

Covington High School
9 to 12
Roslyn Hanson, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
English II index scores are the highest scores across all subject areas every year.	1	EOC data
Improvement in the SPS score	2	School Report Card
Increase in the EOC index score	3	EOC data
	4	
	5	

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Algebra I is a potential subject area weakness because the index scores have declined the past three years.	1	EOC data
Increase in suspensions	2	School-level data
Decrease in the ACT index score	3	ACT data
Decrease in the Graduation Index	4	SPS indicators
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Continue to provide instructional and curriculum support to EOC subject areas
2 Provide instructional and curriculum support the faculty and staff to improve the ACT index score
3 Increase classroom management support and PBIS programs to decrease suspension rate
4 Increase the Graduation Index
5

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

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

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2. **INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 97%.

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

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p><u>Professional Learning Communities (PLCs)</u> Teachers, professional development coordinator, staff and administration are involved in the planning and delivery of professional development addressing the needs of declining graduation rate, decrease in ACT indexes, achievement gap and suspension increases. District allotted professional development days are utilized as well as whole faculty study groups during the school day. Subject area teachers have common planning periods and meet two times a nine week period for on-going professional development. Substitutes are paid through Title II funds. Special education workshops are provided and paid through IDEA funds. Presenters from the district level and school level are brought in for whole faculty study groups and professional development days. PBIS in-services by the PBIS committee are organized to provide ongoing professional development in order to keep suspension and expulsion rates at low levels.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Research-based literature to support whole faculty study groups. Paper and copy machine usage for hand-outs. PBIS incentives such as paper and materials for Lion Bucks. Periodic rewards such as ice cream and pizza during Lion-bration</p>
<p><i>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</i></p> <p>N/A</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> SRCL <input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development •New Teacher Meetings 	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>

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<ul style="list-style-type: none"> • Learning Walks • Grade-Level Meetings • Guaranteed Curriculum Review • Teacher Surveys • Co-Teaching Trainings/Meetings 	<input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>PTSA meetings 4 to 5 times a year. Scheduled for Tuesday evenings in the library. Discussion on how parents can access the curriculum is presented at these meetings.</p> <p>Open House is scheduled in August to increase parental involvement by allowing parents to meet their children's teachers. A general session for all parents is held at the beginning of Open House where the principal addresses the parents about the importance of parent involvement.</p> <p>Guidance Counselor Newsletters sent home by the guidance counselors to their respective grade levels. Counselors do include homework help tips, graduation requirements and inform parents on how to access the curriculum. Letters indicating students failing courses are sent home to parents.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Paper for newsletter</p> <p>Paper and copy machine usage for hand-outs</p> <p>Printing supplies</p> <p>Postage</p>
<p>◆ In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.</p>	<p>10. BUDGETS used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Paper and copy machine usage</p> <p>Printing supplies</p> <p>Postage</p>

Covington High School
9 to 12
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<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>
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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p><u>Incoming Students</u> Cub Day for incoming freshmen held in January to acquaint the incoming freshmen with the campus, academics and variety of clubs CHS offers.</p> <p>Summer orientation for incoming freshmen.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Paper and copy machine usage</p> <p>Substitutes</p>
<p><u>Outgoing students</u> Senior Graduation Ceremony in May</p> <p>College and Career Fair at Southeastern Louisiana University for outgoing students</p> <p>College recruiter visits to Covington High School</p> <p>Career Day held at Covington High School</p>	<p>10. BUDGETS used to support this activity:</p> <p><input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes provided for class sponsors to attend graduation rehearsal.</p> <p>Bus provided for students who do not have transportation to the Southeastern University.</p> <p>Use of facility for Career Day held at Covington High. Subs provided.</p>

Covington High School
9 to 12
Roslyn Hanson, Principal
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> • Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. • Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). • Teachers are to use the data to develop lessons and interventions for at-risk students • Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" 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 type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Subs provided for whole-faculty study groups.</p> <p>Paper and copy machine usage</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <p>EAGLE testing to prepare for EOC testing</p> <p>Beginning-mid-year and end of year district created assessments</p> <p>ACT online prep</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</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"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>ACT online prep program</p> <p>Paper and copy machine usage</p>

