

*Slidell High School*  
**9-12**  
*William C. Percy*  
**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	1	ACT Data
10 <sup>th</sup> Grade English II	2	Trend Data Analysis
School-wide use of literacy strategies	3	Learning Walks, Lesson Plans, ACT scores
	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>
Algebra I and Geometry have declined	1	Trend Data Analysis
SWD English & Math	2	EOC
Graduation Cohort Index	3	Trend Data Analysis
Achievement Gap	4	Trend Data Analysis
	5	

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 Reduce Achievement Gap of SWD in English & Math on EOC
2 Improve overall End Of Course Exam Proficiency
3 Increase Strength of Diploma Index
4 Continue emphasis on Literacy Strategies
5 Improve Graduation Cohort Index

**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 96%

- 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> <p>SWD – SpEd teachers will work with content teachers to improve SWD scores in all subjects; Collaboration for planning inclusion lessons; SpEd Math teacher will work collaboratively to develop/research new methodologies to focus on core aspects of the curriculum. Teachers, Assistant Principals, Special Ed Coordinator.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>    </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>B-days to attend workshops and/or work collaboratively; materials associated with PD; substitutes when necessary</p>
<p>Mathematics teachers will collaborate to work on curriculum and to become familiar with the new text books. Teachers, Curriculum Specialists, Parish in-service presenters, Assistant Principals.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>    </u> Other</p>	<p>B-days to attend district and in-house collaboration workshops; substitutes when necessary</p>
<p>To increase Strength of Diploma index, teachers will positively market those classes; benefits of such classes will be explained to parents at Open House, Parent Nights, Scheduling Nights for parents. Teachers, Graduation Coaches, Counselors, Assistant Principals, Principal</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>    </u> Bond Money  <u>    </u> Other</p>	<p>Paper &amp; copies for Handouts</p>

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Continued Literacy PD – In-house presenters, teachers, & administration	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" 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	Paper & copies for handouts.
Graduation Cohort index will be addressed through student grade-level meetings, counseling sessions with Graduation Coach, counselors, and administrators.	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" 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	Paper & copies for handouts.
<i>If you have an <b>Instructional Coach</b>, describe in detail her duties and responsibilities</i>	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> SRCL <input type="checkbox"/> IDEA	Item(s) to be purchased to support this activity:
Professional Development Outside of PLCs <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. Achieve 3000</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>	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" 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	Item(s) to be purchased to support this activity:  B-days to attend workshops and collaboration time.

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

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<p><b>6. PARENTAL INVOLVEMENT:</b> 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.</p>		
<p>◆ Describe how parents will be involved in the  o design,  o implementation, and  o evaluation of the schoolwide program.  Parents have responded to surveys to assess a range of activities, programs, and culture of the school.</p> <p>◆ Include meeting dates for the: planning, implementation, and evaluation of the Parent Involvement Plan and the School Improvement Plan.</p> <p>◆ 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.  Information from the district is sent home to parents via student; parental access to JPAMS, Contact with teachers, conferences.</p> <p>◆ Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents,</p> <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ PTSA</li> </ul> <p>◆ List specific school events that include parent involvement and training activities.  FASFA informational night in October, Incoming 9<sup>th</sup> grade scheduling nights in early February; Open House, Honor Roll Breakfasts</p> <p>◆ Identify parent communication strategies used at your school. For example: Moodle, JPAMS, email, conferences, phone calls agendas, etc.</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>Printing</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</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>

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access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.	<input checked="" 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>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>	<input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF  Postage-</p>
<i>Add additional parental involvement activities/strategies as needed.</i>	Copy list from above for each activity described.	Item(s) to be purchased to support this activity:

