

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Creekside  
Junior High**



**St. Tammany Parish Public Schools**

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

3/8/2019

## 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 school-wide 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
Our School Dropout Credit Accumulation Index score has been the highest for the past 3 years: 142.9 points (2016), 141 points (2017), and 142.4 points (2018).	Our school Assessment Index score has been the lowest index score for the past few years from 65.2 points (2016) to 55.5 points (2017) to 58.6 points (2018.) There was a decline of 3.1 point growth from 2017 to 2018.
Assessment Index point improvements from 2017 to 2018 are: 6th Grade ELA 42.5 to 58.5 points; 6th Grade Math 36.9 to 48.2 points; 8th Grade ELA 66.6 to 75.1 points, 8th Grade Math 52.2 to 58.8 points; and 8th Social Studies 65.2 to 73.3 points.	Assessment Index for 7th grade ELA is a potential weakness with index point decreases from 66.5 (2016) to 63.5 (2017) to 48.9 (2018). Math Assessment Index for 6 <sup>th</sup> grade 2018 is 48.2.
2018 Assessment Index Comparison for Student Growth shows point growth for all cohorts of students: 7th Grade ELA +6.4 points (48.9); 8th Grade ELA +11.6 points (75.1); 7th Grade Math +14.4 points (51.3); 8th Grade Math +0.8 points (58); 7th Grade Social Studies +8.2 points (56); and 8th Social Studies +19.6 points (73.3).	Assessment Index scores for 7th Grade ELA decreased over 2 years from 66.5 (2016) to 63.5 (2017) to 48.9 (2018). The 7th Grade ELA sub-category of Written Expression had no change at 20% proficient in 2017 and 2018, however the 2018 cohort of students in 7th Grade declined 5% from the 2017 6th grade year.
ELA is a potential strength with 8th Grade assessment index scores as follows: 2016 at 80.9, 2017 at 66.6, and 2018 at 75.1. Category/Subcategory Trend Data indicates the Vocabulary subcategory is a strength: ELA subcategory Vocabulary proficiency percentages as follows: 6th Grade 35%, 7th Grade 43%, and 8th Grade 43% proficient.	The Math assessment index is the lowest subject area with weaknesses in the subcategories of Additional/Supporting Content Category in 6th grade (13%) and 8th grade (8%) proficiency; Ratio/Rates subcategory 6th grade (13%) proficiency, Radicals/Integer Exponents/Scientific Notation 8th (12%) proficiency, and Expressions/Inequalities/Equations subcategory 6th grade (14%) and 7th grade (12%) proficiency.
The Two or More Races subgroup was the highest performing in 2018 in both ELA at 93.3 index points and Math at 60.0 points.	The Students with Disabilities subgroup was the lowest performing subgroup in 2018 in both ELA and Math, with an ELA index of 32.4 and a Math index of 27.3. The Students with Disabilities subgroup has been the lowest performing subgroup consistently from 2016 to 2018 in both ELA and Math.
A potential strength in subgroup improving index trends indicate that the Two or More Races is a potential subgroup strength with improving Math index scores from 2016 to 2018: 25.7 point (2016) to 40 (2017) to 60 (2018).	A potential weakness in subgroup declining trends indicates that 7th grade ELA is a potential subgroup weakness for the following subgroup 7th Grade ELA indexes: Black 57.8 (2016) to 55.3 (2017) to 48.7 (2018); White 66.8 (2016) to 65.2 (2017) to 49 (2018); and Economically Disadvantaged 60.3 (2016) to 56.7 (2017) to 44.2 (2018).

