

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Lakeshore High



St. Tammany Parish Public Schools

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

3/11/2019

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
Over a 5 year period, from 2013-2018, the school ACT Composite score has remained above the state average. It was at its highest in 2017 at 21.4 and its lowest in 2015 at 20.6. The state average has dropped from 18.5 in 2014 to 17.9 in 2018.	Over a 5 year period, from 2013-2018, the school ACT Composite and subscores remained stagnant with a composite at 21.0, English increased .01 pts to 20.6, Math remained the same at 20.6, Reading increased 0.1 pts. to 21.1, and Science remained the same at 21.3 pts.
The Strength of Diploma Index has been the highest school index score for the last three years from 2016 at 104.2 points to 2018 at 101.9 points. While we did experience a decline, it remains consistently highest among the school indexes.	The LEAP 2025/EOC Assessment Index score has decreased from 93.6 points to 85.7 points over a three-year period from 2016 to 2018.
In every index area other than LEAP 2025/EOC Assessment, there was an increase of index points from 2017 to 2018. The ACT/WorkKeys Index increased 0.3 points from 88.7 in 2017 to 89.0 in 2018, the Cohort Graduation Rate Index increased from 94.4 in 2017 to 95.8 in 2018, an increase of 1.4 points, and the Strength of Diploma Index increased from 100.4 in 2017 to 101.9 in 2018, an increase of 1.5 points.	Every Assessment Index decreased from 2017 to 2018. English II decreased from 106.1 to 87.0, a decline of 19.1 points; English III from 88.4 to 86.3, a decline of 3.0 points; Algebra I from 95.9 to 88.1, a decline of 7.8 points; Geometry from 91.7 to 79.9, a decrease of 11.8 points; Biology from 91.9 to 81.9, a decline of 10.0 points; and U.S. History from 96.6 to 91.0, a decline of 5.6 points.
The U.S. History Index, on average, from 2015-2018 has an average Assessment Index of 97.2 points which is the highest of the subject areas tested.	The Biology Index, on average, from 2015 - 2018, has an average of 85.8 points which is the lowest of the subject areas tested.
The Strength of Diploma Index from 2017 to 2018 increased 1.5 points from 100.4 to a 101.9. The Graduation Rate also increased by 1.2 points from an 85.0 to an 86.2 points.	The Strength of Diploma Index from 2016 to 2018 has declined 3.3 points from a 105.2 to 102.9. The Graduation Rate Index has fallen 4.0 points from 90.2 to 86.2.
The Two or More Races subgroup index for English III has consistently scored highest with 100 points in 2018, 137.5 points in 2017, and 125 points in 2016.	The Students with Disabilities subgroup has consistently been the lowest performing subgroup. English III: 35.3 (2016), 30.4 (2017), and 18.4 (2018); Geometry: 66.7 (2016), 8.8 (2017), and 37 (2018); Biology: 37 (2016), 23.1 (2017), and 45.3 (2018); and U.S. History: 53.3 (2016), 44.8 (2017), and 50 (2018).

