

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Fifth Ward Junior High**



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

# 1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
At the end of the 2020-2021 school year, first grade decreased the number of students scoring Below Benchmark or Well Below Benchmark by 60% (76%-16%) on the DIBELS 8th Assessment.	At the end of the 2020-2021 school year, 50% of third grade students scored Below Benchmark or Well Below Benchmark on the DIBELS 8th Assessment.
According to the LEAP 2025 Assessment Index, 4th grade had the highest index score in all subject areas (ELA: 96.9; Math: 87.4; Science: 82.3; Social Studies: 68.9).	According to the LEAP 2025 Assessment Index, third grade had the lowest Assessment Index score in ELA (68.8), Science (41), and Social Studies (26.3).
According to the LEAP 2025 Assessment Index, ELA (77.5) was a strength with an average of 12.9 points higher than math (76.2), science (63.6), and social studies (54.1).	According to the LEAP 2025 Assessment Index, Social Studies (54.1) was a weakness with an average of 18.3 points lower than math (76.2), science (63.6), and ELA (77.5).
According to the LEAP 2025 Student Group Performance, the economically disadvantaged subgroup showed an upward trend from 2018-2021 in math (2018: 60.3; 2019: 66.1; 2021: 70.1) an increase of 9.8 over 3 years.	According to the LEAP 2025 Student Group Performance, Students With Exceptionalities scored less than 60 in all subject areas (ELA: 40, Math: 43; Science 33.9; Social Studies: 25.5) with an average of 32.3 points lower than the whole school subgroup.
According to the LEAP 2025 data, 83% of students in 4th grade scored strong in the reporting category of Expressing Mathematical Reasoning.	According to the LEAP 2025 data, an average of 62% of students in grades 3, 5, 6, 7, and 8 scored moderate or weak in the reporting category of Expressing Mathematical Reasoning.
According to the LEAP 2025 data, 53% of students in 3rd-8th grade performed strong in the substrand Reading Performance.	According to the LEAP 2025 data, 58% of students in 3rd-8th grade performed moderate or weak in the substrand Written Expression.

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

**Goal #1:** From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by the determined percentage points each year as follows:

3<sup>rd</sup>: cohort will grow by 5% each year

4<sup>th</sup>: cohort will grow by 5% each year

5<sup>th</sup>: cohort will grow by 5% each year

6<sup>th</sup>: cohort will grow by 5% each year

7<sup>th</sup>: cohort will grow by 5% each year

8<sup>th</sup>: cohort will grow by 5% each year

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 <sup>rd</sup>	44%	49%	54%	59%
4 <sup>th</sup>	83%	49%	44%	59%
5 <sup>th</sup>	46%	83%	45%	59%
6 <sup>th</sup>	27%	51%	37%	50%
7 <sup>th</sup>	29%	32%	48%	39%
8 <sup>th</sup>	45%	34%	48%	53%

### Fifth Ward Junior High 2021-2024

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● <b>2021-2022:</b> Type II tasks: “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)</li> <li>● Mathematical Explanation included in Eureka daily application problem (3<sup>rd</sup>-5<sup>th</sup>)</li> <li>● Mathematical Explanation included in Teacher created daily application problem (6<sup>th</sup>-8<sup>th</sup>)</li> </ul>	<p><b>Resources needed:</b></p> <p>Projector/Bulbs batteries Laptop Printers Ink Cartridges Newline Board/Cart Math manipulatives Stop Watches Math Centers Math Practice books Laminator Laminator film Laminator pouches Ziploc bags Poster Maker/paper/ink Document Camera</p>	<p><b>Team Reflection:</b></p> <p><u>2021-2022</u> - Our math instructional coach has been working with our teachers on Type II and III tasks. We are tracking student progress through an excel document and discussing in PLC. We saw some improvement with this strategy, but we did not start this until about mid-year. We plan to continue with this into the next school year, starting from the beginning of the year.</p> <p><u>2022-2023</u> -</p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Fall Family Fest <ul style="list-style-type: none"> <li>○ Teachers create activities to provide parents with examples of how they can support students with fluency in reading and math. Math activities also show parents what expressing mathematical reasoning looks like.</li> </ul> </li> <li>● Parent University Sessions include <ul style="list-style-type: none"> <li>○ Models and Strategies in Math</li> <li>○ Guidebooks</li> <li>○ Writing Across the Subjects</li> <li>○ Technology in Education</li> </ul> </li> <li>● Math/Science Learning Night <ul style="list-style-type: none"> <li>○ Focuses on Math and Science hands-on learning activities for parents/care-givers and students. <ul style="list-style-type: none"> <li>■ Learning Night Activities: <ul style="list-style-type: none"> <li>● Alka Rockets</li> <li>● Leprechaun Towers</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <p>Postage Paper for flyers/Ticket out the Door pens highlighters Projector/Bulbs Clicker/Pointer Laptop Printers Ink Cartridges Dry erase markers/boards/cloths Fall Fest Activities Supplies <ul style="list-style-type: none"> <li>- Tissue paper</li> <li>- Sharpie markers</li> <li>- ribbon</li> </ul> </p>	<p><b>Number of Participants:</b></p> <p><u>2021-2022</u> Fall Family Fest - 168 students and their families Parent University – 104 students and their families Family</p> <p><u>2022-2023</u> -</p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p> <p><u>Fall Family Fest:</u> <u>2021-2022</u> - Parent feedback stated that it was a wonderful event and that they loved being able to see their child’s school and teachers. They could “tell how dedicated the faculty and staff of Fifth Ward are to the success of the students!” They stated it was a little too crowded. We will think about this when planning the location/spacing for the future.</p>

