2018-2019
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).

3/8/2019

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*

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

STRENGTHS	WEAKNESSES
ACT scores across subject areas increased or remained consistent fairly from 2013-2018. Reading increased the most from 18.6 in 2013 to 20.3 in 2018. Economically Disadvantaged increased from 52.3 to 53.8 from 2017 to 2018.	There was a decline in all ACT scores across subject areas from 2016/17-2017/18 which led to a decline in the overall Composite score of 19.6 in 2016/17 to 18.8 in 2017/18.
The Cohort Graduation Rate Index has consistently increased from 85.4 in 2016 to 89.9 in 2017 to 88.9 in 2018.	The LEAP2025/EOC Assessment Index decreased from 71.8 in 2016 to 70.8 in 2017.
Suspension rate has steadily declined from 203 suspensions in 2016 to 136 in 2018.	LEAP 2025/EOC Assessment Index decreased in English II from 93.4 in 2016 to 68.5 in 2018; additionally, English III decreased from 66.2 in 2016 to 60.2 in 2018.
LEAP 2025/EOC Assessment Index increased in Algebra I from 71.0 in 2016 to 78.6 in 2018; additionaly, Biology increased from 60.2 in 2016 to 66.9 in 2018, and Students with Disabilities increased from 11.2 in 2016 to 44.0 in 2018.	LEAP 2025/EOC Assessment Index for Geometry decreased from 58.5 in 2016 to 53.2 in 2018 after having increased in 2017 to 65.1, and U.S. History decreased from 80.1 in 2016 to 49.1 in 2018.
Cohort Graduation Rate improved from 103.2 in 2016 to 112 in 2017 (2018 was calculated differently and the score is not comparable).	The HS Diploma that earns 110 points has not increased remaining at 34% in 2016 and 2018.
Asian/Pacific Islanders have been the highest performing subgroup in ELA, consistently scoring over 105 index points from 2016-2018, and the highest performing subgroup in Math, consistently scoring over 98 from 2016-2018.	ELLs have scored lowest in 2018 scoring 22.9 index points lower in English and 18 index points lower in Math compared to 2016 index points.

3/8/2019

Asian/Pacific Islander has 105.5 Index points in ELA and 98.3 in Math in 2018. ELL scores increased in ELA from 0 in 2017 to 5.7 and increased in Math from 0 in 2017 to 14.5 in 2018.
All subgroups have increased in Algebra I Index points from 2016 – 2018:
- Black from 38.4 to 55
- Hispanic from 33.3 to 48.9
- White from 79.5 to 83.8
- Economically Disadvantaged from 57.7 to 66
- Students with Disabilities from 11.2 to 44
- ELL from 22.7 to 22.9

All subgroups have increased in Biology Index points from 2016 – 2018:
- Black from 22.6 to 25.4
- Hispanic from 53.1 to 63.3
- White from 69.5 to 77.4
- Economically Disadvantaged from 43.9 to 50

Asian/Pacific Islander increased in Biology Index points from 100 in 2017 to 112.5 in 2018.

All the following subgroups have decreased in Geometry Index points from 2016-2018:
- Asian/Pacific Islander from 150 to 90
- Hispanic from 52.4 to 44
- White from 69.2 to 60.4
- ELL from 44.4 to 0
- Economically Disadvantaged from 48.8 to 42.1
- Students with Disabilities 13.4 to 9

All the following subgroups have decreased in U.S. History Index points from 2016-2018:
- Black from 53.1 to 22.9
- Hispanic from 62.5 to 36.7
- White from 85.8 to 54.5
- Economically Disadvantaged 63.7 to 36.9
- Students with Disabilities 41.9 to 22.4

The subgroups of White, Asian/Pacific Islander, and Two or More Races scored higher than the Whole School Index Score from 2016 to 2018:
- Asian Pacific Islander 33 points above the School Index Score in Math and 41.4 points above the Whole School Index Score in English
- White 6.6 above the School Index Score in Math and 6.3 in English
- Two or More Races 15.9 in English.

