

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Clearwood Junior



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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

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

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

Goal #1

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

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

Instructional Focus:

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

Resources needed:

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

Team Reflection:

2021-2022 Teachers engaged in professional development prior to the school year starting to communicate our new writing strategy MESS check. Students in all grades were taught the strategy. The strategy was supported in PLCs with the math instructional coach where each component of the strategy was discussed. Large colored posters where made and posted in all math classrooms to use as a visual aid and support. At the end of this year, a meeting will be held to discuss changes and

Clearwood Junior 2021-2024

<p>2022-2023 Center/station activities Materials to organize guidebook notes</p>	<ul style="list-style-type: none"> - paper, pens, pencils, anchor charts, math manipulatives, Science kits Bacteria kits Storage boxes Rotating caddies Spray bottle Reusable dry erase pockets Paper trimmer Paper clips Reusable envelopes Chenille stems kit Tempera paint Poster paint Counting & place value chart Timers Staples Tape dispenser and tape Project organizer Envelopes Laminating pouches Batteries Paper clips Post it notes Crayons Markers Highlighters White out Dividers Pocket chart Sharpies Dry erase markers Rulers Protractors 	<p>implementation for next year. Professional development will be planned when we return for the 22-23 school year.</p> <p>Reported Results in Math Constructed Response:</p> <p>4th Diagnostic-36% Interim-26%</p> <p>5th Diagnostic-5% Interim-24%</p> <p>IReady Data % of Students At or Above Grade Level</p> <p>6th Beginning of the Year (BOY)-13% Middle of the Year (MOY)-39%</p> <p>7th BOY-17% MOY-24%</p> <p>8th BOY-11% MOY-28%</p> <p><u>2022-2023</u>-Teachers and instructional math coach credit using type II LEAP questions as a problem of the week, therefore this will continue for this school year. MESS check will also continue to be used to support problem solving.</p>
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Clearwood Junior 2021-2024

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

2022-2023

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

Clearwood Junior 2021-2024

	Dry erase markers Dividers Laminating pouches Pencils Markers Staples Pens Clasp envelopes Sheet protectors Highlighters Scissors Crayons Pencil cases White-out Pop-up notes Cardstock Tape Mechanical pencils Masking tape Mounting tape Binder clips Erase removable tape Poly folders Homework slide chart scorer Sharpies Bulletin board paper Printer ink Ziplock bags(student organization) Address labels(to label the bags and clasp envelopes) Headphones	
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Clearwood Junior 2021-2024

<p>Parent and Family Engagement Activity:</p> <p>2021-2022</p> <ul style="list-style-type: none"> ● March-Online Math Event on MESS Check Strategy for Parents to view. Activities will be sorted into envelopes and file folders for parents and students to access at each station ● February-Title I Take Home Math Activity-Deck of Cards Fraction Games <p>2022-2023</p> <p>October: Math and Science Night (on campus)</p> <ul style="list-style-type: none"> ● Center/station activities 	<p>Resources needed:</p> <p>paper, computer, teacher created presentation</p> <p>2022-2023</p> <p>Hanging folders, flair and gel pens, File folders, Ziploc bags, decks of cards, clear sleeves, dry erase markers, clasp envelopes, labels, binders, pocket folders Clipboards Lap boards Duct tape Post-it dispenser Utility hooks w/refills Velcro fasteners Staple remover Pencil sharpener Correction tape Cardstock Erasers pencil & board Sheet protectors Easel pads Colored paper Stapler Binders Pocket folders File expand folders Dry erase markers Dividers Laminating pouches Pencils Markers Staples</p>	<p>Number of Participants:</p> <p>Total participants invited was 650. The presentation was posted on our website, a flyer was sent home, and a robocall was also sent. We revised the flyer from our last online event to include a feedback form on the back and/or invited them to email the assistant principal.</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p>_2 feedback forms were returned:</p> <p>Responses:</p> <p>Question #1: Did our presentation on RACES and MESS help you to understand writing and math reasoning? Why or why not?</p> <p>-Yes, because it breaks everything down so the children can better understand</p> <p>-Yes, it helps students learn the concept of writing and solving math problems</p> <p>Question #2: What other digital presentations would you like to see?</p> <p>-more math presentations</p> <p>-None. Thank you. Keep doing what you have been doing. My son is doing great!</p>
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Clearwood Junior 2021-2024

