

**2018-2019
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).

3/15/2019

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 |
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| <p>From 2014 to 2018, the average ACT Composite has consistently been higher than the state average. The 2018 ACT Composite score (21.2) was 3.3 points above the state average of 17.9.</p> | <p>From 2016 to 2018, the average ACT Math Subscore has declined by 0.5 points with the 2018 score being 20.3. From 2016 to 2018, the average ACT Science Subscore has declined by 0.8 points with the 2018 score being 21.0.</p> |
| <p>From 2016 to 2018, the Strength of Diploma Index has increased year to year with a score of 97.4 points in 2016 to a score of 101.3 points in 2018.</p> | <p>From 2016 to 2018, the LEAP 2025/EOC Assessment Index has decreased year to year with a score of 98.2 points in 2016 to a score of 83.0 points in 2018.</p> |
| <p>For the 2017-18 school year, our Juniors scored 21.2 on ACT, which was 3.3 points higher than the state March average of 17.9.</p> | <p>From the 2015-16 school year to the 2017-18 school year, our ACT Composite score declined by 0.4 points from a 21.6 in 2015-16 to a 21.2 in 2017-18.</p> |
| <p>From 2017 to 2018, our Biology LEAP2025 Assessment Index score increased by 2.8 points with a 2017 index score of 90.3 and a 2018 index score of 93.1.</p> | <p>From 2016 to 2018, our U. S. History LEAP2025 Index score decreased by 26.3 points with a 2016 index score of 106.3 and a 2018 index score of 80.0. From 2016 to 2018, our English II LEAP2025 Assessment Index score decreased by 26.1 points with a 2016 index score of 112.5 and a 2018 index score of 86.4.</p> |
| <p>Our Cohort Graduation Rate Index increased by 0.9 points from a 95.8 points in 2016 to a 96.7 points in 2018. The High School Diploma Plus (150) increased by 7.05% with 7.975% in 2016 (3,900 points) and 15.0% in 2018 (8,700 points). The High School Diploma Plus (110) increased by 7.4% with 25.46% in 2016 (9,130 points) and 32.9% in 2018 (13,970 points).</p> | <p>Despite a decrease in the percentage of Non-Graduates, the total percentage of the cohort is at 12.95% resulting in only 565 points from Strength of Diploma earned for our School Performance Score.</p> |
| <p>The Asian/Pacific Islanders subgroup has increased by 5.0 index points in Biology LEAP2025 from 2017 with a score of 100.0 to 2018 with a score of 105.0, which is above the proficiency goal of Mastery.</p> | <p>The Students with Disabilities subgroup has declined in U. S. History LEAP2025 by 32.1 Index points from 2017 with a score of 60.0 to 2018 with a score of 27.9.</p> |
| <p>The Black subgroup in Algebra 1 LEAP2025 has increased by 5.0 points from 2016 with an index score of 64.4 to 2018 with an index score of 69.5. They have also increased in Biology LEAP2025 by 13.4 index points from an index score of 62.5 in 2016 to an index score of 75.9 in 2018.</p> | <p>The Hispanic subgroup in English II LEAP2025 has decreased by 48.3 index points from 2016 with an index score of 113.3 to 2018 with an index score of 65. The Economically Disadvantaged subgroup in English II LEAP2025 has decreased by 29.3 index points from 2016 with an index score of 103.4 to 2018 with an index score of 74.1.</p> |

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| <p>The Black subgroup decreased in the Achievement Gap in ELA LEAP2025 from 2017 to 2018 by 8.3 points, where the 2017 gap was 36.7 points and the 2018 gap was 28.4 points. The Homeless subgroup also decreased in the Achievement Gap in Math LEAP2025 from 2017 to 2018 by 7.5 points, where the 2017 gap was 37.5 points and the 2018 gap was 30.0 points.</p> | <p>The English Learners subgroup had an increase in the Achievement Gap in ELA from 2016 to 2018 of 10.6 points, with a 2016 gap of 83.7 points and a 2018 gap of 94.3 points. The Students with Disabilities subgroup had an increase in the Achievement Gap in Math from 2016 to 2018 of 5.8 points with a 2016 gap of 70.6 points and a 2018 gap of 76.4 points.</p> |
| <p>The Students with Disabilities subgroup increased their score in Biology LEAP2025 by 19.8 index points with a 2016 score of 25.9 index points and a 2018 score of 45.7 index points.</p> | <p>U. S. History scores for the English Learner subgroup remained at a 0.0 index score for both 2016 and 2018, with non-applicable data in 2017. The Homeless subgroup scores in Biology decreased by 133.3 index points from 2016 to 2018, with a 2016 score of 133.3 index points and a 2018 score of 0.0 index points.</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

