

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Creekside Junior High



St. Tammany Parish Public Schools

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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
The DACI is consistently the higher index from year to year. From 2012-13 through 2015-16, the score consistently grew. From 2012-13 to 2016-17 the net gain was 3.3 points.	The DACI fell by 1.9 points from 2015-16 to 2016-17. CRT Assessment Index fell from 2015-16 to 2016-17 by 12.9 points. It had grown by 3.9 points from 2014-15 to 2015-16.
8th Science and Social Studies index scores have increased for 2 years. Science increased by 6.0 points; Social Studies increased by 8.8 points. Algebra 1 increased by 55.3 points from 15-16 to 16-17. Expulsion rate for 7th grade was 0% in 12-13 to 16-17; 8th grade was also 0%.	7th ELA Index declined by 6.5 points from 13-14 to 16-17. 8th Math Index declined by 18 points from 14-15 to 17-18.
8th ELA Index and 7th/8th Science Index scores are a strength. 8th grade Science increased by 7.6 points in 14/15 to 16/17. The ELA subclaim strengths were in Vocabulary and Written Performance.	6th Math Subclaim weakness in Expressing Mathematical Reasoning had 10% scoring Mastery/Advanced; 6th ELA Subclaim weakness in Informational Text with only 18% scoring Mastery/Advanced; 8th Math Subclaim weakness in Major Content with 12% and Additional & Supporting Content with 11% Mastery/Advanced.
From 14/15 to 16/17 - 8th ELA improved; 14/15 - 8th ELA up from 6/7/8. 15/16-16/17 - 7th ELA went down but improved substantially in 8th the next year.	ELA Subclaim weaknesses for 6th in Informational Text, 7th in Written Expression, and 8th in Literary Text; Math Subclaim weaknesses for 6th in Expressing Math Reasoning, 7th in Major Content, and 8th in Major Content and Additional and Supporting Content.
6th Math Whole School, 6th ELA White (except 15/16) were the highest performing subgroups, 7th grade ELA/Math White Subgroup was the highest performing subgroup, 8th grade ELA/Math White and Hispanic subgroups are a potential strength.	WS-SWD, ELA MATH Historically low; 6th SWD ELA & Math low except in 16/17; Math Black; 7th SWD ELA 7th SWD Math last 3 yrs. 8th SWD ELA & Math have been low performing subgroups
Whole School Hispanic subgroup; 6th grade Math SWD; 7th grade Math Black; 8th ELA Black subgroups showed growth.	7th ELA ED; Math WS white, WS SWD, 8th WS, 8th white, 8th ED, 8th SWD are potential subgroup weaknesses due to declining percent proficiency trends.
ELA Achievement gap improved for Black subgroup in 15/16 gap was 10.9% and in 16/17 0%; Math Achievement gap improved for SWD; in 15/16 the gap was 34.0% and in 16/17 the gap was 28.9%.	Achievement gaps have increased for ELA: WS 14/15 4.2 & 15/16 11.6, White 14/15 3.5 & 15/16 12.1, ED 14/15 9.1 & 15/16 13.0; Math: SWD 13/14 28.7, 14/15 34.2
From 14/15 - 16/17, ELA has been higher than Math for all subgroups, even though the ELA % proficient dropped from 15/16 to 16/17.	From 14/15 - 16/17, Math has been lower than ELA for all subgroups even though the Math % proficient dropped from 15/16-16/17.