### Fifth Ward Junior High 2021-2024

<ul style="list-style-type: none"> <li>● Bouncy Balls</li> <li>● Rainbows &amp; Pot of Gold</li> <li>● Leprechaun Lava Lamps</li> </ul> <ul style="list-style-type: none"> <li>● At each event, parents are provided with information about how to support students at home with expressing mathematical reasoning.</li> </ul>	<p>Learning Night Activity Materials:</p> <ul style="list-style-type: none"> <li>- index cards</li> <li>- straws</li> <li>- cornstarch</li> <li>- small cups with lids</li> <li>- glue</li> <li>- zip lock bags</li> <li>- popsicle sticks</li> <li>- cardstock</li> <li>- vinegar</li> <li>- salt</li> <li>- glitter</li> <li>- scales</li> <li>- Hydrochloric Acid</li> <li>- Measuring cups</li> <li>- Food coloring</li> <li>- Litmus paper</li> <li>- flashlights</li> </ul>	<p><u>2022-2023</u> -</p> <p><u>Parent University:</u>  <u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to separate the students by grade level so make for smaller groups.  <u>2022-2023</u> -</p> <p><u>Math/Science Learning Night</u>  <u>2021-2022</u> - Parent feedback stated that it was an amazing event and “the kids loved all the experiments!” For the future, we need to consider keeping this event virtual or moving back to an in-person event.  <u>2022-2023</u> -</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● K-3<sup>rd</sup>- Math Curriculum Specialist</li> <li>● 4<sup>th</sup>-6<sup>th</sup>- Math Curriculum Specialist</li> <li>● Participate in PD Sessions and Learning Walks provided by Great Minds and Ready</li> </ul>	<p><b>Resources needed:</b> To be determined.</p>	<p><b><u>Feedback from Teachers:</u></b>  <u>2021-2022</u> -  We were unable to facilitate an afterschool PD this year due to a lack of teacher participation. We plan to do this in the future. Teachers were able to participate in two days of professional development from Ready and Eureka. Teachers found this helpful and we identified areas to focus on in the future. Our PLCs were focused on addressing Goal #1 with the help of our math instructional coach. We have tracked student progress with Type II tasks.</p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PLCs will focus on: <ul style="list-style-type: none"> <li>○ planning for purposeful task selection</li> <li>○ anticipating student strategies for solving problems</li> </ul> </li> </ul>		

### Fifth Ward Junior High 2021-2024

<ul style="list-style-type: none"> <li>○ monitoring development</li> <li>○ selecting student work samples and sequencing student work samples</li> <li>○ connecting student work to the overall goal of the unit/module.</li> <li>○ analyzing student work for unit planning</li> <li>● Curriculum Specialist supports teachers throughout the school year</li> <li>● Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work</li> </ul>		2022-2023 -
--	--	-------------

#### Budgets used to support this activity:

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

### Monitoring and Evaluating

#### Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)
- Observational Assessment Items within Equip to support justifications and explanations.

#### Observations:

- Math Instructional coach will visit each K-5th Math classroom to conduct a snapshot using a snapshot rubric at least once every six weeks
- One administrator will visit every 3rd -8th Math classroom at least once a month to conduct a "Falcon Flyby" using the math look-fors document

#### Middle of the Year Monitoring Results/Areas for improvement:

2021-2022 - Although not exactly where we would like it to be, MOY data on the LEAP360 Interim Math Assessments were consistently within 5-7% of the district data. For grades 5, 7, & 8, the percent of students proficient was above the district data. (3<sup>rd</sup> – 51%; 4<sup>th</sup> - 47%; 5<sup>th</sup> – 53%; 6<sup>th</sup> – 38%; 7<sup>th</sup> - 41%; 8<sup>th</sup> – 37%) We plan to continue what we are doing because we feel we haven't had time to see the full effects of our strategies.

2022-2023 -

#### End of the Year Results:

### Fifth Ward Junior High 2021-2024

2021-2022 - Data tracking students' progress towards mastery of LEAP Type II tasks shows students are improving. According to LEAP2025 spring 2022 data, our school performed as follows in the reporting category of Expressing Your Mathematical Reasoning: 3rd – 39%; 4th - 40%; 5th – 32%; 6th – 43%; 7th - 43%; 8th – 28% We were only able to reach our goal of increasing by 5% in 7<sup>th</sup> grade.

2022-2023 -

**Goal #2 :** From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 5% percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3 <sup>rd</sup>	10%	51%	56%	61%
4 <sup>th</sup>	46%	51%	68%	61%
5 <sup>th</sup>	58%	51%	83%	68%
6 <sup>th</sup>	62%	63%	47%	83%
7 <sup>th</sup>	33%	67%	28%	52%
8 <sup>th</sup>	56%	38%	64%	33%

#### Instructional Focus:

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing with Informational Texts (Science/Social Studies)
- Writing Revolution
- Types of Writing
- Analyzing Student Writing

#### Resources needed:

Informational Texts  
materials  
Anchor Chart  
paper/markers  
Newline Board  
post-it notes  
File folders  
writing paper  
poster boards  
index cards  
sentence strips  
ELA Centers

#### Team Reflection:

2021-2022 - In PLC, we have been analyzing student writing, discussing LEAP and modified writing rubrics, and collaborating on ways to incorporate The Writing Revolution. We believe we are moving in the right direction.

