

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Salmen High**



**St. Tammany Parish Public Schools**

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

3/15/2019

**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 schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
<p>The ACT information is for the graduating class of 2019. The Science ACT sub-score was the highest in 2017-2018 at 18.0. It decreased the least and matched the state average.</p>	<p>The ACT information is for the graduating class of 2019. The Math ACT sub-score was the lowest in 2017-2018 at 17.2 and remains below the Benchmark of 21.</p>
<p>From 2017 to 2018, in our index scores we see an increase in the Workkeys test, the ACT and the Strength of Diploma.</p>	<p>From 2017 to 2018, in our index scores we see a decrease in LEAP 2025 and Cohort Graduation Rate. Both could be due to changes in state requirements.</p>
<p>The area showing the most improvement was the class of 2018's ACT scores. ACT had an 11.5 increase in 2018. From 2017 the scores increased from 60.9 to 2018 (72.4), an increase of 11.5. Strength of Diploma Increased from 2017 at 85 to 2018 at 86.5 which is an increase of 1.6.</p>	<p>Graduation rate cohort is the area showing the most decline over recent years. We believe the decline is a direct result of the changes in graduation requirements and not a problematic area. Went from 85.4 to 66.2 a decrease of 19 points.</p>
<p>The highest scoring area is between Biology and US History. They also fluctuated over the years. In 2015/2016, Biology was 70.1 US History 74.7. In 2016/2017 Biology was 86.8 (an increase of 26.7 points) and History was 88.1(an increase of 23.4 points) but in 2017/2018 Biology was 68.0 (a decline of 12.1). History was 67.8 a decline of 10.3, but still the highest of all subjects.</p>	<p>The lowest scoring area is Algebra and Geometry. 2015/2016 Algebra 61.0, the following year the same students had a decline in Geometry to 55.4. 2017/2018 Algebra scores were 56.9 and Geometry scores were 43.3</p>
<p>The SPS subject area showing strength in the year 2018 was Diploma Plus which includes the Advanced Placement test scores, College Level Examination Program and Advanced statewide Jump Start credentials.</p>	<p>The SPS subject area showing weakness in the year 2018 includes Non-graduates without HiSET. The Non-graduate rate has fluctuated from 2016 at 15%, 2017 at 18%, and 2018 at 17%.</p>
<p>The subgroup of Asian/Pacific Islander is progressively getting better, until 2018 when it took a drop. The highest in math are the Asian Pacific Islanders and they dropped every year.</p>	<p>The subgroup of Student with Disabilities has progressively gone down in ELA. The students with disabilities have fluctuated from 28 to 24 to 27.9</p>
<p>Two or more races went from 33.3 to 37. English Learners went from 30 to 40. Hispanics went from 46 to 52. Students with disabilities went from 24.4 to 27.9.</p>	<p>Economically Disadvantaged went from 54.8 to 45.7; (In Math) Black students went from 51.9 to 39.6</p>

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<p>Asian Pacific Islanders have shown strength in 2018 on the LEAP 2025 tests as compared to the Whole School. White students and multi-racial students are also performing above the index of the Whole School on the LEAP 2025 tests.</p>	<p>The achievement gap went down for all groups except English Learners which increased by 22.6% Even though Asian Pacific Islanders and white students have achieved above the Whole School index, they have dropped considerably from 2017 to 2018.</p>
<p>Biology shows the most strength, and at times History. In 2016 Biology had the highest scores across all subgroups except Black students and economically disadvantaged, in which US History was higher in (2016) In 2017, Biology had the highest scores except for Blacks and Students with disabilities. In 2018, Biology and history were the highest, but US History had the highest scores across the sub population.</p>	<p>Algebra I and Geometry scores decreased overall; however, subgroups of English Language Learners, multi-racial students and Students with Disabilities, scores increased.</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>• <b><i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. From Spring 2018 to Spring 2019 the subgroup of Students with Disabilities for Whole School will increase their <b>Math</b> LEAP 2025 index score by at least 3 points from 27.5 to 30.5.</p>	
<p>2. From Spring 2018 to Spring 2019 the subgroup of Students with Disabilities for Whole School will increase their <b>ELA</b> LEAP 2025 index score by at least 3 points.</p>	
<p>3. From Spring 2018 to Spring 2019 the Whole School LEAP 2025 index score for Math will increase by 10 points from 50.6 to 60.6 points.</p>	
<p>4. From Spring 2018 to Spring 2019, the Whole School LEAP 2025 index score for ELA will increase by 10 points from 64.0 to 74.0 points.</p>	