9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
<p><u>Mental Health Providers</u>-(please adjust to fit your school's MHP plan)</p> <p>MHP: Due to the transient and often unstable environments that many of Covington High School students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p>	<p>Item(s) to be purchased to support this activity:</p>

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2015-2016

<p>that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration at Covington High School will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Covington High School will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> PBIS program instituted to support positive student behavior. Positive behavior taught through C-4 news (school broadcasting class) and activities during homeroom. PBIS committee members develop monthly lessons. PBIS posters adorn the walls of CHS. Rewards for students include Lion Bucks, candy, pizza and ice cream.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Various rewards such as ice cream, candy and pizza. Paper and copy machine usage for Lion Bucks.</p>
<p><u>Instructional Program Enhancements</u> Paraprofessionals are used to improve academic performance of lower achieving students by strategically placing them in classes with lower achieving SPED students. Lower achieving students are identified by the special education department as well as the classroom teacher. Paraprofessionals are assigned to classes and work with the lower achieving students addressing the accommodations.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring Programs-Pull out</u> Students identified as at-risk receive tutoring through two tutoring programs. First, high achieving seniors in an internship program are placed to work with at-risk students during a</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity: Paper and copy machine usage.</p>

Covington High School
9 to 12
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ST. TAMMANY PARISH SCHOOLS
2015-2016

<p>specific period. The students may be pulled out during this time to work with the peer tutor. The special education inclusion teacher works with the peer tutors and monitors the progress of all. The program is evaluated based on the level of achievement of the at-risk student. A second tutoring program is Academic Clinic. This is offered after school Tuesdays and Wednesdays. All students are allowed to attend. Monitoring and evaluation of the program is conducted by the assistant principal in charge of the program. Increased student achievement is the final evaluation.</p>	<p> <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	
<p><u>Tutoring/Helping Hands-Push-in</u></p> <p>N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Technology Resources and Personnel:</u></p> <p><u>General</u> To increase student engagement, Activboards, Votes, expressions, computers, printers, and laptops are used. Jim Cooper is Covington High School’s computer tech and works with faculty and staff for proper usage of technology.</p> <p><u>Technology Interventions/Progress Monitoring</u> Read, Write, Gold, Gizmos and Achieve3000 are intervention programs used by students. The programs are used as interventions for struggling students. Teachers monitor the progress of their students using these programs. Usage of these programs is monitored by the administrative staff.</p>	<p>10. BUDGETS used to support this activity:</p> <p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Computers Smart Boards ActivBoards Printers Laptops Achieve3000 Read, Write Gold Gizmos</p>

Covington High School
9 to 12
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SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

<p><u>Special Education Program Design</u> Our special education population continues to grow and data on the students with disabilities subgroup drives our program design. Our special education program model ranges from inclusion to resource classes. Special education students are placed in an ELA or math inclusion setting based on testing data. If they are higher achieving, they are placed in an inclusion setting and in a support class. Students scoring lower on standardized tests are placed in a resource class for ELA or math.</p> <p>Mild/moderate students are mostly self-contained but do attend elective classes. Severe/profound students are self-contained.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Student Assistance Team (SAT):</u> The Student Assistance Team receives referrals from teachers, guidance counselors and parents if support is needed. The team meets to discuss these concerns and develop a plan of action. The plan of action could be possible classification in the 504 program or simply research-based interventions.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) Title II A classroom size reduction teacher is utilized at Covington High School.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

Covington High School
9 to 12
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SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

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

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>When the data analysis is available, the SIP Committee meets to discuss completing the SIP. The administration analyzes the data to assist in planning professional development for the upcoming school year. Based on the data, previous professional development and school plans are evaluated for its effectiveness.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p>
<p><u>HOW</u> are the <i>results of this assessment</i> <u>REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)? The released school report card is communicated to parents and stakeholders via various media outlets such as online news organization and print media. The school letter grade is an indication to the results of the SIP. Various whole-faculty study groups are organized to discuss with individual departments the data from the SIP.</p>	<p>10. BUDGETS used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p>