2022-2023 -

### Fifth Ward Junior High 2021-2024

	Pencils Binders Poster Maker/ink 3D Science workbooks (for science informational text practice) Social Studies student workbooks (with Informational text) Vocabulary practice books Scanner	
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Information on specific Writing Revolution strategies to use at home</li> <li>● Send home writing activity to complete with family members</li> <li>● Parent University session on writing</li> <li>● Teachers communicate the goal while completing the activity with parents.</li> </ul>	<b>Resources needed:</b> paper folders	<b><u>Number of Participants:</u></b> <u>2021-2022</u> - Fall Family Fest - 168 students and their families Parent University – 104 students and their families <u>2022-2023</u> -  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b> <u>Fall Family Fest:</u> <u>2021-2022</u> - Parent feedback stated that it was a wonderful event and that they loved being able to see their child’s school and teachers. They could “tell how dedicated the faculty and staff of Fifth Ward are to the success of the students!” They stated it was a little too crowded. We will think about this when planning the location/spacing for the future. <u>2022-2023</u> -  <u>Parent University:</u> <u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to



### Fifth Ward Junior High 2021-2024

		separate the students by grade level to make for smaller groups. <u>2022-2023</u> -												
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson Planning for Writing within Guidebooks</li> <li>● The Writing Revolution in Science and Social Studies Classrooms</li> <li>● The Writing Revolution Focus on Specific Strategies</li> <li>● Four Strategies for Effective Learning (focus on writing)</li> </ul>	<b>Resources needed:</b>  To be determined.	<b>Feedback from Teachers:</b> <u>2021-2022</u> - Teachers have met to discuss the modified writing rubric and the LEAP2025 rubric. A spreadsheet was created to track student progress in writing. Teachers worked to incorporate more writing opportunities in the Guidebook Lessons. Our instructional coach also assisted with this. <u>2022-2023</u> -												
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● PLCs will focus on:             <ul style="list-style-type: none"> <li>○ planning for writing instruction (within GB lessons/unit)</li> <li>○ using common assessments to evaluate writing and TWR strategies</li> <li>○ analyzing student writing using the writing rubric</li> <li>○ The Writing Revolution in Science and Social Studies</li> <li>○ tracking student writing</li> </ul> </li> <li>● Curriculum Specialist support with PD and observation feedback</li> </ul>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														
<b>Monitoring and Evaluating</b>														
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)</li> </ul>								<b>Observations:</b> <ul style="list-style-type: none"> <li>● One administrator will visit every 3rd-8th ELA classroom at least once a month to conduct a "Falcon Flyby"</li> <li>● Once a year the ILT will visit every 3rd-8th ELA classroom to conduct a snapshot</li> </ul>						

### Fifth Ward Junior High 2021-2024

- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

#### Middle of the Year Monitoring Results/Areas for improvement:

2021-2022 - Although not exactly where we would like it to be, MOY data was consistently within 1-9% of the district data. Grades 4 & 6 were above the district. (3rd – 42%; 4th - 50%; 5th – 44%; 6th – 47%; 7th - 49%; 8th – 43%)

2022-2023 -

#### End of the Year Results:

2021-2022 - Data tracking students' progress towards mastery shows students are improving. According to LEAP2025 spring 2022 data, our school performed as follows in the reporting category of Written Expression: 3rd – 68%; 4th - 83%; 5th – 42%; 6th – 23%; 7th - 59%; 8th – 35% We were able to meet our goal of increasing by 5% in grades 3 & 4.

2022-2023 -

#### Goal #3

From Spring 2021 to Spring 2024, K-2 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by the determined percentage points each year as follows:

Grade	2021 EOY %	2022 EOY % Goal	2023 EOY % Goal	2024 EOY% Goal
<b>K</b>	78%	80%	80%	80%
<b>1<sup>st</sup></b>	84%	80%	80%	80%
<b>2<sup>nd</sup></b>	79%	80%	80%	80%

### Fifth Ward Junior High 2021-2024

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)</li> <li>● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)</li> </ul> <p><b><u>2022-2023</u></b></p> <ul style="list-style-type: none"> <li>○ Heggerty will be used in K-2 to address phonemic awareness</li> <li>○ Teachers will use the phonics component of CKLA</li> </ul>	<p><b>Resources needed:</b></p> <p>Folders Velcro Paper cutter Hole puncher Summer Reading Books Letter Tiles ELA Center Materials Cardstock/paper Mirrors (for phonics instruction) Binding machine Pencil grips Flip chart markers</p>	<p><b><u>Team Reflection:</u></b></p> <p><u>2021-2022</u> - Teachers have worked to incorporate more phonemic awareness activities in their daily lessons. Students scoring below benchmark receive intervention for 30 minutes four days a week. We are seeing great results and plan to continue this next year.</p> <p><u>2022-2023</u> -</p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Parent University</li> <li>● Teachers communicate the goal while completing the activity with parents.</li> <li>● Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school.</li> </ul> <p><a href="http://www.louisianabelieves.com/resources/library/literacy-library">www.louisianabelieves.com/resources/library/literacy-library</a></p>	<p><b>Resources needed:</b></p> <p>colored paper for invitations/TOTD</p>	<p><b><u>Number of Participants:</u></b></p> <p><u>2021-2022</u> - Parent University – 104 students and their families</p> <p><u>2022-2023</u> -</p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p> <p><b><u>Parent University:</u></b></p> <p><u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to separate the students by grade level to make smaller groups.</p> <p><u>2022-2023</u> -</p>