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| <p>GOALS</p> <ul style="list-style-type: none"> • <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> • <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, our whole school U. S. History LEAP2025 Index Score will increase by 20.0 index points from 80.0 to 100.0.</p> |
| <p>2. From Spring 2018 to Spring 2019, our whole school English 2 LEAP2025 Index Score will increase by 15.0 index points from 86.4 to 101.4.</p> |
| <p>3. From Spring 2018 to Spring 2019, our Subgroup of Students with Disabilities will increase their U.S. History LEAP2025 Index Score by 7.1 index points from a 27.9 to a 35.0.</p> |
| <p>4. From Spring 2018 to Spring 2019, our graduates with HiSET plus Jumpstart Credential will increase by 2 individuals from 1 to 3.</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 |
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| <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"> • <u>The SIP will be posted to the school website by November 5th with a fillable form that parents can complete to provide feedback by November 8th.</u> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • <u>The SIP committee will compile data and make adjustments to the SIP as needed.</u> | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p> | <p>Items Needed: Google Form School Website</p> | <p>Effectiveness Measure: Will be determined by quantity of submissions by grade level</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"> • The school counselors and principal attend PTSA meetings to inform parents and communicate plans and concerns | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p> | <p>Items Needed: Respective Staff Paperwork pertaining to students</p> | <p>Effectiveness Measure: Will be determined by attendance at the scheduled meetings</p> |

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| <ul style="list-style-type: none"> Parents and other stakeholders are invited to attend IEP and IAP meetings to determine student academic and transitional plans | | <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>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"> Robocalls are made to parents regarding all important information School website is updated regularly to include all important information Letters sent home regarding failures, failing LEAP2025 Assessments and Attendance Issues Teachers contact parents regarding grades/concern and document on Contact Log Parent Information Night, Rising Senior Night, and Freshman Orientation are conducted in the evenings for parents to receive beneficial information on scheduling, testing, and college entrance Fantastic Fridays conducted by principal by calling parents of students that have shown improvement over the week determined by teacher recommendation | <p>Goal(s): 1, 2, 3, 4</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 type="checkbox"/> Other | <p>Items Needed: Robocall System School Website Materials for Letters</p> | <p>Effectiveness Measure: Attendance at events, feedback forms and copies of contact logs and letters</p> <hr/> <p>Effectiveness Results:</p> |

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| <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. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input 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: Translators</p> | <p>Effectiveness Measure: # of Translators provided to families needing services</p> <hr/> <p>Effectiveness Results:</p> |
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. 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.

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| <p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House – parents are invited to visit each of their student’s teachers and homeroom to discuss curriculum and academic requirements | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Staff Handouts and other paper materials</p> | <p>Effectiveness Measure: Attendance at open house documented by a sign in sheet</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> PTSA meetings are conducted monthly for board members and twice a year for open attendance and other interested parties | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Items Needed: PTSA Website</p> | <p>Effectiveness Measure: Attendance taken at PTSA meeting via sign in sheets</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Parent Information Night conducted in October to inform parents about internships, dual enrollment, post-secondary options, financial aid and scholarships, ACT testing data, FAFSA, how to read transcripts and TOPS report, JPAMs home, Graduation requirements, Industry-Based Certifications, LOSFA representative for current TOPS information etc. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Electronic handouts Staff</p> | <p>Effectiveness Measure: Attendance measured via sign in sheets</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Freshmen Orientation conducted before the beginning of school to inform parents about how to be successful as a high school student, expectations of students and parents, how to check grades, attendance and make-up work policies etc. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Booklets</p> | <p>Effectiveness Measure: Attendance measured via sign in sheet</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Rising Senior Night Students and parents are invited in May of their junior year. Review information about post-secondary planning, graduation requirements, testing requirements (high | <p>Goal(s): 1,2,3,&4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Powerpoints Electronic copies provided</p> | <p>Effectiveness Measure: Number of parents/students Exit/powerpoint survey responses</p> |