	<p>Pens Clasp envelopes Sheet protectors Highlighters Scissors Crayons Pencil cases White-out Pop-up notes Cardstock Tape Mechanical pencils Masking tape Mounting tape Binder clips Erase removable tape Poly folders Homework slide chart scorer Sharpies Bulletin board paper</p> <p>stipends for teachers for event</p>	
<p>Professional Development: Provided by Curriculum Specialist and Coach:</p> <ul style="list-style-type: none"> ● Mathematical Practices- Focused primarily on MP.1, MP.3, & MP.6 ● Orchestrating and Facilitating 5 Practices of Productive Mathematical Discourse ● Examining Mistakes/Misconceptions for Effective Feedback ● Precision in Mathematical Language ● Mess Check Strategy 	<p>Resources needed: paper, pens, pencils, anchor charts, math manipulatives</p> <p>Substitute pay for PLCs</p>	<p>Feedback from Teachers: The teachers helped to contribute in making the presentations. They were able to refer parents to view the videos if they had questions about the strategies being used in the classroom. Professional development feedback was that support from the instructional coach and meetings with the curriculum specialist helped them to gain a</p>
<p>Follow Up and Support:</p>		

Clearwood Junior 2021-2024

<ul style="list-style-type: none"> ● PLC's will focus on planning purposeful task selection, anticipating student strategies for solving problems, monitoring development, select and sequence student work samples, connecting student work to the overall goal of the unit/module. ● Curriculum Specialist ● Instructional Coach- Model and co-teach lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work ● Eureka Walkthrough and Leadership Support (21-22- district provided) 	<p>better understanding and have someone to go to for support. Some teachers communicated that the Mess Check strategy helped to deliver clear expectations when solving word problems and saw student growth in solving word problems.</p>
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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													

Monitoring and Evaluating

Assessments:

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

Observations:

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

Middle of the Year Monitoring Results/Areas for improvement:

Reported Results in Math Constructed Response:

4th
Diagnostic-36%
Interim-26%

5th
Diagnostic-5%
Interim-24%

Clearwood Junior 2021-2024

IReady Data % of Students At or Above Grade Level

6th
 Beginning of the Year (BOY)-13%
 Middle of the Year (MOY)-39%
 7th
 BOY-17%
 MOY-24%
 8th
 BOY-11%
 MOY-28%

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

End of the Year Results:

Mathematical Reasoning LEAP 2025 Spring 2022 Results:
 4th-49% surpassed the goal by 2%
 5th-40% surpassed the goal by 10%
 6th-31% surpassed the goal by 8%
 7th-24% met the goal
 8th-17% surpassed the goal by 4%
 All grades level met or surpassed their goal. School will work to continue to improve and maintain percentages.

Goal #2

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

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 th	49%	51%	53%	55%

Clearwood Junior 2021-2024

5 th	41%	43%	45%	47%
6 th	45%	47%	49%	51%
7 th	48%	50%	52%	54%
8 th	45%	47%	49%	51%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● School wide Writing Strategy-RACES ● Writing Revolution <p>2022-2023: RACES strategy to focus on claims and E/S in respective grades</p> <ul style="list-style-type: none"> ● Writing within Guidebooks (Daily Writing and Unit Tasks Writing) ● Evidenced-Based Writing ● Types of Writing ● Analyzing Student Writing ● Reading Informational Text ● Support narrative writing 	<p>Resources needed: paper, pens, pencils, anchor charts, Guidebooks, student writing, data</p>	<p>Team Reflection: <u>2021-2022</u>-Teachers engaged in professional development prior to the school year starting to communicate our new writing strategy RACES. Students in all grades were taught the strategy. The strategy was supported in PLCs with the ELA instructional coach where each component of the strategy was discussed. Large colored posters where made and posted in all ELA, science, and SS classrooms to use as a visual aid and support. At the end of this year, a meeting will be held to discuss changes and implementation for next year. Professional development will be planned when we return for the 22-23 school year. The R and A of races will be addressed to communicate how these letters are where students make a claim in ELA grades 6-8. Teachers have communicated the need for more support on the differences between the E and the S and how to help students with the E and S in RACES.</p>
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Clearwood Junior 2021-2024

