

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Slidell 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
Since 2013, English sub-scores have remained above the ACT College and Readiness Benchmark of 18 points. The current English average sub-score is 18.7 points.	The Reading sub-score is our ACT weakness. The Reading sub-score has dropped from the peak score of 21 in 2015-2016 to 19 points in 2018.
The school Strength of Diploma Index has increased by 7.6 points from 84.2 points in 2016 to 91.8 points in 2018.	The school LEAP 2025/EOC Assessment Index has decreased by 8.6 points from 87.1 in 2016 to 77.6 points in 2018.
The ACT index dropped by 8.6 points from 79.0 in 2017, However, it remains 11.3 points higher than in 2016 (67.7 points). ACT Reading and Science are the highest subscores for 2018 with an average score of 19.0 points in each.	The Reading subscore is our ACT weakness. The Reading subscore has dropped from the peak score of 21 in 2015-2016 to 19 in 2018.
There was an increase of 1.5 points in the English III EOC Index score. In 2016, the score was 89.4 points and in 2018 the score was 90.9 points.	There was a decrease of 7.9 points in the Geometry EOC Index score from 2016 to 2018, In 2016, the score was 72.4 points and in 2018, the score was 64.5 points.
High School Diploma Plus (150), the rate of high school graduating with college credit or industry-based certification, has increased by 3,300 points from 2016 (2250 points) to 2018 (5500 points).	Non-graduate without HISET increased from 58 students in 2017 to 63 students in 2018.
The White subgroup has consistently been our highest performing subgroup through the years across all subject areas, with index averaging 10 points above the "Whole School" for 2018 school year.	The Students with Disabilities subgroup has consistently scored lower than the Whole School by at least 50 points from 2016 to 2018 for a score of 35.1 in Math and 43.8 in ELA in 2018.
In the whole school, the Hispanic subgroup has increased their index scores by at least 2.5 points in Algebra I (62.5 in 2017 and 65 in 2018). The Students with Disabilities subgroup has increased their index score by at least 10 points from 2017 (27.3 points) to 2018 (37.6 points).	The Economically Disadvantaged are the subgroup has the lowest subgroup index in English II with a decrease of 3.1 points from 81.3 points (2017) to 77.2 points in (2018). The Hispanic subgroup is the lowest subgroup index in Biology with a decrease of 28.0 points from 2017 (65.0 points) to 2018 (37.0 points).
In ELA, the English Learner subgroup achievement gap grew by 32.0 points from 2017 (60.8 points) to 2018 (92.8 points). In Math, the achievement gaps among all subgroups showed no change from 2017 to 2018.	In ELA, the Students with Disabilities subgroup closed their achievement gap by 16.2 points from 2017 (83.2 points) to 2018 (67.0 points). In ELA, the Two or More Races subgroup closed their achievement gap by 0.7 points from 2017 to 2018 (28.8 points). In Math, achievement gaps among all subgroups showed no change from 2017 to 2018.

Slidell High 2018-2019

The White subgroup has the highest score in ELA with 92.6 points in 2018. The White subgroup has consistently been the highest performing subgroup in ELA since 2016 (100.8 points).

The English Learners subgroup has the lowest index score in Math with only 8.0 points in 2018. The English Learners subgroup has consistently been the lowest performing subgroup in Math from 2016 (16.7 points) to 2018.

DATA SOURCES: 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

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. To increase the Reading subscore on the ACT in 2018-2019 by 2 points to a score of 21 (from a score of 19 in 2018) by a school-wide literacy initiative that promotes literacy across all curriculum using research driven strategies.
2. To increase the school LEAP 2025/EOC Assessment Index from 77.6 points in 2018 to 81.6 points in 2019 by focusing on weaknesses in Geometry, History, and Biology with Professional Learning Communities using student data to drive instruction and implement the Guaranteed Curriculum.
3. To increase the Students with Disabilities subgroup by 10 points in Math and ELA in 2019 from a score of 35.1 in Math and 43.8 in ELA in 2018 to a score of 45.1 in Math and a 53.8 in English on the Whole School Assessment Index by using Achieve 3000 and Clever in Study Skills classes.