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<p>Potential Math achievement gap subgroup strengths are indicated in the Hispanic and Two or More Races subgroups. Hispanic gap decreased from -18.7 (2017) to -13.3 (2018). Two or More Races' gap declined from -27.7 (2016) to -11 (2017) to +6.2 (2018).</p>	<p>A potential achievement gap subgroup weakness is evident in ELA for all subgroups when compared with the Two or More Races subgroup. The ELA gap ranges from 28.3 to 60.9 points. In Math, the achievement gap increased over the past three years in the Whole School, Black, and Economically Disadvantaged subgroups from 2016 to 2018.</p>
<p>The potential Subgroup Subject Area Strength is in ELA as evidenced by higher subgroup scores in ELA compared to Math consistently from 2016 to 2018.</p>	<p>The potential subgroup subject area weakness is Math as evidenced by lower subgroup scores in Math as compared to ELA consistently from 2016 to 2018.</p>
<p><b>DATA SOURCES:</b> 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 Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. Cohort for 2018 6<sup>th</sup> grade will increase 5 Index points in Math Assessment Index from Spring 2018 to Spring 2019 (7<sup>th</sup> grade).</p>	
<p>2. The 7<sup>th</sup> grade sub-category of Written Expression will increase 10% from 20 percent proficient Spring 2018 to 22 percent proficient Spring 2019.</p>	
<p>3. The Students with Disabilities sub-group will increase from 32.4 ELA Index points to 33.4 Index Points from Spring 2018 to Spring 2019.</p>	

**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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• November 8, 2018- meet with Jill Jeffrey and her son, an 8<sup>th</sup> grader, to help provide feedback and input for our SIP.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Gator Dads Meeting – January 25<sup>th</sup></li> <li>• Breakfast with the Counselor –November 13, 2018; February 5, 2019</li> <li>• PTA Executive Board meetings and general membership</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Breakfast food</li> <li>Paper</li> <li>Pencil</li> <li>Computer</li> <li>Power point</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Post meeting surveys</li> <li>Sign-In Sheets</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Scheduling Request Forms</li> <li>• Gator Dad meetings – SIP</li> <li>• IEP meetings</li> <li>• SAT meetings</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Breakfast food</li> <li>Paper</li> <li>Pencil</li> <li>Computer</li> <li>Power point</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Post meeting surveys</li> <li>Sign-in sheets</li> <li>QAR results</li> </ul>

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<ul style="list-style-type: none"> <li>• 504 Meetings</li> <li>• Parent-Teacher Conferences</li> <li>• QAR visit</li> </ul>		<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	Internet	<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Gator Dads</li> <li>• PTA meetings</li> <li>• Coffee with Counselor</li> <li>• Robocalls</li> <li>• School Website</li> <li>• School Wires</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> Breakfast foods Coffee & supplies Paper Pencil Phones Internet	<b>Effectiveness Measure:</b> Robocall printout Sign-in sheets  <hr/> <b>Effectiveness Results:</b>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• 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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• 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.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <input checked="" type="checkbox"/> Title I <input 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	<b>Items Needed:</b> Items That May Need to Be Written & Translated include: interpreter, Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.	<b>Effectiveness Measure:</b>  <hr/> <b>Effectiveness Results:</b>

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<ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>				
<p><b>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. Include the month that the activity will take place if applicable.</b></p>				
<p><b>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Gator Dads – once per quarter on day of report card distribution – breakfast with child(ren)             <ul style="list-style-type: none"> <li>October 19, 2018: mission statement &amp; SIP</li> <li>January 11, 2019: Writing Across curriculum</li> <li>March 22, 2018: LEAP 2025 &amp; Math</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Breakfast Foods Sign in sheet Agenda</p>	<p><b>Effectiveness Measure:</b> Sign in sheet Robocall printed</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Parent Info Meetings:             <ul style="list-style-type: none"> <li>Sept 10, 2018: Standards based assessment, standards based grading, &amp; pupil progression changes</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Survey Pens Powerpoint Paper</p>	<p><b>Effectiveness Measure:</b> Parent Survey Robocall printed Sign in sheet</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <ul style="list-style-type: none"> <li>• Open House: Aug 7, 2018:           <ul style="list-style-type: none"> <li>○ curriculum discussed in classrooms</li> <li>○ student progress center</li> <li>○ school wires access via CSJH website</li> </ul> </li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Broadcast Sign in sheets Pencils Powerpoint Computers TV Projector	<b>Effectiveness Measure:</b> Robocall printed Sign in sheets  <hr/> <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 4:</b> <ul style="list-style-type: none"> <li>• Parent Info Meetings:           <ul style="list-style-type: none"> <li>○ Jan 15, 2019: Writing &amp; Guidebook Lesson Simulation</li> </ul> </li> </ul>	<b>Goal(s):</b> 2-3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Survey Pens Powerpoint Paper Computer Projector	<b>Effectiveness Measure:</b> Parent Survey Robocall printed Sign in sheet  <hr/> <b>Effectiveness Results:</b>