		<p>2022-2023-This school year a focus on the difference of narrative writing and literary analysis. Some grade level Guidebook units have a stronger focus on narrative or literary analysis. A look at incorporating the alternate type of writing more often in the curriculum will be worked on with the teachers and instructional ELA coach.</p>
<p>Parent and Family Engagement Activity:</p> <p>2021-2022</p> <ul style="list-style-type: none"> February- Online RACES schoolwide writing strategy for parents to learn what RACES is and how students are using RACES to generate strong text based writings <p>2022-2023</p> <p>March: Literacy Night (ELA/Social Studies)</p>	<p>Resources needed: Computer, teacher made presentation, paper for flyers</p> <p>stipends for teachers</p>	<p>Number of Participants: Online Total participants invited was 650. The presentation was posted on our website, a flyer was sent home, and a robocall was also sent. We realized we forgot to add a feedback form and made revisions for the next online math Title I event scheduled.</p> <p>Summary of Parent Feedback/Exit Tickets/Survey: _2 feedback forms were returned: Responses: Question #1: Did our presentation on RACES and MESS help you to understand writing and math reasoning? Why or why not? -Yes, because it breaks everything down so the children can better understand -Yes, it helps students learn the concept of writing and solving math problems Question #2: What other digital presentations would you like to see? -more math presentations -None. Thank you. Keep doing what you have been doing. My son is doing great!</p>
<p>Professional Development: Provided by Instructional Coach:</p> <ul style="list-style-type: none"> ELA Content Leader Module 5 Developing Writing and Language Skills Using the Writing Rubric and the Modified Writing Rubric 	<p>Resources needed: paper, pens, pencils, anchor charts, Guidebook; Plain Talk registration</p>	<p>Feedback from Teachers: -Plain Talk-The teachers thoroughly enjoyed the Plain Talk conference. One teacher reported bringing back many new writing strategies and mini lessons to support her students in writing. Another teacher voiced that a session on literacy development was eye opening to her and she was</p>

Clearwood Junior 2021-2024

<ul style="list-style-type: none"> ● Lesson Planning for Writing within Guidebooks ● RACES Strategy ● Plain Talk Literacy Conference-4 teachers will attend; 2 each day ● Writing Revolution Professional Development provided by the district 		<p>working on incorporating a new fluency routine in her classroom.</p> <p>-The RACES strategy –Teachers report more students are getting the hang of using the strategy and are hopeful that next year having all grade level students use it will reduce time needed to teach students how to use the strategy.</p> <p>-Teachers liked the time with the instructional coach and in PLCs to plan and script out their lessons together collaboratively.</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Developing writing prompts ● Analyze student writing samples and LEAP rubric ● PLCs will focus on <ul style="list-style-type: none"> ➤ planning for writing instruction (within GB lessons/unit) ➤ using common assessments to evaluate writing and TWR strategies ➤ analyzing student writing using the writing rubric ➤ tracking student writing <p>Instructional Coach- Model writing lessons</p>		

Budgets used to support this activity:

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

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 4th -8th ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric

Clearwood Junior 2021-2024

- 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)

- Instructional Coach provides support and feedback through observations, mentoring, and co-teaching

Middle of the Year Monitoring Results/Areas for improvement:

Reported Results in ELA Written Expression:

4th
Diagnostic-2.5/19

Interim-6.1/19

5th
Diagnostic-4.3/19

Interim-8.1/19

6th
Diagnostic: 5.4/19

Interim:8.4/19

7th
Diagnostic: 5.8/15

Interim:7.7/15

8th
Diagnostic: 3.3/15

Interim: 9.8/15

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

End of the Year Results:

Mathematical Reasoning LEAP 2025 Spring 2022 Results:

4th-45% decreased by 6%

5th-43% surpassed the goal by 4%

6th-47% surpassed the goal by 15%

7th-50% surpassed the goal by 23%

Clearwood Junior 2021-2024

8th-47% surpassed the goal by 8%

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

Goal #3

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

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th Compare and Solve Problems with Fractions	45%	47%	49%	51%
5th Interpret Fractions	45%	47%	49%	51%
6th Ratio & Rate	29%	31%	33%	35%
7th Analyze Proportional Relationships	25%	27%	29%	31%
8th Solving Linear	3%	5%	7%	9%