### Fifth Ward Junior High 2021-2024

<b>Professional Development:</b> <ul style="list-style-type: none"> <li>how to analyze DIBELS data and select appropriate lessons in mClass Instruction to maximize growth</li> <li>Planning phonological awareness and phonics differentiated activities</li> <li>Heggerty</li> <li>CKLA</li> </ul>	<b>Resources needed:</b> colored card stock for data wall Orton Gillingham Conference registration fees	<b>Feedback from Teachers:</b> <u>2021-2022</u> - PreK-Kindergarten teachers participated in a Science of Reading PD at the beginning of the year. Also, seven teachers participated in an Orton Gillingham Conference to learn effective strategies for helping struggling readers. Teachers analyzed data in PLC in order to plan instruction. Teachers have also used mClass Instruction and mClass Instruction Reading more this year to help students. Our ELA instructional coach has helped with IRLA. <u>2022-2023</u> -
<b>Follow Up and Support:</b> Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring with teachers.  PLCs will focus on  1. analyzing student reading growth using mClass Instruction  2. planning for small group/whole group foundational skills instruction  3. analyzing student work		

<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X														

<b>Monitoring and Evaluating</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>DIBELS 8 benchmark assessments (BOY, MOY, EOY)</li> <li>DIBELS 8 Progress Monitoring (Below Benchmark every 4 weeks, Well Below Benchmark every 2 weeks)</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>One administrator will visit every K-2 classroom during their foundational skills time at least once a month to conduct a “Falcon Flyby”.</li> <li>Yearly, a member of the School Advancement Team (or Instructional Leadership Team) will visit every K-2 classroom at least once a month to conduct a “Falcon Flyby” during foundational skills instruction.</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	

### Fifth Ward Junior High 2021-2024

2021-2022 - Our MOY data was as follows: Kindergarten - 68% benchmark or above; Grade 1 - 70% benchmark or above; Grade 2 - 77% benchmark or above; Grade 3 - 78% benchmark or above. We are well on our way to meeting our goal.

2022-2023 -

#### End of the Year Results:

2021-2022 - Our EOY data was as follows: Kindergarten - 82% benchmark or above; Grade 1 - 84% benchmark or above; Grade 2 - 79% benchmark or above; Grade 3 - 74% benchmark or above. We met our goal of 80% in grades Kindergarten and first. We fell just shy, 1%, in 2<sup>nd</sup> grade and 6% below in 3rd.

2022-2023 -

## 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

### DISCIPLINE

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

#### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1% each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
12.01	11.01	19.1	

#### Tier 1 (School wide):

- Second Steps (PK-K)
- Classroom Management Plan

#### Resources needed:

To be determined.

#### Team Reflection:

2021-2022 - This year has been a challenge with behavior. Our data does not look ideal. We hope

### Fifth Ward Junior High 2021-2024

<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Development of classroom culture</li> </ul>		
<b>Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Small group counseling groups</li> <li>● Check in/Check out</li> </ul>		<p>that we can start next year with no COVID restrictions and get back on track with our PBIS and check in, check out program.</p> <p><u>2022-2023</u> -</p>
<b>Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● FBA &amp; BIP</li> <li>● Safety Plan</li> <li>● Daily, explicit social skill instruction</li> <li>● Crisis Intervention Plans</li> <li>● Mental Health Counseling Services Individual and Group</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Parent University <ul style="list-style-type: none"> <li>- sessions for parents to support emotional and academic support</li> <li>- Our Counseling Session informs parents of services available at school and how to identify when students need additional help.</li> </ul> </li> <li>● Consistent parent/teacher communication <ul style="list-style-type: none"> <li>- Teachers communicate their classroom management plan to parents at the beginning of the year.</li> <li>- Think Sheets are sent home for parent signature once behavior has continued after warning/redirection.</li> <li>- Phone calls are made every time a student received an infraction</li> </ul> </li> <li>● TAT <ul style="list-style-type: none"> <li>-Parents are involved in the initial process of implementing behavior interventions as the class level.</li> </ul> </li> <li>● Coffee with the Counselors <ul style="list-style-type: none"> <li>- Screen Time and Social Platforms</li> <li>- Guardians raising children in non-traditional settings</li> </ul> </li> </ul>	<b>Resources needed:</b> To be determined.	<p><b><u>Participation Outcome:</u></b></p> <p><u>Parent University:</u></p> <p><u>2021-2022</u> - 104 students and their families</p> <p><u>2022-2023</u> -</p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p> <p><u>Parent University:</u></p> <p><u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to separate the students by grade level to make smaller groups.</p> <p><u>2022-2023</u> -</p>