<b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <b>at least one</b> for incoming and one for outgoing students.		
<p>Incoming Students</p> <p>Freshman Student only Orientation</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" 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>Item(s) to be purchased to support this activity:</p> <p>Pizza, water, t-shirts</p>
<p>Outgoing students</p> <p>Surveys of experiences at high school and plans after graduation; Grad Nite;</p>	<p><b>10. BUDGETS</b> used to support this activity:</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>Item(s) to be purchased to support this activity:</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><input type="checkbox"/> Title I  <input checked="" 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>None need to be</p>
<p>Various assessments used to assess student learning and to help inform instructional planning: EPAS, EOC, Mid-Mastery and Mastery assessments, teacher-made summative assessments, incorporating formative assessments throughout lessons to guide instruction.</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>Teacher printing.</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 Slidell High School students experience, a Mental Health Provider will work with students for 20 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, Mr. W. C. Percy will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, grade-level counselor 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 as well as EOC and EPAS.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4  <input checked="" type="checkbox"/> IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b>          Freshmen Academy          Anti Bullying          I Safe          Red Ribbon Week          Top Tiger          High Five Award          Tiger Achievement          Tiger Bucks          Students of the Month          Honor Roll Breakfasts</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4  <input checked="" type="checkbox"/> IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing</p> <p>PTSA supports the Honor Roll Breakfasts</p>

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<p><b><u>Instructional Program Enhancements</u></b>  Paraprofessionals are used to improve the academic performance of lower achieving students in selected classes – math, English, science, social studies.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" 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>Tutoring Programs-Pull out</u></b>  1-How students are identified  2-How students are progress monitored  3-How is the tutoring program evaluated</p> <p>Teachers use Read, Write Gold for students with IEPs</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" 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>Tutoring/Helping Hands-Push-in</u></b>  1-How students are identified  2-How students are progress monitored  3-How is the tutoring program evaluated</p> <p>Students are identified by teachers as needing additional assistance; Freshmen can make-up work during assigned Academy Saturdays</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" 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:  Teacher supplemental pay for Academy Saturdays.</p>
<p><b><u>Technology Resources and Personnel:</u></b>  <b><u>General Technology</u></b> to increase student engagement: Promethean boards, clickers, computers, printers, laptop labs, Moodle. Students can use phones in certain classes to do research.</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b>  List programs and describe how students are selected and monitored for each program identified.  Achieve 3000 – all SpEd students  Raps – SpEd English student – to monitor progress,  Grade level counselor meetings;</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>



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<p><b><u>Special Education Program Design</u></b>  This year we had a large influx of MAE students, so we kept the skills classes (math, study, reading), and added a specific MAE teacher to check and connect with these students twice a day, as well as teach life skills. Social Studies Resource classes for Civics and American History were revived. The math inclusion classes were expanded. Total Resource for English I, II, III, and IV, Algebra I, and Geometry for that group of low performing SWD.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" 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.</i></p> <ul style="list-style-type: none"> <li>•Teacher or parent expresses concern regarding student.</li> <li>•Counselor conducts a parent teacher conference to determine if student would benefit from being referred to SAT for evaluation.</li> <li>•An initial SAT meeting is held with the SAT team to put temporary interventions in place for 4-6 weeks.</li> <li>•After 4-6 weeks, an SAT review meeting will be held to determine if interventions were effective. At this meeting, it is determined if the student needs to be referred to pupil progression for further screenings/evaluations.</li> <li>•Once evaluations are complete, a final SAT meeting is held. At this meeting the student can either be given a 504 plan, be identified as a SPED or no action can be recommended.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" 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>No items need to be purchased.</p>

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<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)</p> <p>1- RNC; 2- MM; 1 Severe class, divided into two classes, one 9&amp; 10, the other 11 &amp; 12 grades; IEP evaluation determines placement.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" 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>Literacy Across the Curriculum – all courses use the literacy strategies of Close Reads, Cold Reads; Writing to the text; Split page note-taking; and academic vocabulary. Resource teachers also use Achieve 3000</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" 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>Printing for PD handouts; computer labs</p>

<p><b>10. COORDINATION OF PROGRAMS</b></p>		
<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><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 checked="" 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>

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**11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?**

<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>The SIP Committee consists of Dept Chairs and other teacher leaders, administration, and a counselor representative. Once data is received the committee meets to interpret the data as outlined in the Data Analysis. After identifying weaknesses and strengths, the committee outlines plans of action.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" 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>Printing</p>
<p><i><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</i></p> <p>Faculty meetings, and inclusion on the school's website. Findings are discussed at parent nights.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" 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>Printing of handouts</p>