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| stakes and college entrance test) and study tips, college and financial aid planning, industry based certifications and benefits and developing student resumes | | <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 | | Effectiveness Results: |
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3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

| SCHOOLWIDE PLAN STRATEGY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY: | EFFECTIVENESS |
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| <p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Subject Specific Professional Learning Communities (PLC) meet to discuss curriculum, including common assessments, rigor, and areas of strengths and weaknesses within the subject and across grade levels • Curriculums being used to attain student achievement include Document Based Questioning in Social Studies, Guidebooks in English 1 and 2, Louisiana Science Standards in all Science courses, Springboard and Eureka Math in Math courses • Academic Planning Period (APP) is scheduled within the school day to assist all students with tutoring and completion of work | <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 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: Access to Curriculum PLC Meeting Time</p> | <p>Effectiveness Measure: LEAP2025 Scores APP Tracker Class Profile</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"> • Subject Level PLCs develop common, LEAP2025-like assessments to be administered on a quarterly basis • School-wide PLC will compile data on At-Risk Students to identify those in need of additional support • Staff/Teachers will review test item analysis to determine areas of strength and weakness to adjust curriculum and assessment for that year and upcoming years | <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 checked="" 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: Common Curriculum Assessments Class Profile Test Item Analysis</p> | <p>Effectiveness Measure: Common Curriculum Assessments Class Profile LEAP2025 Scores</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"> • SPED students are scheduled in Study Skills classes with SPED teachers to help supplement instruction • SPED students are scheduled in English and Math Inclusion classes • SPED students are scheduled in SPED specific APP classes with SPED teachers • Subject specific PARAs are assigned to various Social Studies and Science classes • Mental Health Provider (MHP) provides support for academic anxiety • Achieve 3000 is used to promote reading skills • Math IXL is used to promote math skills | <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 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: Achieve 3000 Math IXL MHP SPED Teachers PARAs</p> | <p>Effectiveness Measure: Attendance in classes LEAP2025 Scores</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"> EL Teacher is a certified English Teacher that provides additional support in Study Skills classes | <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 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>Effectiveness Measure: LEAP2025 Scores</p> <hr/> <p>Effectiveness Results:</p> |
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Interventions for At-Risk Students

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| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> APP Tracker used to track student behavior in APP class Student Assistance Team (SAT) is used to identify At-Risk students with possible disabilities Teacher Assistance Team (TAT) is used to provide teacher driven intervention Attendance and Failure Report data is used to identify At-Risk Students Explanations of Failures is used to determine At-Risk Students Class Profiles and At-Risk Student Spreadsheets completed by teachers and submitted to school wide PLC Zero Log used to track missing assignments for students Student test scores are used to identify students that would benefit from Math Skills or Reading Skills classes | <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: Class Profile At-Risk Student Spreadsheet Zero Log Explanation of Failures Attendance Log Failure Log APP Tracker</p> | <p>Effectiveness Measure: LEAP2025 PLC Data Graduation Rate SAT/TAT Documentation</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"> • Academic Prep Period is used to provide additional support for students • Mandatory APP schedule is provided to any student in need • Counseling and MHP services for any student in need • LEAP2025/ACT remediation and prep provided during APP • Various TAT interventions for student specific needs | <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>APP Passes APP Tracker LEAP2025 & ACT Remediation Materials TAT Tracking Forms</p> | <p>Effectiveness Measure: LEAP2025 APP Tracker</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"> • Students who are identified as At-Risk in multiple classes are referred to the TAT Team for continued, monitored intervention • Students going through TAT can be referred to SAT if interventions are not successful • The SAT Coordinator, 504 Coordinator and SAT Committee meet weekly to discuss At-Risk Students and develop plans to assist in a variety of ways | <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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>At-Risk Spreadsheet TAT Intervention Sheets</p> | <p>Effectiveness Measure: TAT and SAT Records</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Interventions Specific to <u>Students with Disabilities:</u></p> <ul style="list-style-type: none"> • SPED specific APP classes • SPED specific Study Skills Classes • Subject specific PARAs • Continued IEP Reviews • SPED Tracking Forms | <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 type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed:</p> <p>Tracking Forms Assorted Paperwork</p> | <p>Effectiveness Measure: LEAP2025 SPED Tracking Forms</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 type="checkbox"/> Other | | Effectiveness Results: |
| Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> • EL Teacher tracks student progress through grades and test scores. • Support classes for EL students to help further understanding of English language. • English certified ESL teacher to be able to assist with core instruction of English curriculum. | Goal(s): 1,2,&3 | Budgets used to support this activity: <input type="checkbox"/> Title I <input 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 | Items Needed: EL tracking forms English guidebooks | Effectiveness Measure: LEAP2025 ELPT <hr/> Effectiveness Results: |
| <i>Support and Extended Learning</i> | | | | |
| 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"> • Kids-in-Transition-MHP services provided and tutoring • College Visits-staff and recruiters come to campus to discuss academic programs, testing requirements, and admissions standards • Gifted/Dual Enrolled/Advanced Placement/Honors—accelerated courses • Talented Art/Music/Theatre • Graduation/T9 coach—provide academic support and encouragement | Goal(s): 1,2,3 | Budgets used to support this activity: <input 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 checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | Items Needed: McKinney Vento Paperwork Gifted/Talented Screenings Dual Enrollment Applications Various SPED tracking forms | Effectiveness Measure: AP Scores Dual Enrollment Grades Gifted/Talented Screenings Course Request Data <hr/> Effectiveness Results: |