**1. 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>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTSA meetings</li> <li>• Spring Scheduling Night (8th, 9th, 10th, 11thgrade)</li> <li>• Senior Parent Night (in the fall)</li> <li>• FAFSA Completion</li> <li>• 2 days, Senior day and evening sessions</li> <li>• AP Parent Night</li> <li>• Open House</li> <li>• SAT meetings</li> <li>• IEP meetings</li> <li>• Parent Conferences</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• PTSA meetings</li> <li>• Parent Representative on the SIP committee</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input checked="" type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>-Counselor Pamphlet</p> <p>-Student Schedule Cards</p> <p>-FAFSA Parent Information Pamphlet</p> <p>-JAG Information Letter</p>	<p><b>Effectiveness Measure:</b> Attendance (sign in sheet)</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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>• Parent Conferences</li> <li>• PTSA</li> <li>• School Website</li> <li>• School Improvement Plan Parents impact</li> <li>• schools master schedule by approving their individual student's schedule</li> <li>• Schedule Approval</li> </ul>	<p><b>Goal(s):</b> 1-4</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> -Parent Involvement</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• PTSA meetings</li> <li>• Spring Scheduling Night (8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grade)</li> <li>• Senior Parent Night (in the fall)</li> <li>• FAFSA Completion -2 days, Senior day and evening sessions</li> <li>• AP Parent Night</li> <li>• Open House</li> <li>• SAT meetings</li> <li>• IEP meetings</li> <li>• Parent Conferences</li> <li>• Robo Calls</li> <li>• School Website (Guidance and Teacher Webpages)</li> <li>• Student Progress Center</li> <li>• Moodle</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" 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> Computer</p>	<p><b>Effectiveness Measure:</b> Sign-In Sheet</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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> <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>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input 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> <p>Materials translated into the parent's native language</p> <p>Interpreter</p> <p>Literature translated in Spanish and Vietnamese located in the Main Office and Counselors office</p>	<p><b>Effectiveness Measure:</b> Keep documentation on which documents are translated</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><i>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.</i></p>				
<p><i>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.</i></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Open House (Shared school literacy goals with parents via PowerPoint)</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> PowerPoint</p>	<p><b>Effectiveness Measure:</b></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 2:</b> <ul style="list-style-type: none"> <li>FAFSA Parent Night Meetings</li> </ul>	<b>Goal(s):</b> 1-4	<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> FAFSA pamphlet  FAFSA State Representative to disseminate information to parents	<b>Effectiveness Measure:</b> Completed FAFSA
				<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 3:</b> <ul style="list-style-type: none"> <li>PTSA meeting once a month</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Parents, Administrators, students, community members	<b>Effectiveness Measure:</b> Parent Attendance
				<b>Effectiveness Results:</b>

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<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Scheduling Night Parent Meetings(8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades)</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input checked="" type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Counselor Pamphlets/Flyers</p> <p>PowerPoint during Scheduling Night</p> <p>Counselor Scheduling Cards</p>	<p><b>Effectiveness Measure:</b> Sign in sheet</p>
				<p><b>Effectiveness Results:</b></p>