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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From Spring of 2017 to Spring of 2018, our school will increase the ELA indexes by 5% on LEAP. 6th grade: 52.2 to 55.1; 7th grade: 77 to 80.9; 8th grade 82.6 to 86.7.
2. From Spring of 2017 to Spring of 2018, our school will increase the Math indexes by 5% on LEAP. 6th grade: 46.1 to 48.4; 7th grade: 71.3 to 74.9; 8th grade 62.0 to 65.1.
3. From Spring of 2017 to Spring 2018, our school will increase the black and student with disabilities subgroup index by 8% on LEAP. Black from 55.8 to 60.3; Students with disabilities from 52.4 to 56.6.
4. The Out of School Suspension Rate for all grades (6-8) will decrease by at least 2.5% (from 21.9% to 19.4%) in 2017-2018.
- 5.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA executive board monthly meetings • Opportunities for parents to view SIP and offer feedback <ul style="list-style-type: none"> *Put SIP plan on school website *Hold meeting to show SIP and discuss (January 23, 2018) * Gator Dad Meetings (January 5, 2018; March 16, 2018) 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Sign-in Sheets</p>	<p>Effectiveness Measure: Sign-in Sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parent/teacher conferences • SAT • IEP meetings • IAP meetings • PTA • Scheduling request forms annually 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III 	<p>Items Needed: Sign-in Sheets Surveys Tickets out the door Calendar of scheduled conferences</p>	<p>Effectiveness Measure: Number of scheduling requests returned Parent surveys/exit tickets Number of parent/teacher conferences and contacts</p>

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<ul style="list-style-type: none"> 8th grade scheduling night with parents and high school representatives 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Sign-in Sheets <hr/> Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> 6th grade orientation Open House 6th Grade Parent Information Guide (PIG) School Wires teacher websites that parents have 24/7 access. Student Progress Center where parents have 24/7 access to student grades in real time School website Report Cards Robocalls 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> Robocalls Letters regarding Orientation PIG	<p>Effectiveness Measure:</p> Pre/post surveys about information for 6 th grade parents Printout of robocalls <hr/> Effectiveness Results:
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p> Teacher welcome letters and syllabus	<p>Effectiveness Measure:</p> Sign-in sheets

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Parent Surveys as "Ticket Out the Door"</p>	<p>Effectiveness Measure: Sign-In Sheets Results from Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Accessing Student Progress Center and how to understand it. Open House- August 21, 2017 6PM 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Robocall Sign-in sheet</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets from teachers' classes</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Curriculum changes in Science and ELA – December 11, 2018 5pm 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Computer with projector Robocall</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets Exit out the door survey</p> <p>Printout of robocall</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> A Look at LEAP 2025 using LEAP online tools training with changes in scoring February 1, 2018 6PM 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computer access</p> <p>Robocall</p>	<p>Effectiveness Measure:</p> <p>Sign-in sheets Exit out the door survey Printout of Robocall</p> <hr/> <p>Effectiveness Results:</p>
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3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • PLC- departments meet for collaborative planning as well as with the curriculum specialist for that subject area • Guidebook 2.0- • Moodle- used to integrate technology into the course instruction and assessments • R.A.C.E. Strategy- used as a writing strategy to improve students’ written responses • Classroom Size Reduction Teacher- used to reduce size of social studies classrooms • Graphic Organizers/Thinking Maps- strategies used to organize students’ thoughts in all subjects • Document Based Questions- students practice citing evidence from multiple sources to prove their answers • Fast ForWord provided as an elective for students struggling with reading skills. • Math study skills classes will be used to help students struggling with math concepts. Reflex Math will be part of this curriculum. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Guidebooks and resources RACE posters Fast ForWord and Achieve 300 licenses Computers Thinking Map posters and manuals Reflex Math licenses KIT Tutor CSR Teacher</p>	<p>Effectiveness Measure:</p> <p>FF – compared beginning and ending RPI</p> <p>Achieve 3000 – compare beginning and ending lexile levels</p> <p>Reflex math - facts gained</p> <hr/> <p>Effectiveness Results:</p> <p>Sign-in Sheets for PLCs</p>