Clearwood Junior 2021-2024

Equations & Systems of Linear Equations						
<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Math Content Leader Module Topics- <ul style="list-style-type: none"> 4th Compare and Solve Problems with Fractions 5th-Interpret Fractions, Place Value, and Scaling ● Instructional Coach Support ● Use of Equip to support small group instruction ● Eureka Walkthroughs 					<p>Resources needed: paper, pens, pencils, anchor charts, math manipulatives</p>	<p>Team Reflection: 2021-2022-Teachers engaged in professional development prior to the school year starting to communicate our new writing strategy MESS check. Students in all grades were taught the strategy. The strategy was supported in PLCs with the math instructional coach where each component of the strategy was discussed. Large colored posters where made and posted in all math classrooms to use as a visual aid and support. At the end of this year, a meeting will be held to discuss changes and implementation for next year. Professional development will be planned when we return for the 22-23 school year. 2022-2023-To support sub content categories, teachers will be utilizing small groups and intervention time within their instructional block with support from the instructional coach. 4th and 5th grade will use Equip to help support students.</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● March-Online Math Event on MESS Check Strategy for Parents to view <p>2022-2023 February: Math Take Home Activity with deck of cards for fraction games</p>					<p>Resources needed: paper, computer, teacher created presentation, decks of cards, paper, Ziploc bags, pencils</p> <p>2022-2023 Paper, computer, teacher created presentation,</p>	<p>Number of Participants: Total participants invited was 650. The presentation was posted on our website, a flyer was sent home, and a robocall was also sent. We revised the flyer from our last online event to include a feedback form on the back and/or invited them to email the assistant principal.</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>

Clearwood Junior 2021-2024

	<p>decks of cards, paper, Ziploc bags, pencils</p>	<p>_2 feedback forms were returned: Responses: Question #1: Did our presentation on RACES and MESS help you to understand writing and math reasoning? Why or why not? -Yes, because it breaks everything down so the children can better understand -Yes, it helps students learn the concept of writing and solving math problems Question #2: What other digital presentations would you like to see? -more math presentations -None. Thank you. Keep doing what you have been doing. My son is doing great!</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Mathematical Practices- Focused primarily on MP.1, MP.3, & MP.6 ● Orchestrating and Facilitating 5 Practices of Productive Mathematical Discourse ● Examining Mistakes/Misconceptions for Effective Feedback ● Precision in Mathematical Language ● Mess Check Strategy 	<p>Resources needed: paper, pens, pencils, anchor charts, math manipulatives</p>	<p>Feedback from Teachers: Professional development feedback was that support from the instructional coach and meetings with the curriculum specialist helped them to gain a better understanding and have someone to go to for support. Some teachers communicated that the Mess Check strategy helped to deliver clear expectations when solving word problems and saw student growth in solving word problems.</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLC's will focus on planning purposeful task selection, anticipating student strategies for solving problems, monitoring development, select and sequence student work samples, connecting student work to the overall goal of the unit/module. ● Instructional Coach- Model and co-teach lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
<p>Monitoring and Evaluating</p>														

Clearwood Junior 2021-2024

Assessments:

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

Observations:

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

Middle of the Year Monitoring Results/Areas for improvement:

4th
Diagnostic-36%
Interim-26%

5th
Diagnostic-5%
Interim-24%

IReady Data % of Students At or Above Grade Level

6th
Beginning of the Year (BOY)-13%
Middle of the Year (MOY)-39%

7th
BOY-17%
MOY-24%

8th
BOY-11%
MOY-28%

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

End of the Year Results:

Clearwood Junior 2021-2024

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

4th-50% surpassed the goal by 3%

5th-30% decreased by 17%

6th-26% decreased by 5%

7th-25% decreased by 2%

8th-10% surpassed the goal by 7%

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

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

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

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

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

Triad of Instruction:

Second Steps (4-5)

Resources needed:

Second Steps
PBIS Incentives
PBIS signage
Point Sheets
Behavioral Resources,
video camera, digital camera, lapel mics;
memory cards for cameras;

Team Reflection:

PBIS-A new character development program will be created for next school year lead by the counselor. Monthly traits will be identified to fit the needs of our students with at home connections. The counselor will create a classroom guidance calendar to push into classrooms to help support the program.
-PBIS events will continue quarterly.