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<p>The Black subgroup improved 6.5 points from 57.9 in 2016 to 64.4 in 2018 on the ELA Assessment Index. The Economically Disadvantaged subgroup consistently increased on the ELA Assessment Index 6.3 points from 70.2 in 2016, 76.3 in 2017, and 76.5 in 2018. The Students with Disabilities subgroup consistently increased in ELA Assessment 10.5 pts, from 29.8 in 2016, 32.1 in 2017 to 40.3 in 2018.</p>	<p>The Homeless subgroup decreased on the ELA Assessment Index by 66.8 points from 125 in 2016 to 77.3 in 2017 to 58.2 in 2018. The Homeless subgroup decreased in Math by 96.2 points scoring, 133.3 in 2016, 50 in 2017, and 37.1 in 2018. The Hispanic subgroup declined steadily in Math by 28.8 points, scoring 86.4 in 2016, 81.0 in 2017, and 57.6 in 2018.</p>
<p>The achievement gap index for the ELA Assessment for the Economically Disadvantaged subgroup continues to improve, with the achievement gap declining from a 61.1 point gap in 2016 to a 15.6 point gap in 2018.</p>	<p>In ELA, while the Students with Disabilities subgroup shows an increase in the achievement gap index over three years, the achievement gap continues to be high relative to other subgroups with a gap of 51.8 points in 2018. In Math, the English Learner subgroup achievement gap index continuously declines and their achievement gap was a 80.2 point gap in 2018.</p>
<p>Of all subjects tested for three consecutive years, U. S. History has been the highest subject assessment index for the following subgroups: Black, White, and Students with Disabilities.</p>	<p>Of all subjects tested for three consecutive years, Biology Assessment index has been the lowest subject index for the following subgroups: Whole School, Black, and White.</p>
<p>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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019, the ACT composite score for Juniors will increase by 0.4 points from 21.0 to 21.4 points.</p>	
<p>2. From Spring 2018 to Spring 2019, the Leap 2025 Assessment Index for Biology will increase by 3.1 points from 81.9 to 85 points.</p>	
<p>3. From Spring 2018 to Spring 2019, Math Assessment Index scores for Students with Disabilities subgroup will increase by 2.2 points from 34.8 to 37 points.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • SIP meeting- November 2018 (SIP committee, parents, students, administration, community representatives) <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Once stakeholder survey results have been collected, data will be analyzed to determine future parental involvement and dissemination of the SIP to stakeholders. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies of SIP</p>	<p>Effectiveness Measure: Stakeholder survey Survey Analysis</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Support, Parent/Teacher/Students Association, Individual Education Plan meetings, Discipline committee, Response To Intervention plans, scheduling, 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Copies Meeting agendas Sign in sheets Presentation materials Technology</p>	<p>Effectiveness Measure: Reflection Exit Tickets Stakeholder Survey Standardized Test Scores Grades Student Behavior</p>

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<p>parent/teacher conferences, Open House, Dual Enrollment and Industry Based Certification partnerships</p>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Robo Calls • Teacher websites • School website • Parent phone calls/emails • Information posted at school • JPAMS • Open House • Course Guide • Report Cards • Scheduling Nights • TOPS/FAFSA meetings 	<p>Goal(s): 1,2,3</p>	<p>Budgets 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 checked="" type="checkbox"/> Other	<p>Items Needed: Technology Copies Course guide Presentation materials Sign in sheets</p>	<p>Effectiveness Measure: Stakeholder Survey Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Translated materials Translator</p>	<p>Effectiveness Measure: LEP student standardized test scores</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p>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.</p>				
<p>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Junior/Senior Parent Nights- meeting will address incoming junior and senior parents regarding the importance of taking the ACT test and resources to help students prepare for and improve scores. 	<p>Goal(s): 1</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Copies Course guide Presentation materials ACT prep materials 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign in sheet Exit ticket ACT scores <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Career Day- Parents will be invited to participate in a variety of Career Day presentations. They will be encouraged to attend science and math based career presentations in an effort to help their student improve math and biology scores. 	<p>Goal(s): 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Copies Presentation materials 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> biology scores math scores Exit ticket Stakeholder survey

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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 checked="" type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Test Prep Night- Parents and students will attend a night on tips and tricks for improving standardized test scores. 	Goal(s): 1,2,3	Budgets 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 checked="" type="checkbox"/> Other	Items Needed: Test Prep materials	Effectiveness Measure: ACT scores Biology scores Math Scores Exit Ticket Stakeholder Survey Reflection <hr/> Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