## 2. SCHOOLWIDE PLAN STRATEGIES

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

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

### 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>• Using Math XL which is a remedial program used in Algebra I classrooms.</li> <li>• Guaranteed Curriculum</li> <li>• Intensive Algebra I –a two hour math class for students who struggle in math</li> <li>• Achieve 3000 –used in Reading and US History for students who struggle in Reading</li> <li>• ACT Prep courses –for high achieving seniors</li> <li>• ACT Mastery Prep course-for juniors who scored between 17-19 on the Pre-ACT</li> <li>• Advanced Placement (AP) Courses</li> <li>• Act 833 –an IEP decision for Special Education students who continue to have difficulties in standardize assessments or course work.</li> <li>• PLC- Professional Learning Communities for teachers and administrators to evaluate progress</li> <li>• Cold Reads and Literacy Strategies</li> <li>• Dual Enrollment classes- for juniors and seniors who are receiving high school and college credit.</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input checked="" 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> Math XL  Professional Development</p>	<p><b>Effectiveness Measure:</b> Grades Assessments Graduation Rate</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Jobs for Americas Graduates (JAG)</li> </ul>				
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>Work Keys</li> <li>USA Test Prep-a practice test for EOC/LEAP 2025, ACT preparation and AP preparation. It is a data collection that shows strengths and weaknesses for individual students.</li> <li>(College Level Examination Program) CLEP testing</li> <li>Achieve 3000 –a reading assessment</li> <li>ACT and Pre-ACT for placement</li> <li>ACT –assessment to determine college placement</li> <li>Pre-ACT –assessment used to determine placement in dual enrollment classes; and a factor to determine their strengths and weaknesses.</li> <li>Advanced Placement (AP) test and CLEP –both test allow students to test out of certain subjects in college</li> <li>PSAT –determines the National Merit Finalist</li> <li>Diagnostic tests which tests for strengths and weaknesses.</li> <li>Data collection practice tests which tests shows strengths and weaknesses for individual students.</li> <li>Common assessments.</li> <li>Cold reads which help with literacy.</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" type="checkbox"/> Title IV</li> <li><input checked="" 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>Computers Assessment Guides Pencils Calculators</p>	<p><b>Effectiveness Measure:</b> Assessments</p> <hr/> <p><b>Effectiveness Results:</b> College and Career Readiness</p>

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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Study Skills class for students in special education</li> <li>• Resource classes with a paraprofessional</li> <li>• Achieve 3000</li> <li>• Math XL</li> <li>• Use Unique Learning (Mild Moderate Students)</li> <li>• LEAP Connectors</li> <li>• Fast Forward</li> <li>• Intensive Algebra I (two hour block)</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" 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> Computers</p>	<p><b>Effectiveness Measure:</b></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 meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <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 EL students are in classes to help them read, comprehend, and speak the English language. They have a curriculum as well as use Rosetta Stone and Achieve 3000 for support.</li> <li>• English Language Proficiency Screening- screens new EL learners. It gives a Lexile level for the student. (Reading test).</li> <li>• English Language Proficiency Test- Summative assessment which tracks student achievement.</li> </ul>	<p><b>Goal(s):</b> 1-4</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 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 type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Professional development  Computers  Programs</p>	<p><b>Effectiveness Measure:</b> Formative assessments  Summative Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>

### Interventions for At-Risk Students

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Jobs for America’s Graduates (JAG)</li> <li>• ACT 833—students experience extreme difficulty in course work and state assessments</li> <li>• Study Skills class for students in special education</li> <li>• Graduation Coach for any at risk student to keep them on track for graduation</li> <li>• T-9 Graduation Coach –used for transitional 9<sup>th</sup> grade students; Students who did not pass pupil progression</li> <li>• Jump Start Pathway –a high school diploma for students going into a technical college or job market after high school</li> <li>• Tutoring</li> <li>• ACT boot camp</li> <li>• Mental Health Provider (MHP) services</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 checked="" type="checkbox"/> Perkins</li> <li><input checked="" 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>Professional Development</p> <p>Tutors</p> <p>Remediation Programs</p> <p>Certified personnel</p>	<p><b>Effectiveness Measure:</b></p> <p>Assessments</p> <p>Graduation Rate of JAG seniors (90%)</p> <hr/> <p><b>Effectiveness Results:</b></p> <p>College and Career Readiness</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• ACT 833</li> <li>• School Assistance Team (SAT) meetings</li> <li>• Study Skills class</li> <li>• Discipline Plan-Helps us keep track of students who are continually having problems</li> <li>• Behavioral Intervention Plan (BIP)</li> <li>• Mental Health Provider (MHP) services</li> <li>• PBIS – Positive Behavior Intervention Support</li> <li>• Cool Down passes</li> <li>• Teacher Mentors for our Kids in Transition Students (KIT) which are homeless students and/or unaccompanied youth, not living with parents, etc.</li> <li>• Scheduling Framing – for Special Education students to make sure what is on their IEP matches their schedule</li> <li>• Cold Reads</li> <li>• USA Test Prep</li> <li>• Student mentors</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 checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input checked="" 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> <p>Student Rewards</p> <p>Teacher Mentors</p> <p>Social Workers</p> <p>Written Discipline Plan</p> <p>Curriculum Specialists</p> <p>Professional Development</p> <p>MHP</p>	<p><b>Effectiveness Measure:</b></p> <p>Data collected over time</p> <p>Fewer discipline problems</p> <p>Rewarding successful behavior</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Salmen High 2018-2019**

