

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 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1: From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving 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:

3rd: cohort will grow by 5% each year

6th: cohort will grow by 5% each year

4th: cohort will maintain at least 60% each year

7th: cohort will grow by 5% each year

5th: cohort will grow by 5% each year

8th: cohort will grow by 5% each year

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	44%	49%	54%	59%
4 th	83%	49%	54%	59%
5 th	46%	83%	54%	55%
6 th	27%	51%	83%	59%
7 th	29%	32%	56%	83%
8 th	45%	34%	37%	61%

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● 2021-2022: 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) ● Mathematical Explanation included in Eureka daily application problem (3rd-5th) ● Mathematical Explanation included in Teacher created daily application problem (6th-8th) 	<p>Resources needed:</p> <p>Projector/Bulbs Laptop Printer Ink Cartridges Newline Board Math manipulatives Laminator Laminator film Laminator pouches</p>	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Fall Family Fest <ul style="list-style-type: none"> ○ Teachers create activities to provide parents with examples of how they can support students with fluency in reading and math. ● Parent University Session includes <ul style="list-style-type: none"> ○ Models and Strategies in Math ○ Guidebooks ○ Writing Across the Subjects ○ Technology in Education 	<p><u>Resources needed:</u></p> <p>Postage Paper for flyers/Ticket out the Door pens highlighters Projector/Bulbs Laptop Printer Ink Cartridges Dry erase cloths Fall Fest Activities Supplies <ul style="list-style-type: none"> - pipe cleaners - colored paper - beads - cardstock - colored paper - dry erase markers - googly eyes - washable markers - hot glue - toothpicks - paper plates - plastic bags - clothes pins </p>	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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Professional Development: <ul style="list-style-type: none"> ● K-3rd- Math Curriculum Specialist- Kaycee Cummings (After School) ● 4th-6th- Math Curriculum Specialist- Cynthia Benefiel (After School) ● Participate in Virtual PD Sessions provided by Great Minds and Ready 							Resources needed: To be determined.							Feedback from Teachers:				
Follow Up and Support: <ul style="list-style-type: none"> ● Math Content Leaders model lessons ● PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module. ● Curriculum Specialist ● Instructional Coach- Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work 																		
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: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Math Content leader and Math Instructional coach will visit each K-8th 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:																		
End of the Year Results:																		

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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
3rd	46%	51%	56%	61%
4 th	46%	51%	56%	61%
5 th	58%	51%	56%	61%
6 th	62%	63%	56%	61%
7 th	33%	67%	68%	61%
8 th	56%	38%	72%	73%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced-Based Writing with Informational Texts (Science/Social Studies) ● Types of Writing ● Analyzing Student Writing 	<p>Resources needed:</p> <p>Informational Texts materials Anchor Chart paper Newline Board post-it notes writing paper</p>	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Information on specific Writing Revolution strategies to use at home ● Send home writing activity to complete with family members ● Parent University session on writing 	<p>Resources needed:</p> <p>paper folders</p>	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution in Science and Social Studies Classrooms ● The Writing Revolution Focus on Specific Strategies ● Four Strategies for Effective Learning (focus on writing) 	<p>Resources needed:</p> <p>To be determined.</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on 		

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<ul style="list-style-type: none"> ➤planning for writing instruction (within GB lessons/unit) ➤using common assessments to evaluate writing and TWR strategies ➤analyzing student writing using the writing rubric ➤The Writing Revolution in Science and Social Studies ➤tracking student writing ● Curriculum Specialist support with PD and observation feedback 		
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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 (CWT, ET, CRT, and teacher created unit assessments)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

Observations:

- One administrator will visit every 3rd-8th ELA classroom at least once a month to conduct a “Falcon Flyby”
- Once a year the School Advancement Committee will visit every 3rd-8th ELA classroom to conduct a snapshot

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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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
K	78%	80%	80%	80%
1st	84%	80%	80%	80%
2nd	79%	80%	80%	80%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2) ● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3) 	<p>Resources needed: To be determined.</p>	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Parent University ● Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school. <p>www.louisianabelieves.com/resources/library/literacy-library</p>	<p>Resources needed: colored paper for invitations/TOTD</p>	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● how to analyze DIBELS data and select appropriate lessons in Amplify Instruction to maximize growth ● how to analyze IRLA data to maximize rate of reading growth ● Planning phonological awareness and phonics differentiated activities 	<p>Resources needed: colored card stock for data wall</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p>		