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place): Design:</p> <ul style="list-style-type: none"> • Parents attending IEP conferences will be informed of their child’s specific needs in relation to the goals of the school’s improvement plan (ongoing). • A copy of the SIP will be available for parental view and feedback during Open House, Freshman Orientation, Scheduling Nights, and FASFA Night (ongoing). • A member of the SIP committee will present the SIP at the next PTA meeting (December). • A schoolwide literacy night will be held to encourage parents to reinforce classroom literacy strategies at home (January). <p>Evaluation:</p> <ul style="list-style-type: none"> • SIP will be posted on school website with an embedded survey. The survey will measure parental satisfaction with the SIP in its current form. A robocall will be made prior to the posting to notify all parents. • Exit tickets will be provided during Open House, Freshman Orientation, Scheduling Nights, and FASFA Night for parental feedback. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: Parent survey and exit tickets</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Scheduling night will be held for each grade level where parents will receive information on SIP, graduation requirements, and scheduling. Parents and students will also make scheduling decisions with the guidance of the school counselor. • FASFA Night will be held for parent to receive information and discuss their child’s post-secondary plans. • A schoolwide literacy night will be held to encourage parents to reinforce classroom literacy strategies at home. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: Exit tickets and attendance logs</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • JPAMS (24/7 access for parents regarding student progress) • School website (upcoming events, important dates and activities as related to student testing, assessments, etc.) • Teacher website (24/7 access for parents to lesson plans, assignments and assessments) • Robocalls (directed phone calls to parents to provide up-to-date information, similar to the information provided on the school website) • PTA meetings (bi-monthly) • FAFSA Night (counselors meet with parents of prospective graduates to complete FAFSA) • Open House (Parents meet with teachers to obtain information on the upcoming school year, including but not limited to curriculum, assessments, discipline. Parents also obtain information on how to access the above online.) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Exit tickets, attendance logs, website traffic counters</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<ul style="list-style-type: none"> Literacy night will focus on providing information to parents that will reinforce classroom literacy strategies at home. 				
<p>Translation Services:</p> <ul style="list-style-type: none"> 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, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) 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. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & 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. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: LEP parental satisfaction survey</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

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.

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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> FAFSA Night- counselors meet with parents of prospective graduates to complete FAFSA 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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 checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: none</p>	<p>Effectiveness Measure: FAFSA completion rate and attendance log</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Freshman Orientation- parents meet with administrators, prospective teachers, counselors, club sponsors to become familiar with state graduation requirements, course offerings, diploma options, extracurricular activities, state assessments, opportunities for academic interventions, school services, and school and district policies. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input checked="" 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>	<p>Items Needed: none</p>	<p>Effectiveness Measure: Attendance log</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Scheduling Nights- Parents meet with counselors to learn about diploma options and graduation requirements and to make decisions regarding student scheduling. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Attendance log</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Literacy night will focus on providing information to parents that will reinforce classroom literacy strategies at home. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" 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>Items Needed: none</p>	<p>Effectiveness Measure: Attendance log and exit tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> College and Career night to provide parents and students with information regarding post-secondary education and career options. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: none</p>	<p>Effectiveness Measure: Attendance log</p>

