Seminar for G.Mindsets by Mary Brittingham</p> <p>New Teacher Packets- ink cartridges, CPU, Monitor, Projector, projector bulb, laminating film, books for PD, PD Binders, Tickets out the Door, Standard Packets, cost of stipends for after school PD sessions.</p>	<p>Effectiveness Measure: LEAP2025 scores for 2017-2018 school year; Tickets out the Door</p> <hr/> <p>Effectiveness Results:</p>

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<p>4th-8th ELA: Guidebook Planning and Discussions with R. Hammond</p> <p>4th-8th SS and Science: Aimee Cowell lead teachers on discussion and development of standard review</p> <p>Specials-student learning targets reviewed and set using new spreadsheets</p> <p>SPED teachers-district Guidebook support</p> <p>PreK teachers-district support</p> <ul style="list-style-type: none"> • March 9th-School/District PD in AM- All teachers will be involved in separate PLC sessions focused on student assessments and learning standards. • Learning Walks-teachers in various grade levels observe other teachers within our school or district and is focused on a particular area or skill. Reflective logs are created and collected when a teacher participates in a learning walk • After School PD Sessions-after school sessions will focus on Technology related instructional practices, mandated reporting, instructional practices connected to learning 				
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> • Journey to Careers Class- students receive instruction through a class at the Junior High level, in addition to taking some field trips to Technical/Vocational campuses. 	Goal(s): 4 & 5	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: Field trip costs Class Supplies	Effectiveness Measure: Cohort Graduation Rate Index <hr/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • Students in the 7th/8th grades are offered secondary coursework in various subject areas: Agriscience I, Journey to Careers, Art, Chorus, Band, Algebra I 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure: Cohort Graduation Rate Index

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

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

Headstart Preschool Programs:

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

8. Regular Monitoring and SIP Revision

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

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

- The School Improvement Committee meets during various times throughout the school year to review data, complete the Data Analysis Template, and plan for the major sections outlined in the school improvement plan. Various meetings take place after school or during the school day (if district meeting) to prepare and plan. During monitoring visits in addition to before and after the visits, many times the plan will be often revised based on our level of attainment toward our goals.

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

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

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

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

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

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