

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Covington High



St. Tammany Parish Public Schools

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

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 |
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| Over the last 3 year ACT Math subscores increased by 0.7, Reading increased by 0.8, Science increased by 0.6, and ACT Composite scores increased by 0.7. Even though the subscore of English had declined 2 of the last 5 years, the English has met the benchmark of 18 for 4 out of the last 5 years. | ACT English subscores declined .2 from 2015-16 to 2016-17. Even though other ACT subscores have a trend of increasing, the benchmarks are not being met in Mathematics (22), Reading (22), Science (23). |
| Cohort graduation rate index has increased from 86.4 to 111.8 over a five year period. | EOC has consistently been the lowest index component over the past few years starting at 70.5 and ending at 70.8. |
| Improvement has been shown in Cohort Graduation, Graduation Index, CRT Index for English II, and steady progression in ACT composite score. | EOC index scores have consistently remained low ranging from 70.5 to 74.6. CRT index trends in Biology have remained at least 20 points fewer than the highest subject level. |
| English II EOC scores have consistently been at least 11 points higher than English III EOC scores the students are more motivated to pass the test. | English III EOC scores have consistently been at least 11 points below English II EOC scores because once the students have passed English II test and graduation requirement has been met, the students lack motivation to do well on the test. |
| Regular high school diplomas have increased 10.3% from 2015 to 2017. High School Diploma Plus (150) increased 6.2% from 2015 to 2017. | Diploma Plus (115) decreased 6.6% from 2015 to 2017. |
| White students has performed higher than other subgroups in all subject areas by at least English II 17%, English III 21%, Algebra I 16%, Geometry 16%, Biology 17%, and US History 10%. | Students w/disabilities performed below other subgroups by at least 25% in Eng II & 11% Eng III for 4 of the last 5 yrs. LEP students were the lowest performing subgroup in 2016-17 in English II and English III. For all other EOC subjects, students with disabilities have performed at least 10% below other subgroups. |
| The Hispanic subgroup improved from 30.0% proficient in 2014-15 to 62.5% proficient in 2016-17. | The Black subgroup declines in English II from 60.0 in 2014-15 to 38.8 in 2016-17 and in English III from 46.4 in 2013-14 to 28.1 in 2016-17. The students with disabilities subgroup declined in Algebra I from 28.6 in n 2012-13 to 8.5 in 2016-17 and Geometry from 34.3 in 2013-14 to 18.2 in 2016-17. |
| No subgroups showed a decrease in percent proficiency for two consecutive years. | In ELA the black subgroup gap increased from 20.7 in 2013-2014 to 35.8 in 2016-17 and the economically disadvantaged subgroup gap increased from 11.3 in 2013-14 to 18.7 in 2016-17. The Students with Disabilities achievement gap in Math increased from 38.3 in 2012-13 to 49.6 in 2016-17. |

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Hispanic students increased from 30.0 in 2014-15 to 62.5 in 2016-17.

Math is lower for the students with disabilities by 20.2% for 2016-17.

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 Claim/Subclaim 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*

1. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their assessment index scores by at least 50 points from 20.0 to 70.0.
2. From Spring 2017 to Spring 2018 the students in the subgroup Black for the Whole School will increase their assessment index scores by at least 34.4 points from 36.6 to 70.0.
3. From Spring 2017 to Spring 2018 the students in the Whole School will increase their assessment index score on LEAP/EOC at least 14.2 points from 70.8 to 85.0.
4. From Spring 2017 to Spring 2018 the students in the subgroup Hispanics for the Whole School will increase their assessment index scores by at least 15.7 points from 54.3 to 70.0.
5. From Spring 2017 to Spring 2018 the students in the subgroup Economically Disadvantaged for the Whole School will increase their assessment index scores by at least 15.7 points from 54.3 to 70.0.