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<p>Instructional Coach- provide support with foundational skills planning, analyze DIBELS benchmark and progress monitoring and IRLA data with teachers.</p> <p>PLCs will focus on</p> <ol style="list-style-type: none"> 1. analyzing student reading growth using Amplify 2. analyzing student growth in IRLA 3. plan for small group foundational skills instruction 	
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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														

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

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*

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- *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		

Tier 1 (School wide):

- Second Steps (PK-K)
- Classroom Management Plan
- PBIS
- Development of classroom culture

Tier 2 (Targeted Prevention):

- Mental Health Counseling Services Individual and Group
- Small group counseling groups
- Check in/Check out

Tier 3 (Intensive Individual):

- FBA & BIP
- Safety Plan
- Daily, explicit social skill instruction
- Crisis Intervention Plans
- Mental Health Counseling Services Individual and Group

Resources needed:

To be determined.

Team Reflection:

Parent and Family Engagement Activity:

- Parent University - provide sessions for parents to support emotional and academic support
- Consistent parent/teacher communication

Resources needed:

To be determined.

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

Professional Development:

- Conscious discipline
- Classroom Management Plan
- Growth Mindset

Resources needed:

To be determined.

Feedback from Teachers:

Follow Up and Support:

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<ul style="list-style-type: none"> ● Classroom Observations-Proactive Classroom Management plans ● Coaching 		
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Budgets used to support this activity:

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

Data used to Monitor and Evaluate Goal:

- 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.
- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes.

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

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 ___ points each year as follows:

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

Describe policies and practices to identify disabilities early and accurately:

- Regular education teachers identify students in need of additional support through intervention.
- Teachers implement targeted interventions for a period of 4-6 weeks.
- If sufficient progress is not seen, students are referred to SBLC.

Team Reflection:

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

- Special education teachers participate in PLCs with the Regular Education teachers for each grade level that they teach
- Once a week the general and special education will have a common planning time

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

Resources needed:

Team Reflection:

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<ul style="list-style-type: none"> ● Tier 1 (School-wide)IRLA, ReadyGen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready 	<p>To be determined.</p>	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Tier 2 (Targeted Prevention)Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group) 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Tier 3 (Intensive Individual)Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC)Achieve 3000 (Personalized Learning Path), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math, i-Ready 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Afterschool conferences with parents, Regular Ed, and SWE teacher 	<p>Resources needed:</p> <p>To be determined.</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader ● Math Content Leader ● 4 Strategies of Effective Learning ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Phonics, Linguistics, Written Expression, Report Form ● Amplify ● Ready Gen ● Zearn ● Gizmos ● Eureka Math, In Sync, Affirm, Equip ● Ready, i-Ready ● Reflex Math 	<p>Resources needed:</p> <p>To be determined.</p>	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ● Dibels ● IRLA ● Achieve 3000/Actively Learn ● Unique Learning/News 2 You ● Discovery Education ● Accountable talk/mathematical discussions ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants) ● ELA and Math Content Leader Module Support and Training ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 	

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:

End of the Year Results:

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<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> 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. 		
<p>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)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> 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. <p>Grades K - 6: full English language immersion with push-in support</p> <p>Programs include:</p> <ul style="list-style-type: none"> Language Power (utilized in grades 5 - 12) Achieve 3000 Newcomers Rosetta Stone 	<p>Resources needed: To be determined.</p>	<p>Team Reflection:</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> Programs include: <ul style="list-style-type: none"> Fast ForWord/Reading Assistant IRLA (supplement to core classroom instruction) Achieve 3000 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. <p>Programs include:</p> <ul style="list-style-type: none"> Project Read IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity:</p>	<p>Resources needed:</p>	<p>Participation Outcome:</p>

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<ul style="list-style-type: none"> ● Parent University 	To be determined.	<u>Parent Feedback/Exit Tickets/Survey:</u>
Professional Development: <ul style="list-style-type: none"> ● District provided office hours provided by the ESL Instructional Coach to support regular education teachers in implementing core instruction for ESL students. 	Resources needed: To be determined.	
Follow Up and Support: <ul style="list-style-type: none"> ● EL tutor will support students and teachers. 		

