

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Creekside Junior High**



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

## 1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
English Language Arts (ELA) across all grades is a strength on the LEAP 2025. On the Assessment Index (Simplified View), ELA had an assessment index score of 60; on the Assessment Index (Expanded View), ELA index scores were highest in 8th grade (60.8) and 7th grade (65.0). On the same index, ELA had the most students scoring Advanced/Mastery of all subjects in 6th, 7th, and 8th grade.	Science is a relative weakness based on the Assessment Index (Expanded View) based on the number of students who scored Approaching Basic/Unsatisfactory on the 2021 Spring LEAP assessment. 67 in 6th, 65 in 7th, and 68 in 8th scored in these two categories. The Performance by Substrand Report indicates that 45% of the students showed a weakness in the area of Evaluate while Investigate is the strand where the most students are strong with 30% of students being in this category.
Based on the Cohort Performance, 6th grade math is potential strength as it grew 9.5 points from 2019 LEAP (48.0) to 2021 LEAP (57.5).	The Students with Exceptionalities (SWE) subgroup is a weakness across all subject areas based on the difference between the whole school score and subgroup score in the Student Group Performance report. The whole school score for 2021 Spring LEAP was 60.0 (ELA), 54.6 (Math), 51.4 (Science), and 60.7 (Social Studies); SWE students' scores were below the whole school score with scores of 29.7 (ELA), 30.6 (Math), 26.0 (Science), and 28.2 (Social Studies).
Based on the Student Group Performance report, the subgroup of non-economically disadvantaged students is a strength in all subject areas. The whole school score for 2021 Spring LEAP was 60.0 (ELA), 54.6 (Math), 51.4 (Science), and 60.7 (Social Studies); the non-economically disadvantaged students scores were above the whole school score with scores of 75.6 (ELA), 64.3 (Math), 64.0 (Science), and 78.2 (Social Studies).	
There is an upward trend in the female subgroup's performance in ELA, Math, and Social Studies according to the Student Group Performance report from 2021 Spring LEAP Assessment. ELA 2018 (67.5), ELA 2019 (69.3), and ELA 2021 (71.1) for a total gain of +3.6 points. MATH 2018 (47.0), 2019 (51.6), and 2021 (57.6) for a total gain of +10.6 points. Social Studies 2018 (55.6), 2019 (56.7), and 2021 (62.5) for a total gain of +6.9 points.	

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

Goal #1 From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 3 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
6th	24%	27%	30%	33%
7th	28%	31%	34%	37%
8th	38%	41%	44%	47%

*\*These scores are the percentages for Reading Performance. I changed it to the percentages for Written Expression and added your goals.*

### Instructional Focus:

- Types of Writing
- Analyzing Student Writing

### Resources needed:

Writing Revolution book and website  
STPPS Writing Revolution  
Google Classroom

### Team Reflection:

### Parent and Family Engagement Activity:

- Information on specific Writing Revolution strategies to use at home
- Robocall informing parents about information being sent home to help their child

### Resources needed:

Writing Revolution book and flyer created for parents  
JPAMS for robocall

### Number of Participants:

### Summary of Parent Feedback/Exit Tickets/Survey:

### Professional Development:

- Types of Writing and strategies to teach specific types of writing
- Modified Rubrics for ELA to analyze student writing and give child-specific feedback

### Resources needed:

ELA Content Leader  
Module 6 Supporting All Students

### Feedback from Teachers:

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	Writing Rubric & Modified Writing Rubric													
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● PLC's will focus on planning for writing instruction</li> <li>● Analyzing student writing using the Modified Writing Rubrics</li> <li>● Curriculum Specialist support with PD</li> </ul>	ELA Content Leader Module 6 Supporting All Students Writing Rubric & Modified Writing Rubric													
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X		X								X		
<b>Monitoring and Evaluating</b>														
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit Tasks (CWT, ET, CRT, and teacher created unit assessments)</li> <li>● GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT- Cold Read Tasks (all include writing and can be tracked for each unit)</li> <li>● GB 2020 - Section Diagnostics and Culminating task</li> </ul>							<b>Observations:</b> <ul style="list-style-type: none"> <li>● One administrator will visit every 6-8 ELA classroom at least once a month to conduct a snapshot using the writing snapshot rubric</li> <li>● Once a year the School Improvement Committee will visit every 6-8 ELA classroom to conduct a snapshot using the writing snapshot rubric.</li> </ul>							
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>														
<b>End of the Year Results:</b>														