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<ul style="list-style-type: none"> • Achieve 3000 will be used in elective courses such as Reading 1 and will be infused into ELA and Social Studies courses. • Use writing strategies across the curriculum including graphic organizers and RACES • KIT tutoring available to kids in transition • Math sprints to increase basic math skills • Use of ticket out the door as immediate feedback on student understanding to plan and adjust instruction to meet the standards. • Write for the Future- writing plan to create well -structured and content rich written compositions 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • PLC- departments meet to plan common assessments, item analysis of LEAP strands, and LEAP data analysis to determine students who need academic support/intervention through classes offered. • LEAP 360 for ELA and Math • Readiness Assessments for Science and Social Studies • Weekly Teacher Assessments 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Sign-in Sheets Minutes of meetings</p> <hr/> <p>Effectiveness Results:</p> <p>Grades Data Spreadsheets with LEAP 360 and Readiness Assessment scores</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • LEAP data analysis to determine need for academic intervention for students repeating a grade and with discipline histories. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>LEAP scores Discipline History</p>	<p>Effectiveness Measure:</p> <p>Pre-Sat logs SAT logs Discipline Information Post-meeting survey for SAT</p>

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<ul style="list-style-type: none"> • Weekly Teacher Assessments tied to classroom performance • Pre-SAT meetings (parent/student conferences) • SAT Process recommended by parent, teacher, or administration. Participants: SAT chair, counselor, regular education teacher, PAS representative, parent, child, and others as requested such as SLP, OT, MHP, etc. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Read Write Gold- allows students to access curriculum and receive feedback, improves spelling and reading skills, and allows students to have text read to them. • Resource and Inclusion classes for special education students as identified under IDEA • 504 students or Tier II students in “inclusion” classes • Reflex Math, Fast ForWord, Achieve 3000 • YES class- class designed for students that have not been identified as special education or may be older than most that need a smaller setting for academics • Study Skills • Reading 1 • Math Skills classes- a block math class for 6th, 7th and 8th for students that have been identified as having a math weakness • Gator Card-Check in/Check Out – for students who need a mentor teacher to check on them with their three goals which are designated individually • Peer Buddy- students assigned to assist a student within the classroom • NCR paper- for copies of peer notes for students with handwriting or receptive language problems • Copies of teacher notes • Frayer models to help students understanding of vocabulary • Student planners with student and parent signatures to indicate work/homework/tests 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Computer access RWG link Gator Cards Fast ForWord, Achieve 3000, and Reflex Math licenses LEAP DATA Report card grades</p>	<p>Effectiveness Measure:</p> <p>AT log Class Rosters with grades/LEAP comparisons from previous year to present Pre-post assessments for Achieve 3000/Fast ForWord and Reflex math with either lexiles, RPI, or performance growth</p> <hr/> <p>Effectiveness Results:</p> <p>Completed Gator Cards</p>

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Referral to Assistive Technology Team for assessment of need for Communication, Written Expression, Reading Difficulty, Listening Difficulty, and ability to access the academic environment • Referral for possible 504 and/or 1508 evaluation • LRE checklist for possible move to a more restrictive environment for students in special education • Re-evaluation for additional concerns and possible change in classification • Referral to MHP • Referral to an outside agency such as counseling, Families in Need of Services (FINS), Youth Service Bureau (YSB), etc 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Referral forms LRE checklist MHP referral forms and consent forms List of agencies to provide to parents SAT packet for 1508 Evaluation</p>	<p>Effectiveness Measure:</p> <p>SAT Log AT log</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • In place of an elective, LEP students will be scheduled with an ESL teacher for one hour per day • ESL accommodations per individual students given to their teachers 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computers ESL accommodations</p>	<p>Effectiveness Measure:</p> <p>Grades ELPT scores LEAP scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • MAE – Management in Alternative Education for special education students meeting that need • Mild/Moderate teachers inclusive of resource, inclusion and self-contained for the more moderate students 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Grades ELPT Scores LEAP Scores</p>

