

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Northshore 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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
The ACT Reading sub-score has shown the most improvement over the past three years with a growth of 1.0. The ACT English, Math, and Composite scores have all increased 0.4 over the past three years.	The ACT Math and Science sub-scores have not reached Benchmark, with Math at 20.7 being 1.3 below Benchmark and Science at 21.6 being 1.4 below Benchmark.
The Cohort Graduation Rate Index is a strength, with the highest index scores over the past five years, averaging 119.3.	The EOC Index is a weakness, even though it has only been the lowest for the 2016-17 school year with a score of 92.0. The average EOC index over the past five years is 96.9. There is no consistent weakness in indexes over the past few years.
The ACT Index has shown improvement over the past few years with an increase in scores by 16.5 points. Compared to years past, the SPS scores have increased from 99.0 to 105.2, improving by 6.2 points since 14-15.	The EOC Index has shown a steady decline since 13-14, with a decrease in scores by 9.3 points. The Geometry and Biology Indexes have declined consistently for the past two years.
Algebra I and Geometry Indexes have a concentration of lower scores compared to the other subject areas. The Geometry Index was lowest during 2016-17 at 79.4 and since 14-15 the Geometry Index has declined 20.3 index points.	English II is the highest during 2013-14 (115.0) and 2016-17 (104.3)
HS Diploma Plus (110) category of the Cohort Graduation Index is the strength with 30% in 2017, increasing by 11.4% since 2015. Also the HS Diploma Plus (150) category increased by 5.9% from 2015 to 2017.	Non-graduates is the weakness with 13.9% in 2017, even though the trend over the past three years shows the percentage has decreased by 6%.
Asian/Pacific Islander is the highest performing subgroup overall with the highest percent proficiency over the past four years.	Students with Disabilities has been the lowest performing subgroup overall with the lowest percent proficiency in all subject areas over the past four years.
Asian/Pacific Islands have increased in English II by 12.5% over the last 3 years. Black students increased in English III by 8.9% in the last two years.	Students with Disabilities has declined consistently in ELA every year since 13-14 with a decline of 27.7%. Since 14-15, the Whole School has declined 6.9% in Math and the White subgroup has declined 7.2% in Math. The SWD subgroup has declined 14.6% in Math since 13-14.
No subgroup has shown a decrease in the achievement gap for two consecutive years.	Whole School in ELA (7.2% increase over 3 years), White Subgroup in ELA (8.5% increase over 3 years), and Students with Disabilities in ELA (28% increase over 3 years) have shown an increase in the achievement gap over the past three years.

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Asian/Pacific Islanders highest in English II have increased by 12.5 from 2014-15 to present. Black subgroup improved in English III by 8.9 points since 2014-15.	Students with Disabilities have declined in all subjects. English II (7.1 since 2015-16), English III (10.2 since 2015-16), Algebra 1 (1.2 since 2015-16), Geometry (7.8 since 2015-16), Biology (0.3 since 2014-15).
<b>DATA SOURCES:</b> School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HSET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	
<b>GOALS</b> <ul style="list-style-type: none"><li>• <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></li><li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li></ul>	
1. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 5 points from a 46.4 to a 51.4 on LEAP 2025/EOC.	
2. From Spring 2017 to Spring 2018, the EOC Assessment Index will increase by at least 9% from 92.0 to 101.0 from all initial testers on LEAP 2025/EOC.	
3. From Spring 2017 to Spring 2018 Cohort Percent for Non-Graduates will decrease by at least 5 points from 13.9 to 8.9.	
4.	
5.	