The subgroups of Black, Hispanic, ELL, Economically Disadvantaged, and Students with Disabilities scored lower than the Whole School Index Score from 2016-2018:
- Black scored 28.8 lower in Math and 22.4 lower in English
- Hispanic scored 19 lower in Math and 28.4 lower in English
- ELL scored 50.8 lower in Math and 58.4 lower in English
- Economically Disadvantaged scored 11.5 lower in Math and 11.4 lower in English
- Students with Disabilities scored 40.1 lower in Math and 46.7 lower in English
- Two or More Races scored 38.6 lower than the Whole School Index.

Algebra I Index points have increased in the Black subgroup 38.4 to 55.0; White 79.5 to 83.8; ELLs 22.7 to 22.9; Economically Disadvantaged 57.7 to 66; Students with Disabilities11.2 to 44.0 from 2016-2018.
Biology Index points increased in the Hispanic subgroup from 53.1 to 63.3; White 69.5 to 77.4; Economically Disadvantaged 43.9 to 50.0 from 2016-2018.

U.S. History Index points have decreased in the following subgroups: Black from 53.1 to 22.9; Hispanic 62.5 to 36.7; White 85.8 to 54.3; Economically Disadvantaged 63.7 to 36.9; Students with Disabilities 41.9 to 22.4 from 2016-2018.
English II Index points have decreased in the following subgroups: Black from 54.8 to 44. 9; Hispanic 91.2 to 45.3; White 102.7 to 75.6; Economically Disadvantaged 75.9 to 56.8; Students with Disabilities 28.2 to 12.6 from 2016-2018.

3

	English III Index points have decreased in the following subgroups: Black from 38.9 to 33.0; Hispanic 57.1 to 34.2; White 71.5 to 66.3; Economically Disadvantaged 51.8 to 46.8 from 2016-2018.

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

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

1. From Spring 2018 to Spring 2019 in the subgroup Students with Disabilities for the Whole School will increase their ELA assessment index by at least 10 index points from 17.4 in 2018 to 18.4 in 2019.

2. From Spring 2018 to Spring 2019 in the Black subgroup for the Whole School will increase their ELA assessment by at least 10 points from 36.5 in 2018 to 46.5 in 2019.

3. From Spring 2018 to Spring 2019 the Whole School ACT average score will increase its score by at least .6 points from 18.8 to 19.4.

4. From Spring 2018 to Spring 2019 the Whole School will increase its index score in U.S. History by 20 points from 49.1 in 2018 to 69.1 in 2019.

5. From Spring 2018 to Spring 2019 the Whole School will increase its index score in English II by 15 points from 68.5 in 2018 to 88.5 in 2019.

3/8/2019

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
Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place): **Design:** • 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. **Evaluation:** • Parent Survey	**Goal(s):** 1-5	**Budgets** used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Paper and copy machine usage for hand-outs	**Effectiveness Measure:** Parent and student survey website feedback counters. **Effectiveness Results:**

3/8/2019

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:	Goal(s): 1-5	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• Student Counsel invited to evaluate SIP and make recommendations. • Focus group with students representing each subgroup invited to evaluate SIP and make recommendations. • 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		☐Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Paper and copy machine usage for handouts.	Parent and student survey PTSA minutes Student Career Day feedback Guidance calendar **Effectiveness Results:**
Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.: • 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.	Goal(s): 1-5	Budgets used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Items Needed: • Paper and copy machine usage	Effectiveness Measure: • Parent and student survey • PTSA minutes **Effectiveness Results:**

3/8/2019

Translation Services:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- 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.** *(Title VI of the Civil Rights Act of 1964)* - 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.	1-5	☐Title I ☐GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Paper and copy machine usage for handouts Translators Printed documents in other languages	Parent conferences and questions **Effectiveness Results:**