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<ul style="list-style-type: none"> • YES – Youth for Education Success – smaller PTR to assist students that have repeated one or more grade and/or have scored below expectations on LEAP tests • Classroom Sized Reduction (CSR) teacher- Title II grant-used to lower numbers in social studies classes due to inclusion of students who receive special education services in the general curriculum for social studies • ESL classes for one hour every day of the school week to assist those students with learning the English language and to help with progress in regular classes 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Field Trips connected to one or more of the core curriculum • Shuffler’s Anonymous – after school card games for students who enjoy Pokemon, Yugioh, traditional cards, etc. This provides those students with the opportunity for socialization especially since most of these students do not participate in sports or other extra-curricular activities. • KIT – Kids In Transition (McKinney-Vento Act) – pullout program during the identified students’ elective classes to remediate those classes for students maintaining a “D” or “F” average at report card distribution • Saturday Support – students are assigned due to behavior and are given remediation work with supervision of a certified teacher • Attendance Recovery- offered after school for an hour and on Saturdays from 8-12 for students to “make up” too many unexcused absences, per LDOE directive. Teachers provide make-up work and are supervised by a certified teacher. • Extended School Year Program (ESYP) for students receiving special education services who meet the criteria. • Academic Assistance- students who are missing academic assignments are given an academic assistance to report for the last 15 minutes of lunch or after school to complete these assignments. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>Helium Latex Balloon Go-Pro GPS tracking KIT tutor Robotics Grant Money</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> <p>Balloon Launch Video</p> <p>Number of students registered for ASP</p> <p>Seat-Time logs</p> <p>Saturday Support Logs</p> <p>Academic Olympic roster</p> <p>Sign-in sheets for clubs</p>

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<ul style="list-style-type: none"> • Mathletes – for strong math student to participate in math enrichment and compete against other students in the parish • Academic Olympics- students are recommended by their core teachers to compete against other students in the parish • Robotics- students “try out” for this and design robots, etc and compete against others in the parish and have the opportunity to compete against others in the state • Science Olympiad- students must be recommended and participate through practice and then compete against other schools • Book-Talks and Literary Circles –In the classrooms, ELA teachers in conjunction with the school’s librarian introduce literature and different genres to students and have collegial discussions to peak their interest in reading in the hopes to encourage students to read outside the classroom and with an emphasis on improving reading skills • Library Club- Lead by the librarian in which students read selected books and discuss them. The club also works on promoting reading throughout the school by creating posters. • Chess Club – any students interested in joining the chess club may do so. This club helps with not only critical thinking skills but fosters socialization skills. • History Club- any students may join this club. Students learn about different events in history and gives the teacher the opportunity to go more in-depth on topics that interest students. • Fast ForWord Summer Program- although this program is not at our school, we make recommendations to parents for students who qualify to attend • ASP- Academic Summer Program- although this program is not at our school, we make recommendations for students in 8th grade needing remediation in ELA or Math to attend prior to going to high school 				
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<ul style="list-style-type: none"> • Weather Balloon Launch – students research during school and after school in preparation of launching the weather balloon. Once the Go-Pro is retrieved through GPS tracking, the students gather data provided by various data points. • Gardening, Water-catchment, Sustainability, Paddlefish, Mulching- through various grants given to our gifted/honors science teacher, our students have been able to participate in gardening for sustainability, creation of water-catchment system, raising paddlefish to return to the Pearl River, and mulching. • 4H- any students interested in joining 4H may do so. They participate in various activities and community events as well as community service projects 				
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school’s students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. • School guidance counselor will help to develop coping strategies for handling conflicts and stresses students are facing in life. This will allow them to focus on their academic assignments in the classroom. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>MHP monitoring sheet</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS check in/check out Gator Card; mentor teacher-students have three goals/week and are rewarded for positive behaviors. • Student of the month luncheons, PBIS field trips, and ALI Aces are PBIS incentives for students without discipline, with perfect attendance, good grades, and for students going above and beyond the normal criterion for “Acting responsibly, Leading respectfully, and Initiating problem solving skills” • Referral to MHP and/or guidance counselor for students having behavior difficulties. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>Gator Cards Ice Cream ALI Aces Attendance reports Grade reports Discipline reports</p>	<p>Effectiveness Measure:</p> <p>Completed Gator Cards SOTM of the month list Field Trip lists List of students receiving 9 weeks “ice cream” reward JPAMS discipline reports each nine weeks</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Administrative visits to feeder schools in Spring to disseminate information about junior high, explain electives and distribute course requests • Feeder school visits in the Spring to introduce students to the campus, culture, expectations and ease transitions • High School Administration, counselor, and teachers come to Creekside to talk to 8th graders during social studies or ELA classes in order to discuss course requirements, scheduling for 9th grade year, and the diploma paths • 8th Grade Scheduling Night held at Creekside in the Spring with high school representatives where students and their parents/guardians complete their scheduling requests for either T9 or 9th grade. The high school representatives deliver course information and graduation information as well as the diploma pathways. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <p>Course Request Robocalls High School Course Description Guide High School Scheduling Card</p>	<p>Effectiveness Measure:</p> <p>Number of course request returned Sign-in Sheets Percent of students on track for 9th grade</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Moderate and MAE students visit and tour the high school campus. 6th Grade Orientation is held two days before school starts in August to disseminate information to parents about what to expect on the first day of school and beyond. Upon request of new and/or transfer students, parents may request an individual tour of the school which is given by administration, TRT, or guidance counselor. 				
<p>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Monthly PLCs by subject area- facilitated by curriculum specialists, administration and/or teacher-leaders to discuss curriculum changes, plan for common assessments, work on difficult strands, share ideas/plans for units, share materials and websites utilized, etc. Faculty Meetings in which teachers will meet by grade level or subject depending upon need or activity at the time of meeting Professional development days- two at the beginning of the school year, one in October and one in March- topics will vary depending upon information disseminated at administrative meetings and TRT meetings Pairing new teachers at Creekside with “veteran” teachers for assistance in curriculum, climate, culture, testing, etc. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Sign-in Sheets Minutes of meeting</p> <hr/> <p>Effectiveness Results:</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teacher Leaders attend conferences outside of school at the parish and state levels • Teachers attend district level sponsored PD during the summer or after school during the school year • Teachers attend PD for Achieve 3000, Fast ForWord, Special Education updates, Content Area, etc • Achieve 3000 consultant continues with PD at school during the school day several times per year • Common Planning periods by content for PD throughout the school year 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Substitutes</p>	<p>Effectiveness Measure: Sign-in sheets</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:

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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- During PLCs, teachers discuss with administration and/or TRT success and/or areas of need for programs implemented such as Study Skills, Reading 1, Math Skills blocks, YES class, Inclusion, etc.
- PBIS committee meets to discuss how PBIS interventions affects our discipline data and to make revisions to the plan as needed. This committee meets on a monthly basis in which discipline data from JPAMS is disseminated to the members of the committee.
- The committee looks at the LEAP data, Grade distribution reports, and students who are identified as Tier II to evaluate the effectiveness of implementation.

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

- By looking at grade distribution, LEAP 360 results, readiness tests, discipline, attendance, lexile levels, RPIs, and students identified at risk whether it is for academics and/or behavior, the committee determines if any adjustments must be made to increase student learning.
- The committee will meet quarterly to review any survey completed to determine our needs for our students and their parents to increase student learning and achievement.

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

- Teachers are taught how to access and print their own LEAP reports from JPAMS so they can assess from the beginning of the school year the needs of their individual students and classes as a whole. These reports give pertinent information on the strands for their students to see areas of weaknesses and strengths to plan instruction.
- Teachers can also use the LEAP 360 or Readiness tests at the beginning of the school year to drive instruction.
- Teachers give summative assessments at the end of a unit to indicate readiness for the next topic or need to reteach.

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

- Results are reported to stakeholders through the following:
 1. Ongoing Professional Development for teachers throughout the school year with dissemination of standardized test scores and data at the onset of school
 2. Once SIP has been completed, faculty meets with SIP committee team members to review plan in its entirety.

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3. PTA meets monthly with administration to discuss plans for academic achievement and to make suggestions. Once SIP has been completed, administration will review with PTA board.
4. SIP committee will invite parents and community members to attend a meeting to disseminate and discuss the plans.
5. Parent informational meetings will continue throughout the school year on the various topics in the plan with a survey to help with evaluating the plan with input from attendees.