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 MEASURE |
|---|--------------------------------|--|--|---|
| <p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings • Website – SIP will be posted for all parents to review with link for feedback • PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting. • Student Counsel invited to evaluate SIP and make recommendations. • Focus group with students representing each subgroup invited to evaluate SIP and make recommendations. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Paper and copy machine usage for hand-outs</p> | <p>Effectiveness Measure: Parent and student survey Website Feedback counters</p> <hr/> <p>Effectiveness Results:</p> |
| <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"> • Student Counsel invited to evaluate SIP and make recommendations. • Focus group with students representing each subgroup invited to evaluate SIP and make recommendations. | <p>Goal(s): 1-5</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 | <p>Items Needed: Paper and copy machine usage for handouts</p> | <p>Effectiveness Measure: Parent and student survey PTSA minutes Student Career Day feedback Guidance calendar</p> |

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| <ul style="list-style-type: none"> Scheduling night – parents and student get information regarding curriculum and make scheduling decisions PTSA meetings –parents are informed of events or changes on campus. Career Day – professionals from a variety of occupations give presentations to students. Recruiters from universities, colleges, technical/vocational schools, and military visit school throughout the year with information from students. Teachers participate in Professional Learning Community meetings | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings Website – School Improvement plan will be posted for all parents to review with link for feedback PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting. Student Counsel invited to evaluate SIP and make recommendations. They will also communicate SIP plan to their members during regular meetings. Robocalls will be used to inform and remind parents of upcoming events Use Jumbotron to advertise upcoming PTSA and/or academic events. | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Paper and copy machine usage</p> | <p>Effectiveness Measure: Parent and student survey PTSA minutes</p> <hr/> <p>Effectiveness Results:</p> |
| <p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> 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 | <p>Goal(s): 1-5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Paper and copy machine usage for handouts</p> | <p>Effectiveness Measure: Parent and student survey PTSA minutes</p> |

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| <p>events, PTA meetings, and other parent orientation meetings.</p> | | <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>Effectiveness Results:</p> |
| <p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicates 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): 1-5</p> | <p>Budgets used to support this activity:</p> <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 | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts</p> <p>Translators</p> <p>Printed documents in other languages</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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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.

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| <p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • Academic night focusing on information regarding standardized assessments LEAP2025/EOC. • Inform parents of the structure of the assessment and the impact on graduation. • Allow parents to experience a practice test. • Share tips to help students prepare for LEAP2025/EOC with purpose of increasing student scores. • January 2018 | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for hand outs.</p> <p>Computer usage for practice test</p> <p>Childcare space & workers</p> <p>Space for meal</p> <p>Food, drinks, and paper products for meal.</p> | <p>Effectiveness Measure: LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Scheduling Night – guidance counselors provide information regarding graduation requirements for each diploma track. • Guidance counselors will emphasize LEAP 2025/EOC and its impact on the students' progress to graduation. • Parents and students determine schedule for 2018-1019 school year. • Spring 2018 | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts.</p> | <p>Effectiveness Measure: LEAP2025/EOC scores Sign In Sheet Parent/Student surveys</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Orientation Day – Information day with breakout sessions to discuss topics relevant to the parents based on the student grade level. • Summer 2018 | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts</p> <p>Space and workers for child care.</p> <p>Folders</p> <p>Snacks & drinks</p> <p>interpreters</p> | <p>Effectiveness Measure:</p> <p>Sign In Sheet Parent/Student surveys LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
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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.)*

| SCHOOLWIDE PLAN STRATEGY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY: | EFFECTIVENESS MEASURE |
|--|--------------------------------|---|--|---|
| <p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Teachers are following guaranteed curriculum. • English I and II teachers are using Guidebook 2.0 for 2nd nine weeks. • Science teachers are following the new Louisiana Standards for science. • Eagle is a state website designed for students to practice assessment simulations. • Academic clinic is provided for all students before and after school on Tuesday, Wednesday and Thursday. • Achieve 3000 is used for English Language Learners and students with disabilities to improve Lexile (reading) levels. • Odysseyware is used for students with disabilities to remediate student who have not passed previous EOC tests. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts</p> <p>Computers for practice tests</p> | <p>Effectiveness Measure: LEAP/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Teachers are working in their Professional Learning Communities by departments to develop common assessments aligned to standardized tests. Previous years EOC scores are used to determine remediation and instructional strategies. LEAP360 diagnostic used to provide current ability and guides instruction. Eagle assessments provide feedback on student progress and are used to guide instruction. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for hand outs Time to collaborate Computers for web based programs</p> | <p>Effectiveness Measure: LEAP/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Prior year standardized test scores are used to place students in interventions Prior year grades in core classes. Teacher Assistant Team will be developed to identify at risk students, implement interventions and monitor student progress to determine if student needs to be referred to the Student Assistant Team. Teacher recommendations Parental concerns | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for hand outs Screening instruments Conference space</p> | <p>Effectiveness Measure: LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Academic Clinic is available for all students to improve student performance. Graduation Coach to assist students to monitor progress. | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed:</p> <p>Paper and copy machine usage Computers for web based interventions</p> | <p>Effectiveness Measure: LEAP2025/EOC scores</p> |