Slidell High 2018-2019

		<input 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		Effectiveness Results:
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3. 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>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • All teachers use the Guaranteed Curriculum. • Guidebooks 2.0 (2 units in 9th and 10th grade.) • Achieve 3000 (SPED as an intervention and all teachers have access for nonfiction cold read passages.) • ACT prep embedded in lesson plans (Teachers use ACT questions as bellringers and teach ACT strategies in the classroom.) • Block Algebra I classes (Based on 8th grade standardized test performance students were placed in a 2 hour block class to receive additional supports and interventions.) • In Geometry, students participate in an Interim Statewide Assessment. This data will be used to drive student instruction to proficiency. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Achieve 3000 licenses</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Readiness Measures (Teacher created assessments to obtain a class profile and develop instruction.) • Mastery Tests (Teacher created assessments to determine student progression toward mastery.) • LEAP 360-(State developed assessments to obtain a class profile and develop instruction.) • LEAP 2025- (State developed assessments to determine student progress toward mastery.) • WorkKeys (ACT developed assessment to assess career/work readiness; teachers use data to drive instruction.) • EOC (State developed assessments to determine student progress toward mastery.) • Pre-ACT (ACT developed assessment to determine areas of student strength and weakness.) • LEAP Connect (Assesses ELA and Math achievement levels of students with significant cognitive disabilities) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: EOC scores, LEAP 360 interims, LEAP Connect scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • LEAP Connect Assessment (Assesses ELA and Math achievement levels of students with significant cognitive disabilities.) • LEAP Connect Curriculum • Achieve 3000 (used in ELA, Social Studies resource classes and Study Skills.) • Clever (Used in resource Algebra I, Geometry resource classes and Study Skills.) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Achieve Licenses</p>	<p>Effectiveness Measure: LEAP Connect scores, LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> 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. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> An EL teacher provides an English immersion program to help guide students to learn English, while simultaneously meeting challenging academic content and achievement standards. The EL teacher collaborates with classroom teachers regarding academic content, facilitates student accommodations, and provides targeted language support in a classroom environment. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input 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 type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Student proficiency on statewide assessments, ELPT scores</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Teacher recommendation/parental request (based on classroom performance and/or teacher or parent observations) Multiple failures (student is failing more than one class) Assessment results (EOC/LEAP scores that are below proficient) SAT meeting (students has been identified as potentially having learning, behavior, or emotional needs) 504 meeting (based on SAT meeting results to provide accommodations for academic success in the general education classroom) IEP Team meeting (for students who have been identified as having a disability, to develop goals and learning objectives, provide accommodations for academic success, determine appropriate academic setting) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Student achievement data</p> <hr/> <p>Effectiveness Results:</p>
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Slidell High 2018-2019

<ul style="list-style-type: none"> • Parental conferences (requested by teacher or parent to address individual student needs) 				
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Graduation coach (meets with individual at-risk students to provide them with strategies and review graduation requirements) • T-9 coach (identifies and meets with students on the high school level who did not meet 8th grade pupil progression standards) • Saturday support (available to all students as an opportunity to use school resources and facilities to complete assignments) • Saturday Academy (only available to freshmen to aid them in transitioning to high school and with the added support of tutors in all subject areas) • Intervention room (facility to provide student support in order the occurrence of out-of-school suspension, loss of instructional time, and provide special education support services—e.g. test read aloud, one-on-one academic assistance with a certified special education teacher) • Act 833 ((State legislation to allow students with disabilities to have access to the curriculum with modified diploma requirements) • Before school-tutoring (available to all students on a weekly basis) • ACT/WorkKeys/EOC Bootcamps (scheduled at regular intervals before each assessment during school hours as well as on Saturdays) • Study Skills class (an elective credit used to provide academic support for students) • Full-time Mental Health Provider 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT (parent, teacher, school counselor, pupil appraisal representative, school administrator meet to address individual student challenges) • KIT (federal program that provides financial and reasonable academic accommodations to students in transition) • Subject area PLC's (Professional Learning Community) • Mental Health Provider 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Student achievement data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Intervention room (facility to provide student support in order the occurrence of out-of-school suspension, loss of instructional time, and provide special education support services—e.g. test read aloud, one-on-one academic assistance with a certified special education teacher) • Act 833 ((State legislation to allow students with disabilities to have access to the curriculum with modified diploma requirements) • Study Skills class (an elective credit used to provide academic support for students) • Achieve 3000 and Clever (English and Math resource classes) 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Achieve licenses</p>	<p>Effectiveness Measure: Student Achievement Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • 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 LEP student to focus 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure: Student Achievement data, ELPTA results</p>