### Fifth Ward Junior High 2021-2024

<b>Professional Development:</b> <ul style="list-style-type: none"> <li>TAT                     <ul style="list-style-type: none"> <li>-Through the TAT process, teachers receive support on behavior interventions.</li> <li>-The Behavior Coach meets with the TAT chair and the teacher to develop plans.</li> </ul> </li> <li>Classroom Management Plan                     <ul style="list-style-type: none"> <li>- Through our New Teacher Program, CMP are developed</li> <li>-Mentor teachers support new teachers in the development/implementation of these plans.</li> </ul> </li> <li>PBIS Initial PD/Monthly Meetings                     <ul style="list-style-type: none"> <li>- PD is provided during the back to school PDs to inform all teachers about the components of our PBIS program</li> <li>-During monthly Faculty meetings, the PBIS Committee redelivers important information/updates to the faculty.</li> <li>- Committee members meet to discuss concerns and strategize to address behaviors</li> </ul> </li> </ul>	<b>Resources needed:</b> To be determined.	<b>Feedback from Teachers:</b> <u>2021-2022</u> -We discussed discipline, classroom management, and growth mindset with our new teachers at the monthly meetings. Admin conducted “Falcon Flybys” to observe teachers using strategies discussed. <u>2022-2023</u> -
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>TAT process</li> <li>Classroom Observations-Proactive Classroom Management plans</li> <li>Behavior Coach will support teachers</li> </ul>		

<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	x													

<b>Data used to Monitor and Evaluate Goal:</b> <ul style="list-style-type: none"> <li>Discipline data will be reviewed every 9 weeks by the Instructional Leadership Team to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</li> <li>School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes.</li> </ul>
---

<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>
---

### Fifth Ward Junior High 2021-2024

2021-2022 -We have seen an increase in discipline so far this year.

- Incident with the most referrals – Willful disobedience
- Location with the most referrals – Classroom
- Grade with the most referrals – 8<sup>th</sup>
- Group with the most referrals – White males

In response, our Counselor and MHP have begun to go into classrooms and teach character development lessons.

2022-2023 -

#### End of the Year Results:

2021-2022 - 20.1 % of students received discipline referrals. Unfortunately, following COVID quarantines and restrictions students have had a challenge with social interactions. We have started having our MHP and counselor go into the classrooms and teach social skill lessons. We hope to continue this.

- Incident with the most referrals - Commits immoral and vicious practices
- Location with the most referrals – Classroom
- Grade with the most referrals – 8<sup>th</sup>
- Group with the most referrals – White males

We plan to continue having our Counselor and MHP going into classrooms.

2022-2023 -

### STUDENTS WITH EXCEPTIONALITIES

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

**Goal #2 (SWE):** From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 1 point each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
84			

#### Describe policies and practices to identify disabilities early and accurately:

- Regular education teachers identify students in need of additional support through intervention.
- With the support from the TAT chair, teachers implement targeted interventions for a period of 4-6 weeks.

#### Team Reflection:

2021-2022 - Teachers are actively identifying struggling students, implementing interventions, and referring students to SBLC.

2022-2023 -



### Fifth Ward Junior High 2021-2024

<ul style="list-style-type: none"> <li>If sufficient progress is not seen, students are referred to SBLC.</li> </ul>		
<b>Describe structures to increase collaboration amongst general and special education teachers:</b> <ul style="list-style-type: none"> <li>Special education teachers participate in PLCs with the Regular Education teachers for each grade level that they teach</li> <li>Once a week the general and special education will have a common planning time</li> </ul>		<b><u>Team Reflection:</u></b> <u>2021-2022</u> - SWE teachers meet regularly with the regular education teachers in PLC and also have a bi-monthly SWE meeting/PLC. The monthly SWE PLC's keep teachers abreast to new information and provide reminders of how to best service our students. <u>2022-2023</u> -
<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>Tier 1 CKLA, Heggerty, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), mClass Instruction Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready</li> </ul>	<b>Resources needed:</b> To be determined.	<b><u>Team Reflection:</u></b> <u>2021-2022</u> - We are meeting the SWE student's need through interventions and accommodations necessary to help make them successful. Students have access to the same interventions as the general education class. Project Read, Reflex Math, IRLA, and mClass Instruction) Unique Learning and News 2 U provides many opportunities for teachers to support students in their learning paths as adjustments can be made to help students at their individual level. <u>2022-2023</u> -
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>Tier 2 (Targeted Prevention)mClass Instruction, IRLA, Heggerty Bridge the Gap, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Reflex Math, Ready Math (Small Group)</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>Tier 3 (Intensive Individual)mClass Instruction, Project Read (Small Group), PCI (Moderate, Severe, RNC)Achieve 3000 (Personalized Learning Path), SRA (only with IEP), Eureka Equip, Reflex Math, i-Ready</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Afterschool conferences with parents, Regular Ed, and SWE teacher</li> </ul>	<b>Resources needed:</b> To be determined.	<b><u>Participation Outcome:</u></b> <u>2021-2022</u> - Parent University – 104 students and their families <u>2022-2023</u> -

**Fifth Ward Junior High 2021-2024**

<ul style="list-style-type: none"> <li>● Parent University</li> <li>- Parents are provided with the opportunity to learn about strategies to help students in math and ELA.</li> </ul>		<p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p> <p><u>Parent University:</u></p> <p><u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to separate the students by grade level to make smaller groups.</p> <p><u>2022-2023</u> -</p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read – Phonics, Linguistics, Written Expression, Report Form</li> <li>● mClass Instruction</li> <li>● CKLA</li> <li>● Science of Reading</li> <li>● Gizmos</li> <li>● Eureka Math, In Sync, Affirm, Equip</li> <li>● Ready, i-Ready</li> <li>● Reflex Math</li> <li>● DIBELS</li> <li>● IRLA</li> <li>● Achieve 3000/Actively Learn</li> <li>● Unique Learning/News 2 You</li> <li>● Discovery Education</li> <li>● Accountable talk/mathematical discussions</li> <li>● SER, FBA, BIP trainings</li> <li>● Monthly SWE consultants meetings</li> </ul>	<p><b>Resources needed:</b></p> <p>To be determined.</p>	<p><b><u>Feedback from Teachers:</u></b></p> <p><u>2021-2022</u> -FWJH has provided the SWE team opportunities to attend PDs that would help with the instruction of our students. They are also included in the PLC's for each grade level when curriculum is discussed and lessons and assessments are planned. This helps SWE teachers know the expectations of the general education teacher for students.</p> <p><u>2022-2023</u> -</p>