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| <ul style="list-style-type: none"> • Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically. • The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress. She also goes into the In School Suspension room and provides lessons. • Act 833 eligible students are provided with remediation for EOC either through Study Skills or during another elective class. • English Language Learners have tutor available to assist them. • There is a tutor available for the students who are part of the Kids in Transition program. | | <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | | Effectiveness Results: |
| <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 – Students who continue to struggle after implementing and monitoring interventions are referred to the Student Assistant Team by teacher, guidance counselor, or Teacher Assistant Team. The team is made up of teachers, counselors, mental health providers, administrator, speech therapist, representative from Pupil Appraisal parent, and student. The team determines if more interventions are necessary or if the student should have 504 accommodations or possibly be evaluated for special education. • IEP – For students with a current Individual Education Plan who are still struggling, the IEP team will meet to determine if any changes to accommodations need to be made or if any other interventions are necessary. The IEP team consists of an Official Designated Representative, special education teacher, regular education teacher, related service providers, parent, and student. | Goal(s): 1-5 | Budgets used to support this activity: <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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | Items Needed: Paper and copy machine usage for handouts. Data from teachers Results from interventions Grades Test scores Screening documents | Effectiveness Measure: Leap2025/EOC scores Grades Communication Logs <hr/> Effectiveness Results: |

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| <p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Full time LEP teacher and tutor available • LEP teacher monitors grades of all LEP students and gathers data from teacher when student grades fall in the D or F category. • LEP teacher monitors students after graduation | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title III <input 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: Paper and copy machine usage for handouts</p> | <p>Effectiveness Measure: Successful completion of ELDA test</p> <p>LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion – special education and regular education teachers work together in some classes to meet the needs of students. • Resource classes are available for special education students who are not able to be successful in on-level classes. • Caseload teachers communicate with regular education teachers to monitor special education students’ performance. • LEP teacher and tutor work closely with teachers of LEP students to monitor student progress. • Study Skills classes are available to provide student with skills necessary to be successful in high school and beyond. They also communicate with teachers to monitor the students’ progress in other classes. • MAE teacher monitors students on her caseload and communicates with teachers to help manage difficult behavior. • RNC teacher is available for students whose behaviors and disability prevent them from being successful in a larger classroom. | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title III <input 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: Paper and copy machine usage for handouts</p> <p>Communication Logs</p> <p>LEP Academic Review forms</p> | <p>Effectiveness Measure: LEAP2025/EOC</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Gifted teacher provide instruction for students who need a setting with more enrichment. | | | | |
| <p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • LEAP2025/EOC remediation during study skills classes or through pull out. • Academic Clinic – available for all students for LEAP2025/EOC remediation or for tutoring to improve progress. • ESY – The extended school year program is available for eligible special education students in order to maintain the skills the students have developed throughout the school year. • KIT tutors are available for students in the Kids in Transition program. • Athletes are provided time for tutoring and work completion with coaches. • Field trips are provided to allow students to have real world experiences to enrich instruction. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts.</p> <p>Computers for web based interventions</p> | <p>Effectiveness Measure: LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></p> | | | | |
| <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 Mental Health Provider (MHP) will work with students 40 hours per week. 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. | <p>Goal(s): 1-5</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 | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts.</p> <p>Private meeting space</p> | <p>Effectiveness Measure: Mental Health Provider chart</p> |

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| <p>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> | | <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>Effectiveness Results:</p> |
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