**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><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• PTSA Board Meetings – held monthly to discuss SIP implementation and evaluation</li> <li>• Parent Survey involving attendance policy, EOC test schedule and at-home test prep strategies; survey will be accessible for two weeks in December</li> <li>• Students with Disabilities Parent Survey involving EOC test schedule and at-home test prep strategies, graduation options and requirement; surveys given at annual IEP meetings</li> </ul>	<p><b>Goal(s):</b> 1, 2, and 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper Electronic access to google docs survey</p>	<p><b>Effectiveness Measure:</b> 50% of student body and 75% of students with disabilities will complete survey</p> <hr/> <p><b>Effectiveness Results:</b> 75% of surveys returned show an understanding of SIP and their role in its implementation</p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• SAT Meeting (Every Wednesday) – Parents are invited to discuss their students’ academic progress and decisions made accordingly</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Paper Various Forms</p>	<p><b>Effectiveness Measure:</b> Minutes of meetings held on a regular basis</p>

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<ul style="list-style-type: none"> <li>• IEP and IAP Meetings (Yearly) – Parents attend meetings to discuss accommodations and academic progress</li> <li>• Parent/Teacher Conferences (As Needed) – Parents, teachers and counselors discuss academic progress and decisions made accordingly</li> <li>• PTSA (Monthly) – Parents, teachers and students are able to attend and discuss various issues concerning Northshore High School</li> <li>• Student Council (Bimonthly) – Student representatives meet to discuss various school related issues and projects</li> <li>• Scheduling Night (January) – Parents attend to discuss and develop Individual Graduation Plans</li> </ul>		<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><b>Effectiveness Results:</b> An increase of 10% in participation in the remaining school activities</p>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Parent/Teacher Handbook – pertinent information and policies</li> <li>• Open House – parents and students have opportunities to meet with teachers and get pertinent information</li> <li>• Parent Information Night – parents invited to attend and receive pertinent information about FAFSA, scholarships and financial aid, new curriculum, college admissions, career exploration and TOPS representative</li> <li>• Scheduling Night – incoming high school students and parents are introduced to high school graduation requirement and decisions are made involving student, parent and counselor</li> <li>• Freshman/Parent Orientation Night</li> <li>• Rising Senior Night – review graduation requirements, senior year testing, college and career planning, FAFSA, how to communicate with teachers related to student progress, and other pertinent Senior Level information</li> <li>• Robo-calls – sent home to deliver information regarding attendance, grade, and upcoming events and general reminders</li> <li>• JPAMs – grades, attendance and behavior issues</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Paper Various Handout and Forms Handbooks JPAMs and Websites Maintained</p>	<p><b>Effectiveness Measure:</b> Percentage of Participation Website Data Monitoring</p> <hr/> <p><b>Effectiveness Results:</b> Increase in Data Monitoring Percentage</p>

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<ul style="list-style-type: none"> <li>Teacher Websites – course information and assignment schedules</li> <li>Course Description Guide – outlines course requirements and content</li> </ul>				
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Paper Various Forms and Handouts</p>	<p><b>Effectiveness Measure:</b> An increase in attendance by 10 %</p> <hr/> <p><b>Effectiveness Results:</b> Attendance increased from 25% to 35%</p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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><b>Items Needed:</b> Printing and Postage Supplies, Forms in various languages</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>				
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Open House – parents and students have opportunities to meet with teachers and get pertinent information</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Paper Various Handout and Forms</p>	<p><b>Effectiveness Measure:</b> An increase of 10% in participation in the remaining school activities</p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Parent Information Night – parents invited to attend and receive pertinent information about FAFSA, scholarships and financial aid, new curriculum, college admissions, career exploration and TOPS representative</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b> Paper Various Handout and Forms</p>	<p><b>Effectiveness Measure:</b> An increase of 10% in participation in the remaining school activities</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b> Attendance increased from 25% to 35%
<b>Parent Family Engagement Activity 3:</b> <ul style="list-style-type: none"> <li>• Freshman/Parent Orientation Night</li> <li>• Rising Senior Night – review graduation requirements, senior year testing, college and career planning, FAFSA, how to communicate with teachers related to student progress, and other pertinent Senior Level information</li> </ul>	<b>Goal(s):</b> 1, 2, & 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> Paper Various Handout and Forms	<b>Effectiveness Measure:</b> An increase of 10% in participation in the remaining school activities  <hr/> <b>Effectiveness Results:</b> Attendance increased from 25% to 35%



### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Literacy Assignments during Academic Prep Period</li> <li>• Inquiry Based Labs in Science</li> <li>• Document Based Questions in Social Studies</li> <li>• Guidebooks 2.0 in English I and II during 2<sup>nd</sup> and 3<sup>rd</sup> Quarter</li> <li>• Course Specific tutoring during Academic Prep Period – 35 minute period for all students to access additional support as needed</li> <li>• Use of State Standards in Math; Algebra 1, Geometry and Algebra II</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> APP passes Guidebooks</p>	<p><b>Effectiveness Measure:</b> Observations Attainment of Goals APP Tutoring Attendance Lesson Plans Achieve 3000 Data Literacy Assignment Grades EOC Scores</p> <hr/> <p><b>Effectiveness Results:</b> Teacher SLTs EOC/LEAP 2025 Scores Departmental Exams</p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Develop Departmental Exams to mimic LEAP 2025</li> <li>• LEAP 360</li> <li>• EOC/LEAP 2025</li> <li>• EAGLE</li> <li>• Pre-ACT</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Access to LEAP 360 Computers Internet Connection</p>	<p><b>Effectiveness Measure:</b> Review of Assessment Data</p> <hr/> <p><b>Effectiveness Results:</b> Increase percent proficient in accordance with goals</p>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Classroom Grades</li> <li>• LEAP/EOC/LEAP 2025 Scores</li> <li>• Attendance</li> <li>• Failure Rate</li> <li>• SAT Referrals</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> N/A</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals Attendance and Failure Rate</p> <hr/> <p><b>Effectiveness Results:</b> Increase in Attendance and decline in Failure Rate Increase in grades and assessment scores</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Communication with Parent</li> <li>• SAT</li> <li>• Math and Reading Skills Classes – T-9, resource students and other identified as at-risk participate in double blocked ELA and Math courses for additional support</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Computers Paper/Printing Supplies District Staff</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p>

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<ul style="list-style-type: none"> <li>• Math IXL in Math Skills Classes</li> <li>• Students with Disabilities placed with SPED teachers for specialized instruction (Achieve 3000) and small group setting during Academic Planning Period</li> <li>• T-9 Intervention and Classification</li> <li>• Graduation Coach – meets with 5<sup>th</sup>-year and at-risk seniors</li> <li>• Career Coach – meets with T-9 students and at-risk freshmen</li> <li>• Mental Health Provider Referral – for any at-risk student</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b> Increased Proficiency Scores on EOC/LEAP 2025 Increased Graduation Rate
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT – Parents and students are invited to participate in developing interventions and other ways to help student succeed</li> <li>• Implementation/Review of IAP and IEP</li> <li>• LEAP 360 Progress</li> <li>• Achieve 3000 Data</li> <li>• Math IXL Data</li> <li>• Departmental Exam Results</li> </ul>	<b>Goal(s):</b> 1 & 2	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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	<b>Items Needed:</b> Paper/Printing Supplies Computers	<b>Effectiveness Measure:</b> Attainment of Goals  <hr/> <b>Effectiveness Results:</b> Increased Percent Proficiency on EOC/LEAP 2025
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul>	<b>Goal(s):</b> 1 & 2	<b>Budgets</b> 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 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	<b>Items Needed:</b> Paper Computers Achieve 3000	<b>Effectiveness Measure:</b> Attainment of Goals  <hr/> <b>Effectiveness Results:</b> Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate

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<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Inclusion – English</li> <li>• ESL teacher 4 hours per day to provide additional support</li> <li>• Academic Prep Period for tutoring and test prep for SPED students</li> <li>• Career Coach assists at-risk students with study skills, organizational skills etc.</li> <li>• Graduation Coach assists at-risk students with HiSet Options and online learning</li> <li>• Virtual Learning Facilitator – assists students with online learning</li> <li>• MAE teacher – assists at-risk students with guided support throughout the academic day</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers and Technology Access</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b> Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate</p>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• Summer EOC Remediation</li> <li>• SPED Extended School Year</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and Printing Materials Postage Teacher Pay</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b> Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate</p>