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**Goal #2** From the Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Major Content (Subcategories listed below) will increase by 3 percentage points each year as follows:

6<sup>th</sup>: Ratio and Rate

7<sup>th</sup>: Analyze Proportional Relationships and Solve Problems

8<sup>th</sup>: Proportional Relationships Linear Equations and Functions

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
6th	29%	32%	35%	38%
7th	24%	27%	30%	33%
8th	22%	25%	28%	31%

### Instructional Focus:

- Proportional relationships/ratio and rates

### Resources needed:

iReady curriculum

### Team Reflection:

### Parent and Family Engagement Activity:

- Send home LDOE Parent Support Information
- Curriculum Based Parental Support Letters to support at-home learning.

### Resources needed:

LDOE website  
iReady website  
Copy paper  
Copy machine

### Number of Participants:

### Summary of Parent Feedback/Exit Tickets/Survey:

### Professional Development:

- Math Content Leader Module Session 3
- Math Content Leader Module Session 5

### Resources needed:

iReady curriculum  
District Resources within  
Guaranteed  
Curriculum/Google  
Classrooms  
Curriculum Specialist

### Feedback from Teachers:

### Follow Up and Support:

- Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area

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- Analyzing assessments, feedback and next steps

**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

**Assessments:**

- EOY LEAP 2025
- Progress Monitoring: iReady Diagnostic, iReady Interim, Teacher Created unit assessments

**Observations:**

- One administrator will visit every 6-8 Math classroom at least once a month to conduct a snapshot using the “math Look Fors checklist”

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

**End of the Year Results:**

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**Goal #3 From** Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in science for each cohort of students will increase by 3 percentage points.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
6th	21%	24%	27%	30%
7th	26%	29%	32%	35%
8th	24%	27%	30%	33%

*\*These scores are the percentages that scored Weak on the Evaluate substrand in Science. I changed it to the percentages of students who scored Strong in Science overall and added your goals.*

**Instructional Focus:**

- Implementing high quality instructional resources from the Guaranteed Curriculum.

**Resources needed:**

Google Classroom and STPPS GC

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Understanding the shifts in science instruction
- Understanding the importance of building curiosity by engaging in unfamiliar phenomena
- Understanding the importance of building background knowledge

**Resources needed:**

Google Classroom and STPPS GC  
Teacher steps to engage with phenomenon based learning and unit anchor phenomenon

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

**Professional Development:**

- Priority 1

**Resources needed:**

**Feedback from Teachers:**

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<ul style="list-style-type: none"> <li>○ The “Why”- shifts in science instruction, 3 dimensional and phenomenon based learning</li> <li>○ High quality curriculum: LA Student Standards for Science, Scope and Sequence, n5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources</li> <li>● Priority 2             <ul style="list-style-type: none"> <li>○ Pedagogy - Deep dive into unit specific 5E instructional pathway</li> <li>○ Supports/Scaffolds - anchor charts, modified rubric</li> </ul> </li> </ul>	Google Classroom and STPPS GC Teacher steps to engage with phenomenon based learning and unit anchor phenomenon	
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● PLCs will focus on planning for high quality instruction, analyzing student work using the modified scoring rubric to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</li> <li>● Curriculum Specialists</li> </ul>		

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

<b>Monitoring and Evaluating</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>● EOY 2025</li> <li>● Progress monitoring; District created readiness and benchmark assessments and sample unit performance task assessments.</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>● One administrator will visit every 6-8 Science classroom at least once a month to conduct a snapshot using the district science observation “Look-Fors” tool</li> </ul>



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	<ul style="list-style-type: none"> <li>Once a year the School Advancement Committee will visit every 6-8 Science classroom to conduct a snapshot using the Science Observation “Look-For” tools.</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

## 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

### DISCIPLINE

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

#### Goal #1 (Discipline):

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

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
34.59	32.59	30.59	28.59

<b>Tier 1 (School wide):</b> <ul style="list-style-type: none"> <li>PBIS</li> <li>School-wide classroom management plan</li> </ul>	<b>Resources needed:</b> ALI Aces Ice cream Items for rewards	<b><u>Team Reflection:</u></b>
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	Behavior Contracts Gator Cards Study Carrels Binders Folders	
<b>Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>● Behavior Contracts</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Check in/Check out</li> <li>● Calming corners</li> </ul>		
<b>Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● FBA &amp; BIP</li> <li>● Safety plan</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● FINS</li> <li>● CSoC</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Letter with a list of community resources and information posted on school website</li> <li>● Send home a copy of and post on school website the school-wide classroom management plan</li> <li>● Information about MHP and counseling services available at school listed on the school website.</li> </ul>	<b>Resources needed:</b> Copy paper Copy machine	<b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● School-wide classroom management plan</li> <li>● BIPs</li> </ul>	<b>Resources needed:</b> School-wide classroom management plan Posters with management plan	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b>		