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| <p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS – The Positive Behavior Support Team develops strategies to encourage positive behaviors. Lion bucks are issued by teachers to students exhibiting appropriate behaviors. Lions bucks can be redeemed for incentives. Quarterly incentives end of year incentives are also provided to encourage positive behaviors. • By Stander Revolution – Month long program of lessons to teach students how to tackle the problem of bullying. • Assemblies are provided to teach students how to report and deal with problem behaviors. • The MAE teacher goes into the ISS room to provide social skills lessons to teach students how to avoid problem behaviors. • Guidance counselors meet with students having behavior difficulties. • Check in/Check out program to provide behavioral and academic support during the day. • Point sheets are completed on students with high risk behaviors to monitor. • Project Team West – students with severe behaviors may be assigned to Project Team West where they take classes online and meet with related service providers. | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Lion Bucks Incentives Paper and copy machine usage for handouts Food Games Computer Projector</p> | <p>Effectiveness Measure:</p> <p>LEAP2025/EOC scores Behavior reports Graduation rate JPAMs reports</p> <hr/> <p>Effectiveness Results:</p> |
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Strategies for Assisting Students in the Transition from One School to the Next:

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| <p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Cub Day – 8th grade students from feeder schools during the school day in the Spring. They tour the campus and are given information on clubs, extracurricular activities, and graduation requirements. • Guidance counselors visit each of the feeder schools for scheduling. • Orientation is a day for students to get information on life at Covington High School and get an opportunity to walk their schedules. • Internships are available for students to get real world experience related to their Tops Tech career pathway. • 15 Career pathways are offered. • Recruiters from post secondary institutions, vocational/technical schools, and military branches visit throughout the school year. • Dual enrollment and Advance Placement classes are offered to allow students to earn college credit while at Covington High School. | <p>Goal(s): 1-5</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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>School and Community Connections for internships</p> <p>Paper and copy machine usage for handouts</p> <p>Computers for web based courses and tests</p> <p>Vouchers for DE and AP tests</p> | <p>Effectiveness Measure:</p> <p>Industry Based Certifications Graduation rate LEAP2025/EOC DE and AP credits earned</p> <hr/> <p>Effectiveness Results:</p> |
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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:

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| <p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Teacher leaders run the meetings for each department. • Departments meet bi-weekly to discuss curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats. • Teachers work together to develop lessons aligned with current state curriculum standards. • Teachers review data from assessments such as LEAP360 or department created assessments to develop relevant instruction. • Teachers use data from ongoing assessments to monitor student progress. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts</p> <p>Time to collaborate</p> <p>Curriculum standards</p> | <p>Effectiveness Measure:</p> <p>LEAP2025/EOC scores</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>Other Professional Development:</p> <ul style="list-style-type: none"> • District wide professional development provided for all teachers. • Conferences and workshops are attended by teachers based on their content areas. • Curriculum Specialists visit campus to provide training for teachers focusing on lessons aligned to new standards and LEAP2025/EOC formats. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper and copy machine usage for handouts</p> <p>Time to collaborate Copies of standards</p> <p>Sample test questions</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results: LEAP2025/EOC scores</p> |
| <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. | <p>Goal(s): 1-5</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:</p> <p>Paper and copy machine usage for handouts</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> 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>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> Covington High has a school-to-work coordinator who works with students to provide opportunities for internships in the community. Career Day provides students the opportunity to get information from professionals regarding a variety of careers. Representatives from post-secondary institutions and the military visit campus regularly to provide information to students. 15 Career pathways are offered. | <p>Goal(s): 1-5</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Paper and copy machine usage for handouts</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"> Students have the ability to earn post-secondary credit in a variety of dual enrollment and advance placement courses. | <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 type="checkbox"/> IDEA <input type="checkbox"/> Title III <input 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: Paper and copy machine usage for handouts</p> | <p>Effectiveness Measure: Cohort graduation rate index</p> <hr/> <p>Effectiveness Results:</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.

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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP will meet monthly with representation from teachers, parents, and students to assess progress toward benchmarks as goals as outlined in the plan.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- Teacher and parent surveys as well as feedback from the website link will be used to assess the effectiveness of the plan and determine if any changes need to be made to the goals and/or the steps to obtain the goals.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Diagnostic assessments give baseline data to measure the students' progress. Interim assessments measure the student progress toward achieving the goals and help teachers to adjust instruction and strategies if necessary. The summative assessment data reflect if the student has achieved the goals.

Describe how results of this assessment are reported to the school's stakeholders:

- The assessment results will be shared through parent activity nights, PTSA meetings, PLC meetings, faculty meetings, and posted on website.