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: ELPT (Spring 2022)

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

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

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- 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 J Pams (technology grade program)

- Interim Reports- Distributed mid-way through the nine week grading period to inform parents of grade averages that are below satisfactory.
- IEP Progress Reports are sent home quarterly.
- Parents/Caregivers will receive Summer Reading Books to promote reading at home during the summer months.
- Instructional videos to assist parents will be added to the school’s webpage
- 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

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:

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- Dibels 8th is used to determine participation in K-3rd grade- Students below benchmark will receive interventions
- LEAP 2025 and IRLA Assessment is used to determine participation in ELA Interventions for 4th-8th 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)

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

- **K-3** - IRLA, Amplify Reading, Project Read, Zearn
- **4-6** - IRLA, Project Read, Zearn, Achieve3000
- **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 Tutor

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

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

- Each grade level will take one field trip a year that is connected to their learning standards (contingent on COVID restrictions)
- **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

Resources needed:

To be determined.

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<ul style="list-style-type: none"> ● Talented Art/Talented Theatre- Program available for students excelling in artistic/theatrical abilities ● Acceleration to Algebra- Blended curriculum math course that combines 7th and 8th grade math coursework ● Algebra 1- Coursework involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns 																															
<p>Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):</p> <ul style="list-style-type: none"> ● 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 night's- 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. 	<p>Resources needed: To be determined.</p>																														
<p>Budgets used to support this activity:</p>																															
<table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td align="center">x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	x														
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x																															
<p>List programs that need to be evaluated and what data will be used to monitor and evaluate:</p> <ul style="list-style-type: none"> ● PFE afterschool learning nights are evaluated by Ticket-out-the-Door surveys. 																															
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																															
<p>End of the Year Results:</p>																															

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.

<p>Services Provided by Mental Health Provider(s):</p>	<p>Resources needed: To be determined.</p>
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<ul style="list-style-type: none"> ● 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)/ Student Assistance Team (SAT) process or teacher recommendations. 														
Services Provided by Counselor(s): <ul style="list-style-type: none"> ● 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. 											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	X													
Team Reflection:														

<h2>8. TRANSITION ACTIVITIES</h2> <p><i>Describe school-wide transition activities including those for Students with Exceptionalities, such as:</i></p> <ul style="list-style-type: none"> ● <i>coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;</i> ● <i>familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and</i> ● <i>preparing students for postsecondary transition.</i> 													
Transition Activities for Students: <ul style="list-style-type: none"> ● CHS Cub Day - Students participate in Covington High School’s transition day for incoming 9th graders. This is a school day when the students travel off-campus with the 8th grade homeroom teachers and counselors to orient them to the high school that they will feed into for the upcoming school year. 											Resources needed: To be determined.		
Parent and Family Engagement Activity: <u>Bump Day (Grades 2-6)- (Spring Event)</u> <ul style="list-style-type: none"> ● 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. <u>Moving to Kindergarten</u> <ul style="list-style-type: none"> ● Pre-K parents meet with the Kindergarten teachers 											Resources needed: To be determined.		
Participation Results:													

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Feedback from Parents/Families:

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
- 1st Grade
- 2nd Grade
- 3-5th Math
- 6th-8th Math
- 3rd-8th ELA

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:

End of the Year Feedback from Teachers:

Areas for Improvement:

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
- Growth Mindset
- Technology (Chromebooks)
- New Teacher PD

Resources needed:

To be determined.

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

- Math Coach- Expressing Mathematical Reasoning (Focus grades-2nd & 3rd)
- ELA Coach- K-2nd grade IRLA, Written Expression

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:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

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 November to review the SAP and give input.
- SAP is posted on the school website and feedback is encouraged.

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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 a 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**
- **Teacher: Amy Moore**
- **Teacher: Sarah Payne**
- **Parent/Family: Carrie Edwards**
- **Parent/Family: Rebekah Millet**
- **Student: Isabella Baham**

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

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

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