Clearwood Junior 2021-2024

<p>Classroom Management Plan Weekly Social Emotional Learning on Google Classroom PBIS-Cougar Cash, Cougar Credit, Reward Events Development of classroom culture Supportive counseling not occurring on a regular basis Classroom Guidance Lessons <u>2022-2023</u> Leader in Me Program Implementation-Student will begin to create leadership binders, increase bulletin boards to display school wide goals,</p>	<p>Bluetooth/wireless boombox with microphone; Calculator pocket holder ComBind machine & spines Laminating machine Fiber Optic Jellyfish Binders Card stock Colored paper Bulletin paper Sheet protectors</p>	<p>-Teacher and students seek a monthly prize table that may be sponsored by the PTA where 4th-6th grade students can have another opportunity to spend their Cougar Cash. -Student of the Month will continue as designed and will be adding back an invitation to the parents to come to campus for a breakfast sponsored by PTA. -The PBIS committee will seek to gain more team members that represent all grade levels to begin to find new award incentives and events for students to keep novelty. -Most importantly, the PBIS team needs to focus on Tier II components of the PBIS program to further strengthen the support of Tier II Interventions. This has been noted on the PBIS yearly fidelity inventory.</p>
<p>Tier 2 (Targeted Prevention): Calming corners, calming boxes, sensory rooms, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences Two sensory rooms will be created. One on the 400 hall in the life skills lab and another in room 112. <u>Triad of Instruction:</u> Targeted social skills instruction Student specific reinforcement system Peer Based Supports Behavior Contracts Mental Health Counseling Services Individual and Group Classroom Groups Small group counseling groups Check in/Check out</p>		<p><u>Behavior Support:</u> -A behavior coach has been assigned to our school campus one day a week. We have found the one day a week support to be hard to allow the coach to follow up on suggestions and interventions with teachers. Conversations with the behavior team will be needed going into the new school year to determine how to best set up support using the behavior coach. -Students targeted through the behavior coach need a documented data collection system to determine if interventions are working.</p>
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p>		<p><u>Discipline</u> -Administration worked on providing more restorative meetings between students when conflicts arose rather than going straight to disciplinary actions. For certain situations, the</p>

Clearwood Junior 2021-2024

<p><u>Triad of Instruction:</u> FBA & BIP Safety Plan Daily, explicit social skill instruction Crisis Intervention Plans Mental Health Counseling Services Individual and Group Crisis Intervention Services CSoC (Coordinated System of Care wrap-around referral) FINS (Families in need of services referral)</p>		<p>practice in holding restorative meetings will continue into next year in lieu of disciplinary actions.</p> <p>2022-2023-Classroom counseling will begin this year. The school counselor will provide two 30-minute lessons a month to students in 4-6. Once a month lesson in grades 7 and 8. The school is working on creating a character education plan to provide proactive measures in supporting discipline.</p>
<p>Parent and Family Engagement Activity: Food Truck Friday Events</p> <p>Parents will be invited for lunch or afterschool for dinner with teachers, staff, and administration where social/emotional topics/ information on state testing will be presented to the parents.</p> <p>2022-2023</p> <p>Social/Emotional Learning Event at school-presentation from counselor, MHP, Deputy Danner</p>	<p>Resources needed: flyers; presentation; food truck reservations; bulletin paper.</p> <p>2022 – 2023</p>	<p>Participation Outcome: _ Three parents showed up to our Food Truck Event on State Testing</p> <p>Parent Feedback/Exit Tickets/Survey: -One parent reported to administrator that she wished more parents would attend these events at our school. -Another parent stated they enjoyed getting to each lunch with the teachers and learn more about state testing.</p>
<p>Professional Development: PBIS/School Expectations</p> <p>NCI trainings</p> <p>Behavior Coach supports all teachers with management and behavioral issues</p> <p>2022-2023</p> <p>Classroom Management Plan</p>	<p>Resources needed:</p>	<p>Feedback from Teachers: _Continue to get teacher buy in to help support PBIS program and handing out Cougar Cash and reinforcing behavior expectations -Work on a character education program for the entire school. Suggestion is to focus on a character trait a month and create activities as well as parent engagement activities -Working on a system to track minor behaviors such as dress code violations and small offenses</p>
<p>Follow Up and Support: Classroom Observations-Proactive Classroom Management plans Coaching</p>		

Clearwood Junior 2021-2024

Monthly team staffing		
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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:

Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan
 Every nine weeks survey the school climate and provide follow up and support to the areas most in need.
 Classroom Observations-Proactive Classroom Management plans
 Coaching
 Staffing Meetings
 Monitor OSS Rate monthly
 PBIS Meetings

Middle of the Year Monitoring Results/Areas for Improvement:

1st 9 Weeks-12% of students had office referrals
 2nd 9 Weeks-14% of students had office referrals

 Continue to reinforce PBIS expectations and identify students who need behavior support with help from the behavior coach.