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<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>• Parent Info Meetings:             <ul style="list-style-type: none"> <li>○ Mar 12, 2018: LEAP 2025 Information</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Survey Pens Powerpoint Paper Projector Computer</p>	<p><b>Effectiveness Measure:</b></p> <p>Parent Survey Robocall printed Sign in sheet</p>
<p><b>Parent Family Engagement Activity 6:</b></p> <ul style="list-style-type: none"> <li>• Coffee with Counselor:             <ul style="list-style-type: none"> <li>○ November 13, 2018: Student Progress Center</li> <li>○ February 5, 2019: Good sleep &amp; study habits</li> <li>○ April 16, 2019: Pupil progression, transitions to new grade, and finishing strong</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Coffee &amp; supplies Agenda Any necessary handouts Computers Internet Microphone Projector Screen</p>	<p><b>Effectiveness Measure:</b></p> <p>Robocall Printed Sign-in sheet Parent Survey / exit ticket</p>
				<p><b>Effectiveness Results:</b></p>



**3. SCHOOLWIDE PLAN STRATEGIES**

The school-wide 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.)*

**Core Instruction**

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed Curriculum</li> <li>• Guidebooks</li> <li>• LDOE State Standards – Science</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Computers</li> <li>Internet</li> <li>Projector</li> <li>Paper</li> <li>Pencil</li> <li>Novels</li> <li>Guidebook student materials</li> <li>Calculators</li> </ul>	<p><b>Effectiveness Measure:</b> LEAP 360 readiness &amp; Interim Assessment LEAP 2025</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 2025</li> <li>• LEAP 360</li> <li>• Lexile levels (Achieve 3000)</li> <li>• RPI – Fast ForWord</li> <li>• Formative Assessments</li> <li>• Summative Assessments</li> <li>• CBAs</li> <li>• IRI - Informal Reading Inventory</li> <li>• Guidebook tasks</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels Guidebook student materials Calculators Projector Promethean / screen</p>	<p><b>Effectiveness Measure:</b> LEAP 360 Readiness &amp; Interim Assessment LEAP 2025</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Resource Classes</li> <li>• Inclusion Classes</li> <li>• Read, Write, Gold</li> <li>• Assistive Technology</li> <li>• CBAs</li> <li>• Reflex Math</li> <li>• Achieve 3000</li> <li>• Fast ForWord</li> <li>• AEM</li> <li>• LEAP Connectors (LEAP Connect Students)</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels Guidebook student materials Calculators Projector Promethean / screen</p>	<p><b>Effectiveness Measure:</b> Lexile/RPI results LEAP 360 Readiness &amp; Interim Assessment LEAP 2025 LEAP Connect</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• 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 EL student to focus on</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels</p>	<p><b>Effectiveness Measure:</b> LEAP 360 Readiness &amp; Interim Assessment LEAP 2025 ELPT</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes</li> </ul>		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	Guidebook student materials Calculators Projector Promethean / screen	<p><b>Effectiveness Results:</b></p>
<p><b><i>Interventions for At-Risk Students</i></b></p>				
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>LEAP 2025</li> <li>Academic Grades</li> <li>Discipline Records</li> <li>RPI</li> <li>Lexile</li> <li>IRI – Informal Reading Inventory</li> <li>Math CBAs</li> <li>AT Checklist</li> <li>Communication Screener/Checklist</li> <li>Summative/ Formative Assessment</li> <li>LEAP 360</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> Computers Internet Paper Pencil Novels Guidebook student materials Calculators Projector Promethean / screen	<p><b>Effectiveness Measure:</b> LEAP 360 Readiness &amp; Interim Assessment LEAP 2025</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>Fast ForWord</li> <li>Achieve 3000</li> <li>Reflex Math</li> <li>Math Skills</li> <li>KIT tutoring</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b></p> Computers Internet Paper Pencil Novels	<p><b>Effectiveness Measure:</b> LEAP 360 Readiness &amp; Interim Assessment LEAP 2025</p>