3/8/2019

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

Parent Family Engagement Activity 1:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure: LEAP2025/EOC Scores
Academic Night • Focuses 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 2019		☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☒Other	• Paper and copy machine usage for handouts. • Computer usage for practice test • Childcare space & workers • Space for meal • Food, drinks, and paper products for meal.	**Effectiveness Results:**
Parent Family Engagement Activity 2:	**Goal(s):** 1-5	**Budgets** used to support this activity:	**Items Needed:**	**Effectiveness Measure:** • LEAP2025/EOC scores • Sign in Sheet • Parent/Student surveys
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 toward graduation. • Parents and students determine schedule for 2019-2020 school year. • Spring 2019		☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☒Other	• Paper and copy machine usage for handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters	**Effectiveness Results:**

3/8/2019

Parent Family Engagement Activity 3: Orientation Day • Information day with breakout sessions to discuss topics relevant to the parents- based on the student grade level. • Summer 2019	Goal(s): 1-5	Budgets used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Items Needed: • Paper and copy machine usage for handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters	Effectiveness Measure: • Sign in Sheet • Parent/Student surveys Effectiveness Results:
Parent Family Engagement Activity 4: Open House • Meet and greet with student's teachers • Teachers hand out syllabus and discuss expectations • August 2019	Goal(s): 1-5	Budgets used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Items Needed: • Paper and copy machine usage for handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters	Effectiveness Measure: • Sign in Sheets • Parent surveys Effectiveness Results:

3/8/2019

3. SCHOOLWIDE PLAN STRATEGIES

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

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*

- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*

- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*

- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: • Teachers are following guaranteed curriculum. • English I and II teachers are using Guidebook 2.0 for two of the four quarters of the school year. • Science teachers are implementing more science based inquiry lessons. • 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 students who have not passed previous LEAP2015/EOC tests. • Social Studies are using Guaranteed Curriculum to choose primary documents and the use of Document-Based Question strategies. • Geometry is now a requirement in the curriculum in order to boost ACT scores • Exit Tickets-A classroom teacher check of understanding on	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** • Paper and copy machine usage for handouts • Computers for practice tests	**Effectiveness Measure:** • LEAP2025/EOC scores • LEAP360 • JPAMS reports • Cohort Graduation Index **Effectiveness Results:**

3/8/2019

daily lessons				
Use of Academic Assessments to Improve Instruction: • 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 feedback on student progress and to guide instruction.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** • Paper and copy machine usage for handouts • Time to collaborate • Computers for web based programs	**Effectiveness Measure:** LEAP/EOC scores; LEAP 360 scores **Effectiveness Results:**
Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: • Academic Clinic is available for all students to improve student performance. • Graduation Coach to assist students to monitor progress. • 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 though Study Skills or during another elective class. • A tutor is available for the students who are part of the Kids in Transition program.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☒Other	**Items Needed:** Paper and copy machine usage Computers for web based interventions	**Effectiveness Measure:** LEAP/EOC scores **Effectiveness Results:**

3/8/2019

- English Language Learners have tutor available to assist them.

Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:	Goal(s): 1-5	**Budgets** used to support this activity:	**Items Needed:** Computers for web-based interventions;	**Effectiveness Measure:** JPAMS reports; LEAP 2025/EOC scores; ELPT scores
- The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. - Rosetta Stone – Computer based language tool - English Language Proficiency Test (ELPT)-Assessment used to measure the level of language acquisition during an academic year. **Describe the EL program at your school, including how and what services are provided to the EL students:** - Availability of Rosetta Stone a Computer based language tool - Availability of FastForward-language learning tool - Academic Clinic – Tutoring Tuesday, Wednesday, and Thursday mornings at 6:55-7:24 and Tuesday and Thursday afternoon from 2:45-3:45 - Following guidelines for classroom accommodations per the state – accommodations are, but not limited to, modifying assignments, read aloud, and extended time - Testing Accommodations – accommodations are, but not limited to, use of a word-to-word dictionary, read aloud, and extended time - Achieve3000 – computer based program that adjusts the		☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Paper and copy machine usage for handouts LEP Academic Review forms	**Effectiveness Results:**