End of the Year Results:

1st 9 Weeks-12% of students had office referrals
 2nd 9 Weeks-14% of students had office referrals
 3rd 9 Weeks-11% of students had office referrals
 4th 9 Weeks-8% of students had office referrals

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

STUDENTS WITH EXCEPTIONALITIES

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

Clearwood Junior 2021-2024

Goal #2 (SWE):

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

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

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

Describe policies and practices to identify disabilities early and accurately:

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

Team Reflection:

2021-2022 Continued professional development and support for SWE teachers is needed to help support the needs of SWE students.
2022-2023-To support SWE students, teachers will be utilizing small groups and intervention time within their instructional block with support from the instructional coach.

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

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

Team Reflection:

-Continued professional development and support for SWE teachers is needed to help support the needs of SWE students.

Supports and Strategies in Tier 1 (Core Instruction):

IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready, Reading Informational Nonfiction Texts

Supports and Strategies in Tier 2 (Targeted Prevention):

Amplify Instruction, IRLA, Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Ready Math (Small Group)

Resources needed:

Curriculum; binders; paper; pens/pencils; computers; Scholastic sets of nonfiction readers; Number tiles
 Math flash cards
 Magna-tiles
 Cash register
 School globe

Team Reflection:

-Monthly SWE meetings helped to deliver information to SWE teachers to help support student's needs.
 -IRLA was not able to occur due to COVID restrictions, but will be used next school year.
 -Project Read was implemented all year and growth scores are indicated with all students according to the Project Read Spreadsheet.

Clearwood Junior 2021-2024

<p>Supports and Strategies in Tier 3 (Intensive Individual): Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) Achieve 3000 (Personalized Learning Path), Eureka Equip,</p>	<p>Laminator Classic treasure chest Checkers Geo puzzles world & continents Giant magnetic graph & array chart Pattern blocks activity cards Wood block tiles Puzzles Factor triangles Science tubs (cells & solar system) Combined machine & spines 2 color printers</p> <p>2022-2023 Carpet squares Calming jelly fish Lap pad Weighted vest Body pod Inflatable peapod Sensory panel Sensory glitter storm Sensory circles Color mix Zig zag timer Button necklace Pencil toppers Happy mat Gears starter set Sticky brix set Institutional tunnel Dino-sorter eggs</p>	<p>-Achieve 3000 and Reflex will be supported next year by implementing a schoolwide reward systems as students increase Lexile level or advance levels to help build incentives for students.</p> <p>-</p>
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Clearwood Junior 2021-2024

	<p>Alphabet learning locks Learning center set Incentive charts & stickers</p>	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> February 2022-Online Title I Writing Presentation on RACES March 2022-Online Title I Math Presentation on MESS Check March 2022-Send home Scholastic Reading Books to SWE students in grades 4 & 5 <p>2022-2023</p> <ul style="list-style-type: none"> TBD: Scaffolding and Fluency Home activity for SWE students 	<p>Resources needed: Paper for activities and flyers, bulletin paper, pencils, pens, math manipulatives, texts and readings, supplies for activities</p>	<p>Participation Outcome: _ Take Home books were sent to all ELL and SWE students in grade 4 and 5. Parent Feedback/Exit Tickets/Survey: -Take Home Books were sent with an at home activity. No worksheets were completed and turned back in.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> LA Content Leader Math Content Leader 4 Strategies of Effective Learning Using the Writing Rubric and the Modified Writing Rubric Lesson planning/unit planning for Guidebooks The Writing Revolution Overview and focus on specific strategies Project Read – Phonics, Linguistics, Written Expression, Report Form Ready Gen Zearn Gizmos Eureka Math, In Sync, Affirm, Equip Ready, i-Ready Reflex Math Dibels Achieve 3000/Actively Learn Unique Learning/News 2 You Discovery Education Desmos/Calculator instruction Accountable talk/mathematical discussions SER, FBA, BIP trainings Monthly SWE consultants meetings 	<p>Resources needed: Substitutes; curriculum and intervention materials; paper; pens/pencils; computers</p>	<p>Feedback from Teachers: _Further support is requested from teachers to help address behaviors such as the new FBA process. Teachers express finding it hard sometimes to determine if a student was not able to complete assignments due to academic reasons or due to behavioral reasons such as task refusal and low motivation. -Student absences are also an issue mainly due to COVID and teachers found it hard to build upon learning when students were absent and interventions could not be done regularly especially with Project Read. -</p>

Clearwood Junior 2021-2024

Follow Up and Support: 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	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
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year (K-2)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

Middle of the Year Monitoring Results/Areas for Improvement:
 Project Read-Students are on average at Unit 6-7 scoring at least 80% or more before moving to the next unit. Some students’ data is incomplete or shows them getting to Unit 1-2 due to excessive absences.