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<b><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></b>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Providers (MHP)</b> will work with students <b>26</b> 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. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> <li>• Counseling Department provides additional academic, personal/social and career assistance through individual meetings, parent meetings, APP sessions and information nights</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Outcome Measure for MHPs Chart</p> <hr/> <p><b>Effectiveness Results:</b> Increased resolution of student concerns.</p>
<b><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS – Panther Bucks, Panther Pantry, Panther Achievement</li> <li>• Spirit Stick competition based on attendance and tardies</li> <li>• Counseling Office meets with students regularly who may be at risk due to failures, low income household and minorities</li> <li>• SAT – Parents and students are invited to address behavior issues and develop behavior contracts to address problem behaviors</li> <li>• Project Team East and Project Believe are utilized for students with habitual or severe discipline issues when an alternate learning environment is needed</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper/Printing Supplies Food Items</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b> Increased attendance and decreased tardies</p>

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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <p><b>Incoming Students</b></p> <ul style="list-style-type: none"> <li>• Freshman/Parent Orientation – parents meet with counselor and administrator to review expectations of high school, student handbook, discipline and attendance requirements, testing and graduation requirements; students go on campus tour and meet with ambassadors about school rules and clubs and other ways to get involved on campus</li> <li>• Scheduling Night – course selection and graduation requirements</li> <li>• Parent Information Night – graduation requirements, how to read a transcript, TOPs representation, review of Guidebooks</li> </ul> <p><b>Outgoing Students</b></p> <ul style="list-style-type: none"> <li>• College Funding Literacy Workshop</li> <li>• FAFSA Workshop</li> <li>• Resume Workshop</li> <li>• College/Major Search Engine Workshop</li> <li>• College/Vocational/Military Opportunity APP Sessions</li> <li>• Rising Senior Workshop</li> <li>• College and Career Night</li> <li>• LOSFA Presentation</li> <li>• College Tour</li> <li>• College Field Trips</li> </ul>	<p><b>Goal(s):</b> 1, 2, &amp; 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Paper/Printing Supplies College Tour</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b> Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate</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:***

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>Whole faculty study groups: meet as needed, minimum once a month; data is reviewed to discuss and create goals and objectives and strategies are shared with faculty; teacher/administrators facilitate.</li> <li>Curriculum leadership team: meet as need, minimum once a month; data is reviewed to discuss and create goals and objectives and strategies are shared with faculty; teacher/administrators facilitate.</li> <li>ACT committee: meet as need, minimum once a month; data is reviewed to discuss and create goals and objectives and strategies are shared with faculty; teacher/administrators facilitate.</li> <li>EOC committee: meet as need, minimum once a month; data is reviewed to discuss and create goals and objectives and strategies are shared with faculty; teacher/administrators facilitate.</li> </ul>	<p><b>Goal(s):</b></p> <p>1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p> <p>Papers</p> <p>Handouts</p> <p>Technology</p>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of goals</p> <hr/> <p><b>Effectiveness Results:</b></p> <p>Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate</p> <p>Increase teacher SLT results.</p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Deep Dive Professional Development through STPSB.</li> <li>NHS Bootcamp at the start of the school year: two day program where teachers receive intensive focus of topics.</li> </ul>	<p><b>Goal(s):</b></p> <p>1,2&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p> <p>Paper</p> <p>Handout</p> <p>Technology</p>	<p><b>Effectiveness Measure:</b></p> <p>Attainment of goals</p>