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<ul style="list-style-type: none"> <li>● Classroom observations-proactive classroom management plans</li> <li>● Discipline referrals by teacher, grade levels, and types reviewed monthly (through PBIS meetings)</li> </ul>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X		X										
<b>Data used to Monitor and Evaluate Goal:</b> <ul style="list-style-type: none"> <li>● Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</li> </ul>														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>														
<b>End of the Year Results:</b>														

<b>STUDENTS WITH EXCEPTIONALITIES</b> <ul style="list-style-type: none"> <li>● <i>Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. (<a href="http://goalbookapp.com">UDL Strategies - Goalbook Toolkit (goalbookapp.com)</a>)</i></li> </ul>			
<b>Goal #2 (SWE):</b> From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ____ points each year as follows:			
2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
<b>Describe policies and practices to identify disabilities early and accurately:</b> <ul style="list-style-type: none"> <li>● iReady diagnostic assessment</li> <li>● 360 Diagnostic and interim</li> <li>● District created assessments</li> <li>● LEAP 2025 test scores</li> </ul>			<b><u>Team Reflection:</u></b>

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<ul style="list-style-type: none"> <li>● TAT - teacher referrals</li> <li>● SBLC - Tier 1/Tier 2 Interventions</li> <li>● Discipline referrals</li> <li>● Information from parent(s) and outside agencies</li> </ul>		
<b>Describe structures to increase collaboration amongst general and special education teachers:</b> <ul style="list-style-type: none"> <li>● Common Planning</li> <li>● PLCS by grade level and/or content areas</li> </ul>		<b><u>Team Reflection:</u></b>
<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>● Guidebooks</li> <li>● Unique Learning and News 2 You (Moderate, Sever, RNC)</li> <li>● Writing Revolution, Achieve 3000</li> <li>● Reflex Math</li> <li>● iReady</li> </ul>	<b>Resources needed:</b>  Guidebooks Novels Unique Learning New2You Chromebooks Writing Revolution books and training Reflex Math iReady Project Read Training Fast ForWord program Anchor charts	<b><u>Team Reflection:</u></b>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>● Project Read</li> <li>● Fast ForWord</li> <li>● Achieve 3000</li> <li>● Reflex Math</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● Project Read</li> <li>● PCI (Moderate, Severe, RNC)</li> </ul>		

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<ul style="list-style-type: none"> <li>Achieve 3000</li> <li>Reflex Math</li> <li>iReady My Path</li> <li>Adapted Novels (Moderate, Severe, RNC)</li> <li>Anchor Charts</li> </ul>																																
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>Parish Family Informational Fair</li> <li>iReady informational letters to parents</li> </ul>	<b>Resources needed:</b> Informational letters	<b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b>																														
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Using the Writing Rubric and the Modified Writing Rubric</li> <li>The Writing Revolution Overview and focus on specific strategies</li> <li>iReady</li> <li>Achieve 3000</li> <li>SWE consultant meetings</li> </ul>	<b>Resources needed:</b>  Copies of Writing Rubric and Modified Writing Rubric Poster of Modified Writing Rubric iReady access Chromebooks or computers Achieve 3000 licenses District Resources within MOODLE/Google Classrooms Writing Revolution	<b><u>Feedback from Teachers:</u></b>																														
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>Model lessons - Instructional strategies, pedagogy and scaffolding</li> <li>Analyzing assessments, feedback and next steps</li> </ul>																																
<b>Budgets used to support this activity:</b> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>X</td> <td></td> <td></td> </tr> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X	X		X								X		
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																		
	X	X		X								X																				
<b>Data used to Evaluate Goal:</b> EOY LEAP/LEAP Connect 2025 LEAP 360 assessments District/teacher created unit and formative assessments																																

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iReady assessments Unique Learning assessments
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>
<b>End of the Year Results:</b>