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

Clearwood Junior 2021-2024

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

End of the Year Results:

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

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

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

LEAP CONNECT SCORES-16 total students
 Near Goal-5/16-31%
 At Goal- 2/16-12.5%
 Above Goal-9/16-56%

LEAP 2025-Spring 2021 Results
 ELA-22.2% missing the goal by .4.
 Math-11.4% missing the goal by 4%.
 Math support focusing on SWE students and providing small group and intervention time during the instructional block.

ENGLISH LEARNERS

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

Goal #3 (English Learners):

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

Supports and Strategies in Tier 1 (Core Instruction):

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

Resources needed:

computers; paper/pens;
 online programs; Spanish

Team Reflection:

-The ELL population at Clearwood has grown from last year. Our ESL teacher was vital in helping ELL students be successful. She would translate

Clearwood Junior 2021-2024

<p>Grades K - 6: full English language immersion with push-in support</p> <p>Grades 7-12: scheduling ESL class - up to two class periods for junior high and up to three class periods for high school, depending on the needs of each student</p> <p>Programs include:</p> <ul style="list-style-type: none"> Language Power (utilized in grades 5 - 12) Achieve 3000 Newcomers Rosetta Stone Scholastic Non Fiction Reader Sets 	<p>versions of Scholastic nonfiction text sets</p>	<p>documents and parent communication between teachers and students.</p> <p>2022-2023-To support EL students, teachers will be utilizing small groups and intervention time within their instructional block with support from the instructional coach.</p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <p>Programs include:</p> <ul style="list-style-type: none"> Achieve 3000 <p>2022-2023</p> <ul style="list-style-type: none"> IRLA 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <p>If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <p>Programs include:</p> <ul style="list-style-type: none"> Project Read IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity:</p> <p>Intentional efforts to welcome EL families into the schools, i.e.:</p>	<p>Resources needed:</p> <p>Paper for activities and flyers, bulletin paper, pencils, pens, math</p>	<p>Participation Outcome:</p> <ul style="list-style-type: none"> -Online ELA and Math Digital Presentations interpreted in Spanish -# of participants are unknown

Clearwood Junior 2021-2024

<ul style="list-style-type: none"> ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Spanish versions of Scholastic nonfiction text sets ● RACES/MESS strategies in Spanish <p>2022-2023</p> <ul style="list-style-type: none"> ● October: Math and Science Night ● March: Literacy Night 	manipulatives, texts and readings, supplies for activities	<p>Parent Feedback/Exit Tickets/Survey:</p> -No feedback acquired												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed:</p> curriculum; paper/pens; computers	<p>Feedback from Teachers:</p> -The ESL teacher is wonderful in providing support for teachers. She is willing to assist and help translate information. She pulls students on her own to help them review for tests and work on assignments they need help with. -We have two staff members who are willing to help												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom ● ESL teacher available to support teachers in meeting EL students' needs 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													
<p>Data used to Evaluate Goal: ELPS screeners to begin services initial ELPS screener for new students to the state of Louisiana ELPT - administered every February LEAP/ LEAP Connect</p>														
<p>Middle of the Year Monitoring Results/Areas for Improvement: 5 of the 7 students tested on the ELPT showed growth in categories. The ELL teacher will monitor student progress bi-quarterly and quarterly.</p>														

Clearwood Junior 2021-2024

End of the Year Results:

5 of the 7 students tested on the ELPT showed growth in categories.

4. PARENT AND FAMILY ENGAGEMENT

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

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

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

2022-2023

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

Clearwood Junior 2021-2024

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

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

Resources Needed to Support Parent and Family Engagement:

- Activity materials will be needed for each event.

Budgets used to support this activity:

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

Team Reflection:

Meet and Greet and WFE Transition Night had the largest parent participation.
 The literacy take home books and Food Truck Event had the smallest parent participation.

