

**NORTHSHORE HIGH SCHOOL**  
**9-12**  
**FRANK J. JABBIA**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
ACT Index	1	Whole School Trends
Biology: Whole School	2	CRT Index
Geometry: Whole School	3	Proficiency Trends
	4	
	5	

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Cohort Graduation Rate	1	Whole School Trend Data
English II: Whole School	2	CRT Index
SWD: English II, III, Algebra I & Geometry	3	Percent Proficient Trend Data
Cohort Graduation Index	4	Whole School Trend Data
	5	

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 To increase cohort graduate Index
2 To increase percent proficient in English II
3 To improve the proficient trend of SWD in Math, English, Biology & American History
4
5

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

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**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 77.5%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>Professional Learning Communities (PLCs)</u></b>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.)</p> <ol style="list-style-type: none"> <li>1)ACT Prep- Core Teachers</li> <li>2)Use of Technology-Moodle &amp; Eagle – Curriculum Specialists and Core Teachers</li> <li>3)School APP Essay- Literary Team</li> <li>4)AP Workshop- Core Teachers</li> <li>5)WFSG- <i>Collaboration on CCSS, GLEs, Authentic Assessment,, &amp; Eagle</i></li> <li>6)<i>CLEP In-service – Sr. Counselor &amp; Administration</i></li> </ol>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL  <input checked="" type="checkbox"/> Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ol style="list-style-type: none"> <li>1)N/A</li> <li>2)N/A</li> <li>3)N/A</li> <li>4)Subs</li> <li>5)N/A</li> <li>6)N/A</li> </ol>
<p>If you have an <b><u>Instructional Coach</u></b>, describe in detail her duties and responsibilities</p> <p style="text-align: center;">N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ SRCL          ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state-mandated trainings</li> <li>•Parish required PD days – Curriculum, Assessment, SpEd, AdvancED</li> <li>•After-school, before-school, and district sponsored professional development</li> <li>•New Teacher Meetings</li> <li>•Learning Walks</li> <li>•Grade-Level Meetings</li> <li>•Guaranteed Curriculum Review</li> <li>•Teacher Surveys</li> <li>•Co-Teaching Trainings/Meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>

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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

**6. PARENTAL INVOLVEMENT:** What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.

<ul style="list-style-type: none"> <li>◆ Describe how parents will be involved in the <ul style="list-style-type: none"> <li>○ design,</li> <li>○ implementation, and</li> <li>○ evaluation of the schoolwide program.</li> </ul> <p style="padding-left: 40px;">PTSA Input, Surveys</p> </li> <li>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan.  Planning: 12/9  Implementation: Jan.- Apr. 2016  Evaluation: May 2016</li> <li>◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.  Parent Teacher Handbook, Open House, Parent Info Night, Scheduling Night, &amp; PTSA liaison emails</li> <li>◆ Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents, <ul style="list-style-type: none"> <li>○ For example: <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ Parent Committee Work</li> <li>▪ Comments about plans posted on school website</li> </ul> </li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p style="text-align: center;">N/A</p>
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<p>◆List specific school events that include parent involvement and training activities.</p> <p>Open House, Parent Information Night, PTSA presentations, Scheduling Night, Freshman/Parent Orientation</p> <p>◆Identify parent communication strategies used at your school. For example: Teacher Web, communication folders/binders, agendas, etc. Teachers/counselor emails, websites, communication logs, failure letters each 9 week period, Robo calls</p>		
<p>◆In compliance with 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p style="text-align: center;">N/A</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p>___ Title I  <u> X </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF          Postage-</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

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<b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <i>at least one</i> for incoming and one for outgoing students.		
<p>Incoming Students</p> <ul style="list-style-type: none"> <li>a) Freshman/Parent Orientation</li> <li>b) Scheduling Night</li> <li>c) Parent Information Night</li> <li>d) Financial Workshops</li> <li>e) College Funding Literacy Workshops</li> <li>f) Resume Workshops</li> <li>g) ISS Workshop</li> <li>h) College Search Engine Workshop</li> <li>i) College/Vocational/Military Opportunity Workshops</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p>Outgoing students</p> <ul style="list-style-type: none"> <li>a) Parent Information Night</li> <li>b) College/Career Night</li> <li>c) LOSFA presentations</li> <li>d) Financial Aid Information Jr. &amp; Sr. Counselors</li> <li>e) Graduation Coach GED exit interviews</li> <li>f) NCAA Coach</li> <li>g) Nunez Graduation Coach transition</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning. For example: EAGLE testing, DIBELS, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, etc. Eagle Testing          Mid Mastery &amp; Mastery Assessments          Plan Scores          ACT/SAT, EOC scores</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Northshore's students experience, a Mental Health Provider will work with students for <u>20</u> hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (at Northshore ) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, counselors will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>  1-Panther Bucks/Panther Pantry  2-Panther Achievement</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Pantry Item Certificates and Medals</p>

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<p><b><u>Instructional Program Enhancements</u></b>  Where applicable discuss how your <b>teachers, paraprofessionals, timesheet employees, tutors, etc.</b> are used to improve the academic performance of lower achieving students.  Paraprofessionals provide some accommodations to Sped and 504 students if test read aloud, notes.  Graduation Coach provides support to the at risk seniors.</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:   N/A</p>
<p><b><u>Tutoring Programs-Pull out</u></b>  1-How students are identified  App - Test Remediation Scores   2-How students are progress monitored  Attendance   3-How is the tutoring program evaluated  Participation, Test Results</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Tutoring/Helping Hands-Push-in</u></b>  1-How students are identified  App- Open to all students  Grades   2-How students are progress monitored  Grades   3-How is the tutoring program evaluated  Failure Rate</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  <u>1</u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <u>2</u> Other</p>	<p>Item(s) to be purchased to support this activity:   N/A</p>
<p><b><u>Technology Resources and Personnel:</u></b>   <b><u>General Technology</u></b> to increase student engagement: For example, Activboards, Votes, Expressions, ipods, computers, printers, laptops   <b><u>Technology Interventions/Progress Monitoring</u></b>  List programs and describe how students are selected and monitored for each program identified.  1)ACT on-line Prep - All students  2)Achieve 3000 – Reading students</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  <u>2</u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <u>1</u> Other</p>	<p>Item(s) to be purchased to support this activity:   1.Site License  2.Site License</p>



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<p><b><u>Special Education Program Design</u></b>  <i>Answers ranged from total Inclusion to total resource.  Any answer given here must first cite the <b>SWD subgroup data</b> as a basis for the design of your program. For example—This year we had a large number of higher performing students, so we expanded the size of our inclusion program. OR This year we have a large population of moderate students who are mostly self-contained.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Student Assistance Team (SAT):</u></b>  <i>Indicate how the SAT process works at your school to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students’ and teachers’ needs.  Stakeholders refer students. SAT examines test scores, grades, attendance, teacher, parent, &amp; physician input and/or documentation. SAT determines intervention and support.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:   N/A</p>
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)  Title I or Title II  <i>State grade and how data supports this decision for this position and how it will be utilized to address student needs.</i>   N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i>  1. Graduation Coach- meet weekly with seniors identified as academically at risk.  2. Career Coach meets with T-9 students.</p>		

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<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<b><u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u></b>		
<p><i>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.</i></p> <p><i>SIP committee reviews data analysis failure rates and attendance to determine effectiveness of the plan.</i></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>
<p><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</p> <p>1)Faculty meetings            2)WFSG            3)PTSA meetings            4)Websites</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p style="text-align: center;">N/A</p>