**ENGLISH LEARNERS**

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

**Goal #3 (English Learners):**

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

<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>• Scheduled ESL class up to two class periods</li> <li>• Full English language immersion based on student ability</li> <li>• Achieve 3000</li> </ul>	<b>Resources needed:</b> ESL teacher Achieve 3000 license Chromebooks or computers Fast ForWord access Project Read manuals Project Read training	<b><u>Team Reflection:</u></b>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>• Fast ForWord</li> <li>• Achieve 3000</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>• Project Read</li> </ul>		
<b>Parent and Family Engagement Activity:</b>	<b>Resources needed:</b>	<b><u>Participation Outcome:</u></b>

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<ul style="list-style-type: none"> <li>Additional resources to supplement learning at home</li> </ul>								Copier Copy paper		<b><u>Parent Feedback/Exit Tickets/Survey:</u></b>					
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>Individual PD provided by the ESL teacher on understanding and using LEP accommodations effectively</li> </ul>								<b>Resources needed:</b> ESL accommodation forms							
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>EL team</li> </ul>															
<b>Budgets</b> used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	X	X													
<b><u>Data used to Evaluate Goal:</u></b> ELPT Scores Progress Reports															
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>															
<b>End of the Year Results:</b>															

## 4. PARENT AND FAMILY ENGAGEMENT

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

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

- School Website
- Robocalls
- PTA Facebook page
- On-line Student Progress Center
- Teacher Websites
- Open House
- Emails/phone calls from teachers to parents/guardians
- Planners

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

- Parent/teacher conferences help determine paths to improve student and school performance.
- SBLC helps determine interventions appropriate to individual needs
- IEP, 504, and other meetings to make education decisions.
- PTA helps choosing and supplement instructional materials, maintain Facebook page to share important information

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

- Computers/JPAMS for grades, attendance, discipline, lesson plans, robocalls



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- Email accounts

**Budgets** used to support this activity:

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

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- LEAP 2025 scores
- LEAP 360 Diagnostic and Interim scores
- Students identified as Dyslexic
- Teacher referrals due to students struggling academically or behaviorally
- Monitoring students' grades in classes and in intervention classes
- Reports from ESSER tutors
- Monitoring behavior

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

- Students are given an intervention class as their elective
- Students identified as needing extra assistance are pulled from PE
- For SWE students who need extra interventions, math skills and/or study skills for resource are added instead of an elective

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

- 6th, 7th and 8th grade Math Skills for an elective
- 6th, 7th and 8th grade Fast ForWord
- 6th, 7th, and 8th grade Achieve 3000

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

- Math Skills - My Path assessments
- Fast ForWord - progress monitoring assessments
- Achieve 3000 - Lexile levels

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**Budgets** used to support this activity:

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

**Resources Needed to Support Interventions:**

Achieve 3000 program, Fast ForWord program, My Path Program

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

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

- Field Trips
- Talented Art, Theatre, and Music
- FFA - CDEs
- 4-H Competitions
- ESSERF Tutoring
- Academic Support during lunch

### Resources needed:

Buses  
Classrooms

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

- Attendance/credit recovery
- FFA
- 4-H
- Honor Society
- Cheer/Dance/Athletics
- After school tutoring

### Resources needed:

Teachers  
Sponsors  
Buses

### Budgets used to support this activity:

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

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

- ESSERF Tutoring rosters - compare LEAP 2025 from 2021 to 2022
- Attendance recovery - number of students eligible for promotion

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

End of the Year Results:

## 7. COUNSELING SERVICES

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

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

- Attending IEPs
- Meeting with students on caseload
- Implementing lessons with students on social skills
- Checks progress academically and discusses with students
- Checks progress by using discipline and discusses with students
- Discusses with students who have BIPS and what is expected
- On SBLC team
- On Crisis team
- Completes TOV/self harm assessments

**Resources needed:**

JPAMS  
Social Skill Lessons  
Office

**Services Provided by Counselor(s):**

- Attending IEPs
- Meeting with students on caseload
- Implementing lessons with students on social skills
- Checks progress academically and discusses with students
- Checks progress by using discipline and discusses with students
- Discusses with students who have BIPS and what is expected