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

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum ● Guaranteed Curriculum with Eureka Math integrated ● Career and Technical Education with Industry Based Certifications ● Guide Books ● Achieve 3000 ● MathXL ● Gifted, Talented, Resource, AP, Dual Enrollment, Honors and On Level classes with Paraprofessional support 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Guaranteed Curriculum Technology Guide Books</p>	<p>Effectiveness Measure:</p> <p>Observations Standardized Test Scores Achieve 3000 data MathXL data Formative and Summative Assessment data</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Formative and Summative assessments including common assessments • Past and present LEAP 2025 scores • CLEP scores • ACT scores • EOC scores • AP scores • preACT scores • WorkKeys scores • LEAP 360 assessments • Readiness measures • Semester exams • CTE Certifications • Tests created in Professional Learning Communities 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Testing materials Technology</p>	<p>Effectiveness Measure: Certifications Standardized test scores Assessment results Data review</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve 3000 • Graduation Coach • Counselor • Act 833 • Resource classes • GIZMOS • Read/Write/Gold • PAAS lab • Unique learning • EAGLE • Paraprofessionals • Study skills courses • RTI • Guidebook Curriculum modified for Students with Disabilities 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Modified curriculum Technology Curriculum Copies</p>	<p>Effectiveness Measure: Standardized test scores Enrichment data Classroom grades</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. EL Teacher Advisory Period for EL students- AP and Honors students tutor EL Students during this 30 minute advisory period 	<p>Goal(s): 1,2</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: ELPT</p>	<p>Effectiveness Measure: Standardized test scores ELPT scores Course grades</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> PLC data analysis Absentee reports Teacher recommendation Classroom grades MHP/Counselor recommendation Teacher assessment analysis Discipline reports New students are monitored by previous school’s discipline report, transcript, attendance, and cumulative folder 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Reports Assessments Recommendation forms</p>	<p>Effectiveness Measure: Standardized tests Attendance reports Discipline reports Grade reports</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Titan Advisory Period • SPED students meet with caseload teacher during TAP 30-minute period • Refer to counselor and/or MHP • RTI • Resource classes • Achieve 3000 • At-Risk Interventionist- specifically for 9th grade students • Study Skills class • TOPS University diploma to TOPS Tech diploma 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Technology Student data</p>	<p>Effectiveness Measure: Class grades Standardized test scores Enrichment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Graduation Coach • Student Assistance Team- meet and establish goals for individual student(s) • At-Risk Interventionist • Special education curriculum specialist • Tracking reports 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: SAT documentation Student data</p>	<p>Effectiveness Measure: Class grades Standardized test scores Enrichment data Tracking report data Teacher feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities:</u></p> <ul style="list-style-type: none"> • Paraprofessionals • Act 833 • BIP • IEP accommodations and modifications • SPED students with caseload teachers during TAP 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: IEP paperwork ACT 833 paperwork</p>	<p>Effectiveness Measure: Classroom grades Behavior reports Teacher feedback</p>

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		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> • Titan Advisory Period with Spanish teacher and AP/Honors tutors • English to Spanish/ Spanish to English Literature • EL Classes 	Goal(s): 1,2,3	Budgets 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 checked="" 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	Items Needed: ELPT English to Spanish/ Spanish to English Literature	Effectiveness Measure: ELPT Results Standardized Test Scores Teacher evaluation/feedback Classroom grades 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): <ul style="list-style-type: none"> • Gifted, Talented, AP, Dual Enrollment, Operation Spark, Drone Class, CTE Classes, PLTW • Speech • KIT- provided with tools for student learning • Career Day, Internship program, guest speakers, college recruiters, guest instructors • Key Club, SADD, Tri-M 	Goal(s): 1,2,3	Budgets 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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: Class resources Technology Speaker database Instructor database	Effectiveness Measure: Standardized test scores Classroom grades Teacher feedback Reflections Stakeholder survey Effectiveness Results:
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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • MAΘ • Internship • Career Day • Dual Enrollment • Field Trips • Conferences and conventions • Individual teacher tutoring • LEP peer tutoring 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Field Trip Permission slips Internship paperwork</p>	<p>Effectiveness Measure: Reflections Student/Community surveys</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: MHP Referral</p>	<p>Effectiveness Measure: MHP reports</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> • Mental health counseling • Academic counseling • Career and college counseling • Counselors monitor student’s academic progress and meet with students for a variety of reasons, both academic and personal • Counselors track diploma progress with the use of TOPS Tech tracking forms and high school transcripts • TOPS/FAFSA night • Scheduling night • Attendance intervention 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Transcripts TOPS Tech tracking form College applications FAFSA forms Counseling referral form Attendance reports</p>	<p>Effectiveness Measure:</p> <p>Student feedback Data tracking on graduation cohort/certifications</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS program- Homecoming giveaways, bake sales, Titan Tickets • ISS • Teacher held detention • BIP • Teacher/parent conferences • Group Counseling 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Giveaways Teacher documentation</p>	<p>Effectiveness Measure:</p> <p>Discipline reports JPAMS reports</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 8th grade scheduling • Freshman Orientation • 8th grade visit • College visits • LOFSA/FAFSA meetings • TOPS meetings 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Scheduling cards TOPS information LOFSA/FAFSA information LHS information</p>	<p>Effectiveness Measure:</p> <p>Graduation rate Freshman grades Freshman behavior reports</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs meet weekly in teacher classrooms by content area • PLCs were developed by providing teachers with common planning periods • PLCs keep attendance records and weekly meeting minutes • PLCs focus on Data analysis and Standards Based Grading • PLCs plan and create common assessments 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: PLC documents Common Assessments</p>	<p>Effectiveness Measure: Student grades Standardized test scores Common assessment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Parish-wide professional development • Curriculum specialist visits • Teachers attend Super Summer Institute • Teachers attend Summer Institute • Teachers present information from Summer Institute • Teachers attend dual enrollment workshops • Teacher leaders 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Professional development documents Registration for SSI, SI, and Dual Enrollment workshops</p>	<p>Effectiveness Measure: Reflections Teacher evaluations/survey</p> <hr/> <p>Effectiveness Results:</p>