For next year the following PFE Activities are Planned:

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

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

Diagnostic Readiness assessment (SLT) data

LEAP 360 data

LEAP 2025 data (scaled score)

SAT data

Achieve 3000 data

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

Report Card grades

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

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

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

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

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

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

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

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

- Progress monitoring

Clearwood Junior 2021-2024

- Monthly intervention reports

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

Computers/Chromebooks, Intervention materials, curriculum support

Middle of the Year Monitoring Results:

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

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

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

End of the Year Results:

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

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

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

6. SUPPORT AND EXTENDED LEARNING

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

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

Resources needed:

2021-2022

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

2022-2023

Baseballs
 Softballs
 Footballs
 Volleyballs
 Basketballs
 Badminton racquets
 Badminton portable net
 Badminton shuttlecocks
 Whiffle balls
 Recorders
 Band instruments
 Pushup counter
 Soccer balls
 Pickleball set

Clearwood Junior 2021-2024

													Eclipse ball set Croquet set Bucket ball set Corn hole set		
Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.): <ul style="list-style-type: none"> None for 2021-2022 school year due to COVID restrictions 													Resources needed: None due to COVID		
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X	X														
List programs that need to be evaluated and what data will be used to monitor and evaluate:															
Middle of the Year Monitoring Results/Areas for Improvement: Due to COVID, there were no extended learning opportunities .															
End of the Year Results: Due to COVID, there were no extended learning opportunities .															

7. COUNSELING SERVICES

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

Services Provided by Mental Health Provider(s): <ul style="list-style-type: none"> Due to the transient and often unstable environments our students sometimes experience a full-time MHP will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and work with the MHP for a varied amount of time. 	Resources needed: paper, Second Steps Curriculum
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Clearwood Junior 2021-2024

Services Provided by Counselor(s): <ul style="list-style-type: none"> Involved in the SBLC process to assist students with academic and emotional needs as well as monitors 504 plans. Collaborates closely with MHP to meet the emotional needs of all students. Individual and small group sessions. State mandated presentations are delivered throughout the year. Whole class guidance lessons are also scheduled to address social and emotional needs of the student population. 											Resources needed: paper, Second Steps Curriculum				
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X	X														
Team Reflection: -A classroom guidance schedule will be created for in class lessons for all grades. -A schoolwide character education program will be created and implemented for next school year.															

8. TRANSITION ACTIVITIES

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

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

Transition Activities for Students: <ul style="list-style-type: none"> SWE students will visit high schools they will attend: Northshore High, Slidell High, or Pearl River High; parents are invited to attend with SWE students. If visits can not occur, support staff from the high school will be invited to meet the students who will attend the high school as well as set up meetings with parents and staff. 											Resources needed: paper for flyers				
Parent and Family Engagement Activity: <ul style="list-style-type: none"> 4th and 5th grade Meet and Greet will be set up to invite parents and students from feeder schools: Whispering Forest and Alton to allow students to visit our school and teachers as well as receive a tour of the school. Incoming 3rd Grade Students from WFE are invited for a Transition Night in May. 											Resources needed: paper for flyers				

Participation Results:
 76 families from WFE attended the Transition Night. Feedback was positive from parents expressing how much they enjoyed the event and how they felt welcome from the moment they arrived. A math and ELA activity was prepared in the 4th grade teachers classrooms for

Clearwood Junior 2021-2024

Feedback from Parents/Families:

Feedback was positive from parents expressing how much they enjoyed the event and how they felt welcome from the moment they arrived. Most forms turned in where empty in the feedback box. Some comments written were, "Great job!", "Thank you, we enjoyed this!"

Budgets used to support this activity:

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

9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

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

Resources needed:

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

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

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

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

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

End of the Year Feedback from Teachers:

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

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

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

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

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

Clearwood Junior 2021-2024

Areas for Improvement:

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

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

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

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

Resources needed: handouts

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

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

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

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

End of the Year Feedback from Teachers:

Eureka and Ready Math Walkthroughs and PDs were the most beneficial professional developments the math teachers said they have attended in a long time. They learned specific ways to structure and improve their math lessons and blocks.
 Science and social studies teachers said the curriculum specialists’ professional development was beneficial in learning how the curriculum appeared in the Google Classroom and how to best plan for instruction.
 4th grade ELA teachers attended a Plain Talk professional development where they said they learned a lot of literacy strategies that they were excited to implement into their classrooms specifically strategies to support writing instruction.

Possible PD needs for next school year:

Behavior Point Sheets
 Reading Evaluation Reports
 FBA Process
 Incorporating Technology Appropriately in Instruction

11. SCHOOL ADVANCEMENT PLANNING

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

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

2022-2023

2022-2023

Clearwood Junior 2021-2024

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

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

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

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

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

2021-2024 Committee Members

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

Clearwood Junior 2021-2024

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

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

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date