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<ul style="list-style-type: none"> <li>• Read, Write, Gold</li> <li>• Laptop/Computers in classes</li> <li>• Prodigy</li> <li>• Math Sprints</li> <li>• Student Planner</li> <li>• Gator card check-in/check out</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	Guidebook student materials Calculators Student Planners Gator Card Projector Promethean / screen	<b>Effectiveness Results:</b>
<b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b> <ul style="list-style-type: none"> <li>• TAT</li> <li>• SAT</li> <li>• Gator Card Check-In/Check-out</li> <li>• RTI form</li> <li>• FBA/BIP</li> <li>• Grade Level Meetings at interim time to discuss student progress or regression</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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	<b>Items Needed:</b> Computers Internet Paper Pencil Novels Guidebook student materials Calculators Gator Cards	<b>Effectiveness Measure:</b> LEAP 360 Readiness & Interim Assessment LEAP 2025 Discipline Reports Grades <hr/> <b>Effectiveness Results:</b>
<b>Interventions Specific to <u>Students with Disabilities:</u></b> <ul style="list-style-type: none"> <li>• Resource Classes</li> <li>• Inclusion Classes</li> <li>• Paraprofessionals</li> <li>• Reflex Math</li> <li>• Achieve 3000</li> <li>• Fast ForWord</li> <li>• Read, Write, Gold</li> <li>• AT</li> </ul>	<b>Goal(s):</b> 1-3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Computers Internet Paper Pencil Novels Guidebook student materials Calculators Projector Promethean / screen	<b>Effectiveness Measure:</b> LEAP 360 Readiness & Interim Assessment LEAP 2025 CBAs RPIs Lexile Scores IRI <hr/> <b>Effectiveness Results:</b>

**Creekside Junior High 2018-2019**

<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• We have an EL teacher daily for 1 period</li> <li>• Computers in EL class</li> <li>• Student Planner</li> <li>• EL curriculum</li> <li>• Achieve 3000</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels Guidebook student materials Calculators Student Planner Projector Promethean / screen</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 360 readiness &amp; Interim Assessment LEAP 2025 ELPT Lexile Level</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Achieve 3000</li> <li>• Fast ForWord</li> <li>• Acceleration to Algebra</li> <li>• Talented Art/Music/Theatre</li> <li>• Gifted/Honors Math/ELA/Science</li> <li>• Carnegie Unit Courses: World Geography, Art, AgriScience, Basic Career Readiness, Band, Chorus, Spanish I, Piano I, Algebra I,</li> <li>• VI services</li> <li>• OT services</li> <li>• KIT</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels Guidebook student materials Calculators</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 360 readiness &amp; Interim Assessment LEAP 2025</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Creekside Junior High 2018-2019**

<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Recess and after school tutoring</li> <li>• Field Trips (Renaissance Festival, Professional Athletic Events, WWII museum, Coastal Restoration, Booker Fowler Hatchery)</li> <li>• Mathletes</li> <li>• Academic Olympics</li> <li>• History Club</li> <li>• FFA (activities, conventions, &amp; competitions)</li> <li>• 4H</li> <li>• Honor Society</li> <li>• Student Counsel</li> <li>• Chess Club</li> <li>• Library Club</li> <li>• Next Generation</li> <li>• Science Olympiads</li> <li>• Supplemental Programs including: music, PE, art, library</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Paper Pencil Novels Guidebook student materials Calculators Busses</p>	<p><b>Effectiveness Measure:</b> LEAP 360 Readiness &amp; Interim Assessment LEAP 2025</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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 will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computer Specified Software</p>	<p><b>Effectiveness Measure:</b> Report Cards Attendance Records Discipline Records Point Cards</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Creekside Junior High 2018-2019**