### Fifth Ward Junior High 2021-2024

#### Follow Up and Support:

- Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)
- ELA Content Leader Module Support and Training
- Model lessons - Instructional Strategies, pedagogy and scaffolding
- Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.
- Analyzing assessments, feedback and next steps
- Walk Through and Look fors

#### Budgets used to support this activity:

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

#### Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- iReady Diagnostic Assessment Reports
- DIBELS
- LEAP Connect/ Unique Learning assessments
- District Readiness Benchmark/End of Year (K-2)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

#### Middle of the Year Monitoring Results/Areas for Improvement:

2021-2022 - After analyzing mid-year assessment data, students are making sufficient progress.

2022-2023 -

**End of the Year LEAP2025 Results:** ELA 48.5; Math 40.5; Science 41.5; Social Studies 23.5

## ENGLISH LEARNERS

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

### Goal #3 (English Learners):

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

#### Supports and Strategies in Tier 1 (Core Instruction):

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

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

Programs include:

- Language Power (utilized in grades 5 - 12)
- Achieve 3000
- Newcomers
- Rosetta Stone

#### Supports and Strategies in Tier 2 (Targeted Prevention):

- Programs include:
  - Fast ForWord/Reading Assistant
  - IRLA (supplement to core classroom instruction)
  - Achieve 3000

#### Supports and Strategies in Tier 3 (Intensive Individual):

- If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.
- Programs include:
- Project Read

#### Resources needed:

To be determined.

#### Team Reflection:

2021-2022 -Students receive daily one-on-one reading sessions with their teacher, intentionally called on to answer questions, assistance is given with reading directions and passages, students are partnered with English speaking students to complete classwork, as well as receive practice putting thoughts onto paper with writing assessments. During the school day, students work on phonics and reading skills by using mClass Instruction Reading and ARC bookshelf to support his reading level.

2022-2023 -

**Fifth Ward Junior High 2021-2024**

o IRLA (supplement to core classroom instruction)															
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"><li>● Parent University – session provided for ESL parents with a translator</li></ul>								<b>Resources needed:</b> To be determined.				<b><u>Participation Outcome:</u></b> Parent University: <u>2021-2022</u> -Three ESL families participated. Overall – 104 students and their families <u>2022-2023</u> -  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b> Parent University: <u>2021-2022</u> - Parent feedback stated that it was a great event and that the presentations were very informative. Parents appreciated that we had a place for students to go while the parents attended the sessions. In the future, we may want to separate the students by grade level to make smaller groups. <u>2022-2023</u> -			
<b>Professional Development:</b> <ul style="list-style-type: none"><li>● District provided office hours provided by the ESL Instructional Coach to support regular education teachers in implementing core instruction for ESL students.</li></ul>								<b>Resources needed:</b> To be determined.				<b><u>Feedback from Teachers:</u></b> <u>2021-2022</u> - Teachers have the opportunity to participate in the office hours provided by the instructional coach in order to ask questions about how to meet the needs of students. The ESL instructional coach has come to school to provide support. The ESL tutor comes weekly to work with students. <u>2022-2023</u> -			
<b>Follow Up and Support:</b> <ul style="list-style-type: none"><li>● EL tutor will support students and teachers.</li></ul>															
<b>Budgets</b> used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X															

**Data used to Evaluate Goal: ELPT (Spring 2022)**

**Middle of the Year Monitoring Results/Areas for Improvement:**

2021-2022 - Our district EL Coach presented at Parent University and was well received.

2022-2023 -

**End of the Year Results:**

2021-2022 - Four students took the ELPT assessment. One student scored Proficient and three scored Progressing.

2022-2023 -

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

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

- Weekly Graded Paper Folders - 1st-6th grades
- Report Card Envelopes - All grades send home report card
- Agendas/Planners- All planners go home with each student to communicate with parents regarding student progress (homework, events, assignments, tests).
- Robo Calls made for all important upcoming school wide events/activities
- Statewide Test Results available in JCAMPUS
- Invitations/Flyers
- Marquee Board Announcements on school sign
- Teacher Webpages- Teachers update their webpages on a weekly basis to include information about overall weekly goals/homework.
- Student Progress Center- Parents are able to check student progress at any time to view grades teachers input into JPams (technology grade program)
- Interim Reports- Distributed mid-way through the nine week grading period to inform parents of grade averages that are below satisfactory.

### Fifth Ward Junior High 2021-2024

- IEP Progress Reports are sent home quarterly.
- Parents/Caregivers will receive Summer Reading Books to promote reading at home during the summer months.
- Meet and Greet- Parents will receive information on our Academic Goals for the School through our Compact for Student Success as well as information about ways to help their child succeed at home. Students will be invited to create their own personal goals. Parents will receive information on how the school/staff will assist in making sure the goals are achieved.

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

- **General Parent Teacher Conferences** - Teachers meet on an as needed basis to communicate student progress towards goals.
- **School Building Level Committee 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 every other month 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.