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| <ul style="list-style-type: none"> Physical, Speech, & Occupational Therapy and Visual Impairment Teacher to provide assistance and support for students | | | | |
| <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"> CTE Courses: Agriculture, Horticulture, Business, Computer, Customer Service Student clubs and organization-approximately 20-30 clubs: robotics, BETA, National Honors Society, TEAM HORT, Future Farmers of America, Key Club, Habitat for Humanity, Humane Society, etc. Operation Spark, NOCCA, Drones Class School based enterprise: PTV, Agriculture, JAVA Village, Panther Printing Internship: Hospitals, Doctor, Dental, Vet. Offices, City of Slidell, Daycares and Schools ACT&PSAT&SAT test prep during APP period IBC Bootcamp (weekend)—intensive test prep for IBC certification APP Period—college visits, financial aid, test prep, and postsecondary planning Agriculture Summer Camp KIT Tutoring-request funding through KIT program for KIT students academically struggling College field trips-College Tours and Career Fairs Industry Based Field Trips-Farm to Table, Livestock competition Industry Based Guest Speakers-NEPRIS scheduled virtual visitors, Carpentry, Prostart | <p>Goal(s): 4</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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Items Needed:</p> <p>Applications APP Passes IBC test NEPRIS IBC experience tracking forms Internship tracking forms Internship sign in/out sheets</p> | <p>Effectiveness Measure:</p> <p>Reflections IBC test data ACT/PSAT/SAT test data Internship/CTE Courses/Operation Spark/Drones/NOCCA--grades</p> <hr/> <p>Effectiveness Results:</p> |

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

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| <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,&4</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 forms MHP logs</p> | <p>Effectiveness Measure: LEAP 2025 Test Scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Counseling Services:</p> <ul style="list-style-type: none"> Individual and group counseling to support students' academic, personal/social, and college/career exploration. Counselor led APP sessions focusing on College, Career, Test Prep, Financial Aid, and Postsecondary planning. Administer CLEP, PSAT, LEAP 2025, EOC, ACT, ACT WorkKeys testing. Review career information from ACT interest inventory with students. Counselors meet individually with each student during scheduling to discuss course request and future postsecondary plans. Counselors review data from attendance, discipline, and academic reports to indicate high risk students to monitor and support. Provide opportunities during the DAY/EVENING for parent support: Parent Information Night, Freshman Parent Orientation, Rising Senior Night, Financial AID. | <p>Goal(s): 1,2,3,&4</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: APP Passes Powerpoints Class passes Testing materials JPAMS reports</p> | <p>Effectiveness Measure: Testing results Data tracking logs</p> <hr/> <p>Effectiveness Results:</p> |

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| Implementation of a schoolwide tiered model to prevent and address problem behavior: | | | | |
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| <p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS-creating rewards based system based on attendance, GPA improvement from quarters, student selected faculty of the month • In School Suspension (ISS)-prior to out of school suspension. Student's in ISS are provided their academic work for the day to complete work. Supplemental work is provided as needed. • Behavior Intervention Plans are created as needed for students that have continuing issues to help refocus students back on their academics | <p>Goal(s): 1,2,3&4</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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>Panther Bucks JPAMS Reports PBIS stickers Functional Behavior Assessment Behavior Intervention Plan</p> | <p>Effectiveness Measure:</p> <p>JPAMS Reports Central Office Discipline Report</p> <hr/> <p>Effectiveness Results:</p> |
| 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"> • Incoming Students-Freshman Orientation Night for Parents and Students, Career Coach, skills classes, targeted APP classes, Parent Information Night, and 9th grade scheduling night. • Outgoing Students-Graduation coach, Parent Information Night, Rising Senior Night, students create resumes senior year to help with college applications and job placement, Industry Based Certification test to earn credentials. | <p>Goal(s): 1,2,3&4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed:</p> <p>PowerPoints Meeting space Skills Teachers Scheduling Materials Sample Resumes IBC Test IGP forms</p> | <p>Effectiveness Measure:</p> <p>Graduation Data Cohort Data IBC test result</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:

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| <p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Subject Level PLCs meet approximately twice a month to develop common cumulative assessments and collaborate on curriculum requirements and rigor • Departmental PLCs meet approximately once per month to discuss curriculum requirements, develop scaffolding strategies across all grade levels, and compile departmental class profile data • School Wide PLCs meet once per month to compile class profile data and determine At-Risk students to be referred to the TAT team • School Wide PLCs are comprised of one Assistant Principal, Department Heads and Committee Chairs • Assistant Principal of Instruction attends all PLC meetings for all core classes. | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Class Profile At-Risk Student Spreadsheet</p> | <p>Effectiveness Measure: Class Profile Data and At-Risk Student List LEAP2025 Scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Other Professional Development:</p> <ul style="list-style-type: none"> • Teacher Leaders attend LDOE Summer Institute and report back to administration and departments by providing professional development for the rest of the faculty • All teachers invited to attend St. Tammany Parish Summer Institute and share information with departments • All teachers attend Northshore High School Boot Camp prior to the beginning of the year for ensure school wide professional development on issues of school importance • Advanced Placement teachers attend AP Summer Training to ensure AP curriculum is being taught according to College Board Standards • Half day professional development days are provided to all subject area teachers to ensure collaborative curriculum instruction | <p>Goal(s): 1, 2, 3, 4</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 checked="" 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: Sign In Sheets Agendas Assorted Handouts</p> | <p>Effectiveness Measure: LEAP2025 Scores Sign In Sheets for Attendance</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> Teacher leaders attend district level professional development and report updated information to the departments to ensure updated information is provided to all teachers | | | | |
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| <p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. Teacher openings are advertised through the district website. District leaders attend local college and university teacher recruitment fairs in the fall and spring. The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. Placement of Student Teachers from local universities The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. District Human Resources Coordinator serves as a speaker on college campuses for different education courses. District Human Resources Coordinator serves on various College of Education department committees at local universities. | | | | |
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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

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| <p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> Pathways offered include Business Management, Emergency Medical Technical, Certified Nursing Assistant, Hospitality, Ag Tech, Carpentry and Health Science Students are encouraged to participate in CTE programs through individual scheduling, PTV broadcasting, Channel 13 videos, and teacher recruitment Industry Based Certifications include but are not limited to OSHA 10, FEMA NIMS, EMR, EMT, CAN, Customer Service, Microenterprise, Landscape, Ag Tech, Carpentry, NCCER Core, Work keys, Microsoft Word, Excel, Powerpoint, CIW, Java etc. Information is distributed to students, parents and community members through course description guides, electronic powerpoints, Channel 13 videos, parent information night, freshmen orientation, rising senior | <p>Goal(s): 1, 2, 3, 4</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Various CTE supplies based on classroom needs Certification Tests</p> | <p>Effectiveness Measure: Certification Test Results</p> <hr/> <p>Effectiveness Results:</p> |
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Northshore High 2018-2019

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| <p>night, school to work coordinator, and parish driven Future Focus Camp.</p> | | | | |
| <p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> 26 Academic courses are offered in the honors, dual enrollment, gifted and AP levels in all four core areas | <p>Goal(s): 1, 2, 3, 4</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: AP Tests Dual Enrollment Paperwork Gifted Screenings</p> | <p>Effectiveness Measure: LEAP2025 Scores AP Scores Dual Enrollment Grades</p> <hr/> <p>Effectiveness Results:</p> |

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

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

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:

- The SIP will meet quarterly to determine school wide curriculum strengths and weakness, At-Risk Students, and TAT Interventions processes that are determined by the use of the Class Profile and Common Cumulative Assessments

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 will meet quarterly after the school wide PLC has meet and gathered all pertinent data

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

- All updated versions of the SIP will be posted to the website as updated versions are created.

2018-2019 Committee Members

| <p align="center"><u>School Improvement Planning Committee</u></p> | <p align="center"><u>Parent/Family Engagement Committee</u></p> |
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| <p align="center">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> | <p align="center">Responsible for the Implementation of the PFE Activities in the SIP</p> |
| <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Cheryl Yeates AP • Student: Madeline Vollenweider • Teacher: Abbi Macmurdo • Teacher: Amanda Duplantier • Parent/Family: Dawn Ruidger • Parent/Family: Mike Smith • Community Member: Kimberly Holmes | <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Cheryl Yeates AP • Student: Madeline Vollenweider • Teacher: Abbi Macmurdo • Teacher: Amanda Duplantier • Parent/Family: Dawn Rudiger • Parent/Family: Mike Smith • Parent/Family: Todd Tarifa |