<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• Students at risk for truancy</li> <li>• Gator Card Check-in/check-out</li> <li>• Weekly meetings with individual students</li> <li>• Career Education</li> <li>• Safe and Drug Free Schools</li> <li>• Anti-bullying</li> <li>• Safety Plans</li> <li>• Threats of Violence</li> <li>• Necessities Pantry (food, clothing, hygiene materials, etc for needy students)</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Gator Cards</li> <li>Rewards</li> <li>Pantry Stock</li> <li>Appropriate Forms</li> <li>Phone</li> <li>Internet</li> <li>Computer</li> <li>Pens</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Attendance Records</li> <li>Student Grades</li> <li>Point Cards</li> <li>Discipline Reports</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
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**Implementation of a school-wide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS (Positive Behavior Intervention Support) &amp; Ali Aces</li> <li>• ISS (In-School-Support)</li> <li>• Saturday Support</li> <li>• Academic Assistance</li> <li>• After School Support</li> <li>• Counselor</li> <li>• MHP (Mental Health Provider)</li> <li>• Gator Card Check-in / check-out</li> <li>• Reassign seating</li> <li>• FBA/BIPs</li> <li>• Student of the Month (SOTM)</li> <li>• Schedule Changes</li> <li>• Quarterly ice cream</li> <li>• Parent Teacher Conferences / phone call</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Ali Aces</li> <li>Ice Cream</li> <li>Gator Cards</li> <li>FBA's</li> <li>SOTM rewards</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Discipline Reports</li> <li>Gator Point Cards</li> <li>SOTM Nominations</li> <li>Teacher Call Logs / conference notes</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
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**Creekside Junior High 2018-2019**

<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Visits to feeder schools by Administrator and counselor</li> <li>• 5<sup>th</sup> grade Orientation – May at Creekside</li> <li>• 6<sup>th</sup> grade Orientation – August at Creekside</li> <li>• PRHS administrator and counselor spend a day at CSJH in March</li> <li>• 8<sup>th</sup> grade Scheduling Night – March at PRHS</li> <li>•</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Agenda</li> <li>Computer</li> <li>Paper</li> <li>Pencils</li> <li>TOPS requirements</li> <li>Graduation requirements</li> <li>Power Point</li> <li>Projector</li> <li>Promethean / screen</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Printed Robocall</li> <li>Returned Scheduling forms</li> <li>Sign-in sheets</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>



## Professional Development

**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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Content Level – Monthly September to March – ½ day substitutes – data analysis, assessments, assessment rigor, student success on assessments, content rigor,</li> <li>• Grade Level – quarterly – after school: student achievement</li> <li>• Roles – administration and teachers alternate leading and agenda setting</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Internet Student Progress Center Student Data Promethean / screen Projectors</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 360 LEAP 2025 Sign-in sheets PLC documentation</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Technology (Moodle, Promethean, Excel, Gizmos, Discovery Education, etc)</li> <li>• Project READ</li> <li>• Ongoing Achieve 3000</li> <li>• ELA &amp; Social Studies Teacher Leaders</li> <li>• Curriculum Specialists during planning periods</li> <li>• Summer Institute</li> <li>• Safe Schools</li> <li>• Ethics Training</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Specified Software Internet Specified Materials</p>	<p><b>Effectiveness Measure:</b></p> <p>Sign-In Sheets PD survey PD Exit Tickets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Creekside Junior High 2018-2019**

**Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- 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.
- 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:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• Basic Career Readiness</li> <li>• Agri-Science</li> <li>• Family &amp; Consumer Science</li> <li>• Career Education Lessons</li> <li>• Guest Speakers</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers Internet</p>	<p><b>Effectiveness Measure:</b> Sign-In sheets Student Records</p> <hr/> <p><b>Effectiveness Results:</b></p>
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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.

**21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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 school-wide 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 school-wide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- 

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- 

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

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**2018-2019 Committee Members**

**School Improvement Planning Committee**

**Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**

**Members Include:**

- **Principal:**
- **Student:**
- **Teacher:**
- **Teacher:**
- **Parent/Family:**
- **Parent/Family:**
- **Community Member:**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal:**
- **Student:**
- **Teacher:**
- **Teacher:**
- **Parent/Family:**
- **Parent/Family:**
- **Parent/Family:**