Slidell High 2018-2019

<p>on meaning and then engage in the content specific practices in ELA, Math, Social Studies, and Science.</p> <ul style="list-style-type: none"> • Achieve 3000 		<input type="checkbox"/> IDEA <input checked="" 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>Effectiveness Results:</p>
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Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • ESL (collaboration between classroom teacher and LEP teacher to assist ESL students in mastering course contents). • Special Education (to provide students with disabilities with accommodations, special education supports and access to the general education curriculum). • Co-teaching in Algebra 1 (special education teacher provides additional support to students in a regular classroom setting, along with a regular education teacher). • Inclusion in every subject (special education students have access to all subject area classes in a regular education setting, notwithstanding their individual accommodations). • JAG (Jobs for America’s Graduates; career-oriented instruction that complements regular education classes; identifies students who face at least one barrier to academic success). • PLC (teachers have common planning time to collaborate, analyze student data, and develop common lessons and assessments.) • Gifted programs are provided in English I, II, and IV and Geometry, Pre-Calculus, Calculus, World Geography, and Biology I. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: none</p>	<p>Effectiveness Measure: Student Achievement Data</p> <hr/> <p>Effectiveness Results:</p>
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Slidell High 2018-2019

<ul style="list-style-type: none"> Occupational services (VI, Deaf, OT/PT, APE, and Speech) are offered to students that qualify for Special Education Services. KIT (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.) 				
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> Saturday support (available to all students as an opportunity to use school resources and facilities to complete assignments) Saturday Academy (only available to freshmen to aid them in transitioning to high school and with the added support of tutors in all subject areas) ACT/WorkKeys/EOC Bootcamps (scheduled at regular intervals before each assessment during school hours as well as on Saturdays) ESYP (Extended Summer Year Program – to support students with disabilities to maintain academic, social, behavioral, and communication skills) Extended library hours to provide student access to technology National Honor Society and Mu Alpha Theta provide before school-tutoring (available to all students on a weekly basis) Students participate in internships as peer facilitators. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Student Achievement Data, Exit tickets, Attendance logs</p> <hr/> <p>Effectiveness Results:</p>

<i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) 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. 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: none</p>	<p>Effectiveness Measure: MHP Outcome Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> School counselors provide direct and indirect services that include individual and group student planning for College and Career Readiness and responsive services. Counselors collaborate with teachers and parents on early identification and intervention for students with academic and social/emotional needs. They monitor student academic progress. They also provide College and Career Information to students as well as organize and facilitate standardized tests (PSAT, ACT, ASVAB, LEAP 2025, EOC, PreACT). 	<p>Goal(s):1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed:none</p>	<p>Effectiveness Measure: Graduation rate, Student Achievement Data</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS (Positive Behavior Intervention Strategies – students may earn rewards for positive behavior via Tiger Cash and redeem Tiger Cash for prizes, IDs, reduction of disciplinary consequences) • Behavior Support (special education teacher specifically for student with emotional disabilities) • Intervention Room (provide students with support in order to reduce the occurrence of out-of-school suspension, loss of instructional time, and to reinforce classroom concepts—e.g. through tutoring, make-up opportunities within reason, cool-down periods, alternative assessments) • Project Team East (serving the needs of excluded students and help them become more successful when returning to campus) • Grade Level Counselors (available to all referred students during school hours) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Discipline records and Suspension Rates</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 8th Grade Scheduling Night (Counselors meet with parents to help provide information needed to prepare for high school and select appropriate classes) • Honors testing (Faculty test 8th graders for Honors placement at their feeder school.) • Freshman Orientation (parents meet with administrators, prospective teachers, counselors, club sponsors to become familiar with state graduation requirements, course offerings, diploma options, extracurricular activities, state assessments, opportunities for academic interventions, school services, and school and district policies.) • Junior High Band, Cheer, and Dance Night (Clubs provide opportunities for prospective students from feeder schools to participate with High School students during a Football game.) 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: none</p>	<p>Effectiveness Measure: Attendance sheets, Exit tickets</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