#### **Resources Needed to Support Parent and Family Engagement:**

- Conference Forms, Rights booklets, Scheduling forms, PTA Meeting Forms, Sign in Sheets, Projector/CPU/Monitor, Ink Cartridges, Projector Bulb, Surveys, Colored Paper for Invitations and flyers, planners, postage, Pens, Highlighters, Paper for Copies of SIP/copies of PFE Plan, Cardstock, Comment Cards, Sign-In Sheets, Tickets out the door, Agendas/planners, Envelopes, Graded Paper Folders, Paper and postage, Marquee Board, Summer Reading Books, laptop, microphones (with needed cables)

#### **Budgets used to support this activity:**

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

#### **Team Reflection:**

2021-2022 -We strive every year to increase our parent and family engagement through various methods. Participation in our PFE events has been satisfactory and we have received positive feedback from parents.

2022-2023 -

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- DIBELS 8<sup>th</sup> is used to determine participation in K-3<sup>rd</sup> grade- Students below benchmark will receive interventions
- LEAP 2025, DIBELS 8th, and IRLA Assessment is used to determine participation in ELA Interventions for 4<sup>th</sup>-8<sup>th</sup> grade- Students scoring below Mastery will receive interventions
- The Interventionist, the TRT, and the classroom teachers look at data and place students in the appropriate interventions

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

- Each grade level (K-6) has a designated Intervention block of time (30 minutes)
- Classroom teachers, tutors, and interventionist are included during this time

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

- **K-3** - mClass Instruction, Project Read, S.P.I.R.E.
- **4-6** - IRLA, Project Read, Achieve3000, mclass Instruction, S.P.I.R.E
- **7-8** - Small group instruction with core subject teachers, MyPath, Achieve3000

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

- The Interventionist and the TRT monitor that students are progress monitored and analyze data to determine student placements

### Budgets used to support this activity:

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

### Resources Needed to Support Interventions:

DIBELS Assessment Materials, Interventionist, IRLA Toolkits and Libraries, Lamination film, cardstock folders, headphones/earbuds, Certified Tutors, file folders, binders, binder pouches, S.P.I.R.E. resources (letter tiles, white boards, sound squares), ink

### Middle of the Year Monitoring Results:



## Fifth Ward Junior High 2021-2024

2021-2022 - Students continue to make progress towards their target goals. We have adjusted groups as needed. Some students have been taken out of intervention groups.

2022-2023 -

### **End of the Year Results:**

2021-2022 - Students in K-3 intervention made great strides this year. Our 4<sup>th</sup> – 8<sup>th</sup> grade groups did not perform as well. We plan to make adjustments to the resources used and provide more PD for teachers.

2022-2023 -

## 6. SUPPORT AND EXTENDED LEARNING

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

- **Field Trips** - Each grade level will take one field trip a year that is connected to their learning standards
- **Art** - Instructional time for developing a wide variety of skills involving the creative process while also learning different styles and techniques from the past.
- **Music** – Our program exposes students to music from a variety of cultures and genres and includes cross curricular activities to incorporate grade level skills
- **Talented Art/Talented Theater**- Program available for students excelling in artistic/theatrical abilities
- **Acceleration to Algebra**- Blended curriculum math course that combines 7<sup>th</sup> and 8<sup>th</sup> grade math coursework
- **Algebra 1**- Coursework involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns
- **Science Lab** – A space provided for students to conduct science experiments and explore grade level phenomenon; the online platform, Mystery Science, is also utilized to engage students in science experiments, science based articles, assessments, and videos

### **Resources needed:**

Scales, eye droppers, potting soil, aluminum foil, food coloring, wax paper, vinegar, flashlights, batteries, Mystery Science Subscription, Mystery Science Packs, Earth Cross-section Foam Model, Characteristics of Matter Kit, Mineral Test Kits, Density Flow Model, Moon Phase Model, Litmus Test Paper, Molecular Atomic Model Set, Density Identity Set, hot glue gun(for models), hot glue, Chemical Equations set, energy conversion set, cell mitosis models, circulatory systems learning center, photosynthesis and cellular respiration learning center, Microscopes, microscope slides, Animal and plant cells slide set, plate tectonics learning center, geologic time scale learning center, paint markers, glitter, small paint storage containers, plastic tubs (for lab materials), digital timers, dry erase markers, colored filament, measuring cups, dot stickers, lab aprons/coats, demonstration kits, dissection trays, Ziploc bags

### Fifth Ward Junior High 2021-2024

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

- **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 will address content standards for all subject fields. Fall Family Fest provides students and parents with a variety of learning activities focused on improving fluency in Math and Reading. "STEM Math/Science Learning Night" occurs inside the school cafeteria and focuses on Math and Science hands-on learning activities for parents/care-givers and students.
- **4H Club** - Optional participation in after school meetings that provide support to further learning in various fields.
- **Honor Society**
- **2022-2023 Student Support Centers** – after school academic and enrichment

**Resources needed:**

Table cloths

**Budgets** used to support this activity:

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

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

- PFE after school learning nights are evaluated by Ticket-out-the-Door surveys.

**Middle of the Year Monitoring Results/Areas for Improvement:**

2021-2022 - The after school learning nights we have hosted so far were well attended and had positive feedback. We are working to add new resources to our science lab.