- reading level of articles to fit individual students, finishing with a question and/or a written prompt
- 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 for two years after exiting the program
- LEP teacher and tutor work closely with general education classroom teachers of LEP students to monitor student progress
- Beginners are scheduled for 3 hours of ESL classes each day; Intermediate level students are scheduled for 2 hours of ESL classes each day; Advanced level students are scheduled for 1 hour of ESL classes each day

Interventions for At-Risk Students

Process for Determining Student Participation in School and Classroom Interventions:	Goal(s): 1-5	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
 • 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		☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Paper and copy machine usage for hand outs Screening instruments Conference space	LEAP 2025/EOC scores **Effectiveness Results:**
Opportunities and Interventions for Students in Need: • Academic Clinic is available for all students to improve student performance. • Graduation Coach to assist students to monitor progress. • Mental Health Providers are available to assist students	Goal(s): 1-5	Budgets used to support this activity: ☐Title I ☒GFF ☐Title II ☐LA4	Items Needed: Paper and copy machine usage Computers for web based interventions	Effectiveness Measure: LEAP 2025/EOC scores

3/8/2019

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 though 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.		☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☒Other		**Effectiveness Results:**
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: - 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):**	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐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 **Effectiveness Results:**

Interventions Specific to <u>Students with Disabilities</u>:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
- Communication Logs - Individual Education Plan to determine individualized needs to differentiate instruction to address deficits - Progress Reports /Progress Monitoring to identify remediation needs - Achieve 3000, MathXL, Reflex Math, Fastforward for students as determined by IEP team - Resource and inclusion for small group remediation to address gaps in learning - Scaffold instruction to remediate individual needs embedded in core instruction and study skills classes		☒Title I ☒GFF ☒Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☒Other	Paper and copy machine usage for handouts and communication logs Computers for web based interventions	LEAP 2025/EOC scores Graduation Cohort Index - - - - - - - - - - - - **Effectiveness Results:**
Interventions Specific to <u>English Learners</u>: - 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	**Goal(s):** 1-5	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☒Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Paper and copy machine usage for handouts LEP Academic Review forms	**Effectiveness Measure:** Successful completion of ELDA test LEAP2025/EOC scores - - - - - - - - - - - - **Effectiveness Results:**

Support and Extended Learning

Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): • 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 require individualized and differentiated instruction. • 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. Study skills teachers remediate skills necessary to be successful in core classes with numeracy and literacy skills. • Behavior support teacher monitors students on her caseload and communicates with teachers to help manage difficult behavior to ensure environment conducive to learning. • Reduced Numbers Class teacher is available for students whose behaviors and disability require individualized intervention and differentiated instruction. • Gifted teacher provide instruction for students who need a setting with more enrichment. • Study Skills and Peer Facilitation • Math Essentials • Honors • Advanced Placement • Duel Enrollment – HS classes for college credit	**Goal(s):**	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Paper and copy machine usage for handouts. Computers for web based interventions	**Effectiveness Measure:** LEAP2025/EOC scores **Effectiveness Results:**
Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips): • LEAP2025/EOC remediation during study skills classes or through pull out. • Academic Clinic – available for all students for LEAP2025/EOC	**Goal(s):** 1-6	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4	**Items Needed:** Paper and copy machine usage for handouts. Computers for web	**Effectiveness Measure:** LEAP2025/EOC scores

3/8/2019

remediation or for tutoring to improve progress. • ESYP – 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		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	based interventions	**Effectiveness Results:**

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
Mental Health Provider Services: • Due to the transient and often unstable environments that many of our school's students experience, a full-time **Mental Health Provider (MHP)** will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.		☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other	Paper and copy machine usage for handouts. Private meeting space	Mental Health Provider chart **Effectiveness Results:**
Counseling Services: • 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. This will	Goal(s): 1-5	☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA	Paper and copy machine usage for handouts. Private meeting space	Mental Health Provider chart Graduation Cohort Rate Index