<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT evaluations</li> <li>• SAT meetings</li> <li>• Teacher Tutoring</li> <li>• ACT 833</li> <li>• Study Skills</li> <li>• LEAP 2025 Remediation</li> <li>• IEP meetings</li> <li>• JAG</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 checked="" type="checkbox"/> Title IV</li> <li><input checked="" 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> Data</p>	<p><b>Effectiveness Measure:</b> Teacher observations Grades Assessment scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• Study Skills class for students in special education</li> <li>• Resource classes with a paraprofessional</li> <li>• Tutoring</li> <li>• Math XL</li> <li>• Unique Learning (Mild Moderate Students)</li> <li>• LEAP Connectors</li> <li>• Fast Forward</li> <li>• Intensive Algebra I (two hour block)</li> <li>• TABE- Test of Adult Basic Education</li> <li>• JAG – Jobs for America’s Graduates</li> <li>• USA Test Prep</li> <li>• Cold Reads</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input checked="" type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers  Professional Development</p>	<p><b>Effectiveness Measure:</b> Formative Assessments  Summative Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<b>Interventions Specific to <u>English Learners</u>:</b> <ul style="list-style-type: none"> <li>• Rosetta Stone</li> <li>• Math XL</li> <li>• JAG – Jobs for America’s Graduate</li> <li>• English Learners - EL classes</li> <li>• USA Test Prep</li> <li>• ACT Prep</li> <li>• Cold Reads</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

***Support and Extended Learning***

<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> <ul style="list-style-type: none"> <li>• The arts</li> <li>• Talented arts</li> <li>• Speech</li> <li>• ACT Prep classes</li> <li>• JAG</li> <li>• Kids-In-Transition</li> <li>• Dual enrollment classes</li> <li>• Advanced Placement classes</li> <li>• Mentors</li> <li>• CLEP test</li> </ul>	<b>Goal(s):</b> 1-4	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" 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> Professional development  Personnel  Programs	<b>Effectiveness Measure:</b> Teacher observations Formative Assessments Summative Assessments
				<b>Effectiveness Results:</b>

**Salmen 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>• Internships</li> <li>• Tutoring</li> <li>• Field trips</li> <li>• Clubs</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Internships</p> <p>Personnel</p> <p>Transportation</p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>

***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></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 type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>

**Salmen High 2018-2019**

<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Youth Service Bureau- supports the students and their families.</li> <li>Graduation coach- supports the students who are at-risk for not graduating high school.</li> <li>Community Wrap Around Services- provided counseling and family support.</li> </ul>	<p><b>Goal(s):</b></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><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Implementation of a schoolwide 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>Positive Behavior Intervention Support (PBIS)</li> <li>Student Mentors</li> <li>Second Chance Opportunities</li> <li>JAG</li> </ul>	<p><b>Goal(s):</b></p> <p>1-4</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 checked="" 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>Data</p> <p>Personnel</p>	<p><b>Effectiveness Measure:</b></p> <p>Discipline data</p> <p>Summative Assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<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>• Freshman Orientation</li> <li>• Transition services for special education students</li> <li>• FAFSA completion</li> <li>• College/Job Fairs</li> <li>• JAG</li> <li>• Career and Technical Education (CTE) classes</li> </ul>	<p><b>Goal(s):</b> 1-4</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 checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input checked="" type="checkbox"/> Perkins</li> <li><input checked="" 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>Personnel</p> <p>Agencies</p>	<p><b>Effectiveness Measure:</b> Data on high school completion</p> <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>• Cold Reads</li> <li>• USA Test Prep</li> <li>• Achieve 3000</li> <li>• Math XL</li> <li>• Tutoring</li> <li>• Cooperative Learning</li> <li>• Diagnostic testing</li> </ul>	<p><b>Goal(s):</b> 1-4</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 type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Data from formative and summative assessments  Common planning periods</p>	<p><b>Effectiveness Measure:</b> PLC meetings  Data collection</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Training for JAG specialists</li> <li>• Jumpstart conference</li> <li>• New Teacher Training</li> <li>• Mentor Teachers</li> <li>• JPAMS Training</li> </ul>	<p><b>Goal(s):</b></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 checked="" type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> personnel</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