2022-2023 -

**End of the Year Results:**

2021-2022 - We were finally able to offer many field trip opportunities to our students. Our Forestry and PLAW Teams competed at the state level. 4H Club participated in Achievement Day and received several honors. Our after school learning nights were well attended with positive feedback. We will continue with these programs and plan to add Honor Society.

2022-2023 -

## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.*

### Services Provided by Mental Health Provider(s):

- Mental health providers offer counseling services to students as needed. Included are individual, group, or family counseling, as well as teacher consultation. Services are accessed through the School Building Level Committee (SBLC) process or teacher recommendations.

### Resources needed:

To be determined.

### Services Provided by Counselor(s):

- FWJH counselor provides both direct and indirect student services, including: crisis intervention, preventive education, parental consultations, individual and group student counseling, solution-focused counseling, individual student planning, responsive services, and safety planning.
- “Coffee with the Counselor” - FWJH counselor will meet once a quarter with parents to discuss important issues relative to students and their mental health.

### Resources needed:

Laptop  
Adobe  
Microsoft Office

### Budgets used to support this activity:

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

### Team Reflection:

2021-2022 - Our MHP has been meeting the needs of students throughout the school year by teacher consultation, individual counseling sessions and group counseling sessions. Family outreach has been through Title 1 family events throughout the school year, as well as individual as needed. Next year MHP will continue focusing on assisting students as needed to achieve their full academic potential.

2022-2023 -

## 8. TRANSITION ACTIVITIES

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

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

### Transition Activities for Students:

- **CHS Scheduling Video** - Students participate in Covington High School's scheduling video for incoming 9<sup>th</sup> graders.

### Resources needed:

To be determined.

### Parent and Family Engagement Activity:

#### Bump Day (Grades 2-6)- (Spring Event)

- Parents will attend an informational meeting addressing upcoming expectations in the future grade level for their child. Students will be grouped by homeroom classes in 2nd-6th and visit the upcoming grade level classrooms. Parents will rotate and visit with their children. A timer will be used to keep time.

#### Moving to Kindergarten

- Pre-K parents meet with the Kindergarten teachers

### Resources needed:

To be determined.

### Participation Results:

2021-2022 - All 2<sup>nd</sup> – 6<sup>th</sup> grade students participated in Bump Day. 30 families also attended the event.

### Feedback from Parents/Families:

2021-2022 - All families in attendance were “satisfied” or “very satisfied” with the event. Parents stated that it was “very helpful” and that it was “very nice to know how the upcoming year is going to be.” They loved knowing what’s to come for the next grade level. Next year, we need to have more teachers available to help transition families and students to the classrooms.

### **Budgets** used to support this activity:

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

## 9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- Pre-K
- Kindergarten
- 1<sup>st</sup> Grade
- 2<sup>nd</sup> Grade
- 3-5<sup>th</sup> Math
- 6<sup>th</sup>-8<sup>th</sup> Math/Science
- 3<sup>rd</sup>-8<sup>th</sup> ELA /Social Studies

### Resources needed:

books for book study

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

- Every Wednesday
- 1-2 hours

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas for Improvement:

2021-2022 - We have been able to provide teachers with needed support and collaboration opportunities throughout the first semester. Teachers have had time to analyze data and student work and plan for instruction.

2022-2023 -

### End of the Year Feedback from Teachers:

2021-2022 - Teachers appreciated the time to collaborate and look at data.

2022-2023 -

## Fifth Ward Junior High 2021-2024

### Areas for Improvement:

2021-2022 - Next year we want to provide more time for the SWE and Regular Education teachers to collaborate.

2022-2023 -

## 10. OTHER PROFESSIONAL DEVELOPMENT

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

### Other Professional Development:

- Mathematical Discourse Book Study
- Technology (Chromebooks)
- New Teacher PD
- MHP Save Promise PD

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

- Math Coach- Expressing Mathematical Reasoning (Focus grades-2nd & 3rd)
- ELA Coach- K-2<sup>nd</sup> CKLA, Written Expression

### Resources needed:

To be determined.

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas of Improvement:

2021-2022 - We decided to postpone the book study until next year. We have met monthly with our new teachers.

2022-2023 -

### End of the Year Feedback from Teachers:

2021-2022 - Mathematical Discourse books were distributed and the math coach had a PD during the March PD day. We still plan to have a book study next year.

2022-2023 -

### Possible PD needs for next school year:

2021-2022 - Heggerty, CKLA, Science of Reading, Eureka, Ready, Project Read

2022-2023 -

## 11. SCHOOL ADVANCEMENT PLANNING

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

- All parents are invited to a meeting in September to review the SAP and give input.
- SAP is posted on the school website and feedback is encouraged.

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

- In the beginning of the year PTA meeting the results of the SAP are reported, invitations are sent out.
- In a beginning of the year faculty meeting the results of the SAP are reported.

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

- The SAP committee meets once every nine weeks after school.

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Rebecca Hammond
- TRT: [Kristen Sameluk](#)
- Teacher: Christine Clement
- Teacher: Aimee Cowell
- Teacher: Chastity Wilson
- Coach: Melissa Odom
- Parent/Family: Carrie Edwards

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Rebecca Hammond
- TRT: Kristen Sameluk
- Teacher: Jill Wille
- Teacher: Laurie Hidalgo
- Teacher: Yvonne Schwaner
- Parent/Family: Candice Crawford
- Parent/Family: Kimberly Terravella

**Fifth Ward Junior High 2021-2024**

- **Parent/Family:** Jill Bessetti
- **Student:** Cy Edwards



## DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date