Lakeshore High 2018-2019

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.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • ProStart, Public Service, Auto Services, CNA, EMT, Health Sciences Patient Care, Manufacturing, Business Management, Hospitality, Technology Specialist, Graphic Arts, Digital Media, Micro Enterprise • Student are encouraged to participate during the scheduling process • Microsoft Word, Microsoft Powerpoint, Microsoft Excel, FEMA NIMS, OSHA 10, ProStart, ServSafe, ASE, NCCER CORE, AutoCad Inventor, AutoCad AutoDesk, Adobe, EMR, EMT, CNA, First Aid/CPR, Customer Service, Micro-Enterprise • Student learn about IBCs and JumpStart Pathways at parent meeting, scheduling events, Career Day, LHS Website, and course guide 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Technology Certified teachers Course guide Scheduling cards Certification assessments</p>	<p>Effectiveness Measure:</p> <p>CTE documentation Cohort Graduation Rate Index</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • College Algebra/Trigonometry • Chemistry • Auto Tech • ProStart • Medical Terminology 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Technology Written tests</p>	<p>Effectiveness Results:</p> <p>Student Enrollment Assessment data Dual enrollment grades</p>

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<ul style="list-style-type: none"> • Coding • Drafting • EMT • CNA • EMR • English AP/CLEP • Chemistry II AP • Human Geography AP • Calculus AP • World History AP 		<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		Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

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:

- Data analysis through PLCs which meet weekly
- Analyzing LEAP 360 diagnostics and interim results
- Analyze data of formative and summative assessments
- Analyze enrichment data (Achieve 3000, Eagle, etc.)

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP committee will meet quarterly
- If needed, the committee will meet more than once in the 3rd quarter before scheduling occurs

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

- When all data is received, Fall of 2019, the school will disseminate the results of the SIP via the website, open house, PTSA meetings, Freshman Parent Meeting, Beginning of the Year PD for teachers

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Christian Monson
- Student: Alexandra Basse
- Teacher: Michelle Mecom
- Teacher: Megan Treigle
- Parent/Family: Patricia Miller
- Parent/Family: Elaine Smith
- Community Member: Danyon Thomas
- Jennifer Frederick
- Andrew Knock
- April Jarrell

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Christian Monson
- Student: Alex Canas
- Teacher: Michelle Mecom
- Teacher: Megan Treigle
- Parent/Family: Felipe Canas
- Parent/Family: Tim Riddell, MD
- Parent/Family: Laura Zambiasi