<ul style="list-style-type: none"> • Mu Alpha Theta monthly math tutoring for junior high students • End of School Year Dance (A dance is hosted by the cheer and football teams for prospective students from feeder schools.) • Selected sports/clubs have transitional summer activities for rising 9th graders (Cheer, Band, Dance, Football, Powerlifting, Robotics, Basketball, Volleyball) 				
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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>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Subject area collaboration (weekly meetings that are held during common planning time by content and grade level that include development of common assessments, alignment of the curriculum, pacing, and sharing of activities and behavior interventions and analyzing student data. These meetings are monitored and attended by administration.) 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: Agendas, PLC Minutes</p> <hr/> <p>Effectiveness Results:</p>
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Slidell High 2018-2019

<p>Other Professional Development:</p> <ul style="list-style-type: none"> • ACT Mastery Prep Strategies (professional development – faculty members received training on incorporating ACT strategies in their classroom) • Using document based questioning in the classroom (professional development by curriculum specialists) • Using rubrics in assessing student learning (professional development by curriculum specialists) • Faculty wide literacy training through a series of scheduled faculty training sessions on research based literacy strategies. 	<p>Goal(s): 1,2,3,4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: School Performance Score, Student Achievement Data, PD Exit tickets</p> <hr/> <p>Effectiveness Results:</p>
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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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.

Slidell High 2018-2019

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • School-to-Work Coordinator • JAG • Internships • Career Technical Night • Robotics/STEM Engineering • Pathways: Business, Automotive, Drafting, Allied Health, CNA, Hospitality, EMT, Manufacturing/Carpentry, Welding, Ag Services, Digital Media • Certifications: NCCER CORE, Microsoft Word, Microsoft Power Point, FEMA, CAD, ASE I and II, Microenterprise, Customer Service, Digital Media 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: Cohort graduation rate index</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • World History • U. S. History • Pre-Calculus • Calculus • English III • English IV • Psychology • Sociology • Chemistry II • Biology II <p>CLEP exams are offered for any classes.</p>	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" 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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: Strength of diploma; number of students enrolled; number of students that earn postsecondary credits.</p> <hr/> <p>Effectiveness Results:</p>

Slidell High 2018-2019

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.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the 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:

- The SIP Committee will monitor the SIP using school performance scores, cohort graduation index, strength of diploma index, stakeholder survey results, event attendance logs, website traffic counters, student attendance data, student grades, standardized test scores, student Lexile level growth, grade distribution data, MHP data, discipline data, and attainment of academic goals to monitor the effectiveness of the various programs outlined in the SIP. Relevant data will be used by the SIP committee to determine the effectiveness of programs outlined in our SIP. When the committee determines that a specific program did not meet it's agreed upon effectiveness result, the committee will formulate make necessary adjustments based on the above mentioned data and stakeholder input.

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:

- The SIP Committee meets on a monthly basis. Committee participants represent all school departments and disciplines. As the committee meets throughout the year effectiveness results for various programs and interventions outlined in our school improvement plan will be discussed. Programs deemed to be effective will be noted as such and continued. Programs deemed ineffective will be reviewed at by the committee, and a plan of corrective action will be formulated with input from all participants.

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

- Parents and students will receive score reports for all standardized tests they take at our school from their counselor or teacher. Teachers will receive their students aggregated assessment results in the form of a confidential report. School wide assessment results will be reported to all stakeholders via our school report card as developed and provided by the state department of education.

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: William Percy**
- **Assistant Principal: Quay Brisco**
- **Teacher: Sheri Sison**
- **Teacher: Barry Marton**
- **Teacher: Hayden Songy**
- **Teacher: Jochen Kranz**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: William Percy**
- **Assistant Principal: Quay Brisco**
- **Teacher: Sheri Sison**
- **Teacher: Barry Marton**
- **Teacher: Hayden Songy**
- **Teacher: Jochen Kranz**
- **Parent/Family:**
- **Parent/Family:**
- **Parent/Family:**