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<ul style="list-style-type: none"> <li>• School level professional development based on teacher need feedback: typically meet once a month to discuss topics of teacher interest.</li> <li>• Core curriculum specialists attend district workshops to learn more about content areas and return to school to share information with their department faculty.</li> <li>• All LEAP2025 teachers attended district led professional development.</li> <li>• AP teachers attend AP summer seminars</li> <li>• ACT junior core teachers attended district training related to ACT prep mastery.</li> <li>• Career Technical Education teachers attend summer institute to further their understanding of their content area.</li> </ul>		<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 type="checkbox"/> Other		<p><b>Effectiveness Results:</b>          Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate          Increase teacher SLT results.</p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• 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.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Technology/computer</p>	<p><b>Effectiveness Measure:</b> Attainment of goals</p> <hr/> <p><b>Effectiveness Results:</b> Increased Proficiency on EOC/LEAP 2025 and Increased Graduation Rate</p>



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<ul style="list-style-type: none"> <li>District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>				
<p><b>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b></p>				
<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>Construction, Certified Nursing Assistant, Pro-Start, CIW Internet Web Foundation, Business Management, Technology Specialist, Hospitality, Tourism, and Retail, Health Science Patient Care and Management, Public Service.</li> <li>Our internship program offers seniors the opportunity to gain experience in the community workforce in these area.</li> <li>STAR class allows students interested in the area of education to complete two courses and complete onsite training at local lower level schools.</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Textbooks Handouts Community resources</p>	<p><b>Effectiveness Measure:</b> Cohort graduation rate index.</p> <hr/> <p><b>Effectiveness Results:</b> Increase of cohort graduation rate index by 3 points.</p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li><u>Dual Enrollment-courses taught on the high school campus where students have the opportunity to earn college and high school credit at the same time.</u></li> <li>Academic courses-Pre-calculus: College Algebra and College Trigonometry, English IV: Advance Composition I&amp;II, World History, and American History</li> <li>Career and Technical Education courses: Medical Terminology, EMR, Carpentry, CNA, Drafting</li> <li><u>Advanced Placement-students have the opportunity to take test at the end of the school year to try and earn college credit.</u></li> <li>Environmental Science, European History, World History, American History, English Language and Composition,</li> </ul>	<p><b>Goal(s):</b> 1,2,&amp;3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Textbook Handouts Applications Course materials and test prep</p>	<p><b>Effectiveness Measure:</b> Cohort graduation rate index.</p> <hr/> <p><b>Effectiveness Results:</b> Increase of cohort graduation index by 3 points.</p>

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<p>English Literature and Composition, Statistics, Calculus AB, and Calculus BC</p> <ul style="list-style-type: none"> <li>• <u>CLEP-students have the opportunity to take test at the end of the semester or school year to try and earn college credit.</u></li> <li>• Natural Science, College Algebra, Pre-calculus, Elementary Statistics, Biology, Analyzing Literature, German, Spanish, French, Western Civilization I&amp;II, US History I&amp;II and Psychology.</li> </ul>				
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***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

<p><b>McKinney Vento:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Food Services:</b></p> <ul style="list-style-type: none"> <li>• All students whose income qualifies them for free/reduced meals participate in the federal food service program.</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</li> </ul> <p><b>English as a Second Language (ESL):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>21<sup>st</sup> Century Programs:</b></p> <ul style="list-style-type: none"> <li>• Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</li> </ul> <p><b>Headstart Preschool Programs:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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#### 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:**

- SIP committee will meet quarterly to review data to see if on track to attaining goals or if need to make revisions and adjustments for support of goals.

**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:**

- Quarterly checks of attendance, discipline, grades/failures, student's dropping, LEAP 360 scores.
- We will use the data to develop plans of action to address any deficit areas.

**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:**

- Cross-reference lesson plans, classroom test, and state testing (EOC, LEAP2025, AP, CLEP, PRACT, ACT, WorkKeys, PSAT, and SAT). Review data to see if notice areas of strength and weakness between whole and subgroups.
- Evaluate instruction practices through formal, informal and pop-in observations.

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

- Department meetings, faculty meetings, individual conferences, and PTSA meeting.