**Salmen 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>• Certified Nursing Assistant</li> <li>• Emergency Medical Technician</li> <li>• Drafting</li> <li>• Carpentry</li> <li>• Culinary Arts</li> <li>• Auto Technology</li> <li>• Emergency Medical Responder</li> <li>• Medical Terminology</li> <li>• JAG</li> </ul>	<p><b>Goal(s):</b> 1-4</p>	<p><b>Budgets used to support this activity:</b></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 checked="" type="checkbox"/> Title IV</li> <li><input checked="" 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>Certified personnel</p> <p>Professional development</p>	<p><b>Effectiveness Measure:</b> Student certifications</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
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**Salmen High 2018-2019**

<p><b>Coursework to Earn Post-Secondary Credit:</b>                  First Responder                  CLEP tests                  A.P. Government                  A.P. History                  A.P. English                  A.P. World History                  A.P. Calculus                  A.P. Biology II                  D.E. Medical Terminology                  D.E. Drafting                  D.E. Chemistry                  D.E. Algebra III                  D.E. Auto Technology                  Pro-Start                  Certified Nursing Assistant                  Emergency Medical Technician</p>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b>  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input checked="" type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input checked="" type="checkbox"/> Title IV  <input checked="" type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b>                  Certified personnel</p>	<p><b>Effectiveness Measure:</b>                  Student certifications</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.

### 3. Regular Monitoring and SIP Revision

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

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:

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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: Saudah Blackman-Stokes**
- **Assistant Principal: Sharmaine Donald**
- **Student: Emily Floyd**
- **Student: Imani Stokes**
- **Student: Harleigh Pittman**
- **Student: Caleb Driskell**
- **Student: Raven Donald**
- **Student: Karisa Greenlee**
- **Student: Jalen Moore**
- **Student: Mia Jenkins**
- **Teacher: Marty Mangus**
- **Teacher: Eric Dubuisson**
- **Teacher: Regina Bourliea**
- **Teacher: James Comeaux**
- **Teacher: Afreda Hygh**
- **Teacher: John Veca**
- **Teacher: Jennifer Beaubouef**
- **Teacher: Christine West**
- **Teacher: Eric DuBuisson**
- **Teacher: Charity Leblanc**
- **Counselor: Kimberly McKinley**
- **Parent/Family: Chera Pickett**
- **Parent/Family: Chris Floyd**
- **Parent/Family: Maria Floyd**
- **Parent/Family: Holly Pittman**
- **Parent/Family: Rachel Speaks**
- **Community Member: Cindy Boudreau**
- **Community Member: Corey Steele**

**Parent/Family Engagement Committee**

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

**Members Include:**

- **Principal: Saudah Blackman-Stokes**
- **Assistant Principal: Sharmaine Donald**
- **Assistant Principal: Jerry Leonard**
- **Student: Raven Donald**
- **Student: Karisa Greenlee**
- **Student: Jalen Moore**
- **Student: Mia Jenkins**
- **Counselor: Kelly Morris**
- **Counselor: Kimberly McKinley**
- **Counselor: Tanya Moses**
- **Teacher: Charity Leblanc**
- **Teacher: Eric DuBuisson**
- **Teacher: Afreda Hygh**
- **Parent/Family: Maria Floyd**
- **Parent/Family: Chris Floyd**
- **Parent/Family: Chera Pickett**