**Resources needed:**

JPAMS  
Social Skill Lessons  
Office

**Creekside Junior High 2021-2024**

- On SBLC team
- On Crisis team
- Completes TOV/self harm assessments

**Budgets** used to support this activity:

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

**Team Reflection:**

## 8. TRANSITION ACTIVITIES

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

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

**Transition Activities for Students:**

- 5th Grade Feeder Visit to our school in May
- 6th Grade Orientation in August
- 8th Graders Scheduling at PRHS
- ROTC Visits prior to 8th grade scheduling
- Band Students practice and participate with PRHS' band and at high school football games
- PRHS Football coach meets with 8th graders interested in playing football
- PRHS buses our 8th graders to the high school for physicals at the end of the school year
- Administrator or counselor visits the feeder schools at the end of the school year for a presentation regarding scheduling and what to expect
- Little League volleyball sponsored at our school

**Resources needed:**

Robocalls  
Website  
Papers (flyers)

### Creekside Junior High 2021-2024

<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>5th Grade Feeder Visit - parents are invited</li> <li>6th Grade Orientation in evening</li> <li>8th Grade Scheduling Night at PRHS</li> <li>Band parents attending PRHS for their children's performance</li> </ul>	<b>Resources needed:</b>  Paper Robocalls Website													
<b>Participation Results:</b>  <b>Feedback from Parents/Families:</b>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X

## 9. PROFESSIONAL LEARNING COMMUNITIES

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

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

<b>Describe the structure/make-up of your PLC groups:</b> <ul style="list-style-type: none"> <li>Subject areas</li> <li>Grade levels</li> <li>SWE group</li> <li>ILT (Instructional Leadership Team)</li> <li>Whole School</li> </ul>	<b>Resources needed:</b>  Paper Title II funding for supplemental pay for after hours Computer Projector Poster board Card stock Markers Glue Laminator with film
<b>Describe the format of your PLC groups (When? How often? How long?):</b> <ul style="list-style-type: none"> <li>PLCs meet after school</li> </ul>	

### Creekside Junior High 2021-2024

<ul style="list-style-type: none"> <li>PLCs meet for 1.5 hours after school</li> <li>SWE meetings during planning for 50 minutes monthly</li> <li>PLCS meet at a minimum once per month after school</li> <li>Some PLCS will meet during planning as schedule permits</li> </ul>	Poster Maker																														
<b>Budgets</b> used to support this activity:																															
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> <tr> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X	X		X										
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																	
	X	X		X																											
<b>Middle of the Year Reflection/Areas for Improvement:</b>																															
<b>End of the Year Feedback from Teachers:</b>																															
<b>Areas for Improvement:</b>																															

## 10. OTHER PROFESSIONAL DEVELOPMENT

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

<b>Other Professional Development:</b> <ul style="list-style-type: none"> <li>Vertical Articulation with PRHS by subject</li> <li>Vertical Articulation with feeder schools by grade level</li> <li>Anchor charts</li> <li>Teacher Content Leader</li> <li>Project Read</li> <li>Achieve 3000</li> <li>Writing Revolution</li> <li>NCI Training for SWE teachers, administration, and paraprofessionals</li> </ul>	<b>Resources needed:</b>  Poster Boards Markers Card stock Laminator with film Project Read Manuals Chromebooks Achieve 3000 license Writing Revolution materials
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**Creekside Junior High 2021-2024**

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

- N/A

**Budgets** used to support this activity:

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

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

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

## 11. SCHOOL ADVANCEMENT PLANNING

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

- PTA General Membership Meetings open to all parents - November, February, and May

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

- After school PD with faculty and staff to review SAP and data
- Uploaded to website
- Letter home to parents with information
- Robocalls informing faculty, staff, and parents/families of SAP and any changes made throughout the school year

## Creekside Junior High 2021-2024

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

- Monthly ILT meetings after school

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

##### Members Include:

- Administrator: Lisa Virga
- Teacher: Andrea Jeansonne
- Teacher: Kristie Milligan
- Teacher: Aundrea Reidenauer
- Teacher: Joseph Williams
- Teacher: Milissa Randolph
- Parent/Family: Jennifer Busch
- Parent/Family: Sabrina Parish
- Community Member: Jill Jeffrey
- Student: K. Parish

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

##### Members Include:

- Administrator: Lisa Virga
- Teacher: Andrea Jeansonne
- Teacher: Kristie Milligan
- Teacher: Aundrea Reidenauer
- Teacher: Joseph Williams
- Teacher: Milissa Randolph
- Parent/Family: Jennifer Busch
- Parent/Family: Sabrina Parish

## DISTRICT ASSURANCES

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date