3/8/2019

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. • Schedule classes needed for graduation and different diploma pathways • Meet one on one with students as needed		☐Title III ☐Title IV ☐Perkins ☐JAG ☐Bond Money ☐Other		**Effectiveness Results:**

Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: • 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.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☒IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Lion Bucks Incentives Paper and copy machine usage for handouts Food Games Computer Projector	**Effectiveness Measure:** LEAP2025/EOC scores Behavior reports Graduation rate JPAMs reports **Effectiveness Results:**

Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: • Cub Day – 8 th 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. • Special Education (SPED) Coordinator meets feeder schools to aid in transition for the SPED population • 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.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☒Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** School and Community Connections for internships Paper and copy machine usage for handouts Computers for web based courses and tests Vouchers for DE and AP tests	**Effectiveness Measure:** Industry Based Certifications Graduation rate LEAP2025/EOC DE and AP credits earned **Effectiveness Results:**

3/8/2019

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

Professional Learning Communities (PLCs):	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
• 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.	1-5	☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Paper and copy machine usage for handouts Time to collaborate Curriculum standards	LEAP2025/EOC scores **Effectiveness Results:**
Other Professional Development: • 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	Goal(s): 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4	**Items Needed:** Paper and copy machine usage for handouts Time to collaborate Copies of standards	**Effectiveness Measure:** LEAP2025/EOC scores

3/8/2019

teachers focusing on lessons aligned to new standards and LEAP2025/EOC formats.		☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	Sample test questions	**Effectiveness Results:**

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:
- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

3/8/2019

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: • 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.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Paper and copy machine usage for handouts	**Effectiveness Measure:** Cohort Graduation Rate Index **Effectiveness Results:**
Coursework to Earn Post-Secondary Credit: • Students have the ability to earn post-secondary credit in a variety of dual enrollment and advance placement courses.	**Goal(s):** 1-5	**Budgets** used to support this activity: ☒Title I ☒GFF ☐Title II ☐LA4 ☐IDEA ☐Title III ☐Title IV ☐Perkins ☐JAG ☒Bond Money ☐Other	**Items Needed:** Paper and copy machine usage for handouts	**Effectiveness Measure:** Cohort Graduation Rate Index **Effectiveness Results:**

3/8/2019

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:
- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:
- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:
- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):
- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

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

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

4. Regular Monitoring and SIP Revision
• *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
• *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*
Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups: • It is mandatory that all summative assessments are consistently turned in to the assistant principal, noted with the corresponding Standard before logging grade into the grading system (JPAMS).   • Administrator is present in the classrooms to provide support, helping guide instructional practices and interventions   • Professional Learning Communities (teacher work meetings) to focus on data-driven instruction based on needs of subgroups.   • Teachers and administrators have access to LEAP360 data to target students who need interventions.
Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year: • The School Improvement Plan Team (SIP) will meet monthly with representation from teachers, parents, and students to assess progress toward benchmarks as goals as outlined in the plan.   • 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 and when the evaluation results of the SIP are reported to the school's stakeholders (faculty, staff, parents/families, and community members):   • The assessment results will be shared through parent activity nights, PTSA meetings, PLC meetings, faculty meetings, and posted on website.

3/8/2019

2018-2019 Committee Members	
<u>School Improvement Planning Committee</u> **Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP** **Members Include:** • **Principal: Robert DeRoche, Jennifer Clark** • **Student: Hunter Shepard** • **Teacher: Lynn Burton, Bridgett Harrell, Wendy Picard** • **Parent/Family: Mary Koepp** • **Parent/Family: Cassie Rogers** • **Community Member:**	<u>Parent/Family Engagement Committee</u> **Responsible for the Implementation of the PFE Activities in the SIP** **Members Include:** • **Principal: Robert DeRoche** • **Student: Hunter Shepard** • **Teacher: Wendy Picard** • **Teacher: Bridgett Harrell, Lynn Burton** • **Parent/Family: Denine Genin Guillot** • **Parent/Family: Pat Holden** • **Parent/Family: Giselle Allen, Tammie Miller**

25