

**2017-2018
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).

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
All ACT areas have shown improvement over the last 5 years. From 2013-2017, the English subscore has improved from 20.1 to 21.0, Math has improved from 20.1 to 20.9, Reading has increased from 20.7 to 21.5, Science has improved from 20.1 to 21.5. ACT composite has also improved from 20.3 to 21.4.	While there are no significant ACT declines in subscores or ACT composite score, we have not reached benchmark in the Math subscore, with a 1.1 point deficiency, or Science, with a 1.5 point deficiency.
Cohort Graduation Rate Index has typically been the highest index score over the past 5 years with a median score of 120.0.	The EOC assessment index has been the lowest index 3 of the last 5 years with an average score of 96.3.
The growth of ACT scores from 21.6 to 22.6 over the last 5 years has been a strength. Our discipline data indicates a decrease in the number of suspensions/expulsions over a 5 year period.	While not a clear weakness, CRT index trends show fluctuation each year without consistent growth.
English II EOC index scores have been consistently high and US History EOC index has had 98.2 or above for the last 4 years.	While Algebra I has shown significant improvement over the last 5 years, it has been the lowest scoring subject level index the last 4 of 5 years.
Among the non-graduate students, the percentage of HiSet completion has increased. HS Diploma + 115 and 150 have increased from 4.2% and 2.1% respectively.	There is a slight increase in the percentage of non-graduates from 14.2% to 15.0%.
White students show highest proficiency in English III, Algebra, Biology and US History. Hispanic students show highest proficiency in Geometry.	Students with Disabilities consistently scored the lowest in all subject areas for the last 5 years.
In Algebra I, Students with Disabilities, Black and Hispanic subgroups have seen dramatic increases by 20% or more from 2016-2017.	In Geometry, Black students, Economically Disadvantaged students, and Students with Disabilities have seen dramatic decreases by at least 17% or more in proficiency from 2015-2017. In Biology, Students with Disabilities have seen dramatic decreases in proficiency by 30% from 2014-2017.
Hispanic students showed a decreasing Achievement Gap in ELA from 2014 to 2016 of 25.1%.	Black students showed an increasing Achievement Gap in ELA from 2013-2016 of 11.7%. Students with Disabilities showed an increasing Achievement Gap in Math of 25.4% from 2014-2017.

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<p>Hispanic and ED students increased percent proficiency in English II from 60.0% to 87.5% and 72.2% to 75% .7.5, respectively, from 2014 to 2017. All subgroups have increased Algebra I proficiency from 2014 to 2017. ED students also increased proficiency in Biology from 51.4% to 67.6%.</p>	<p>Students with Disabilities have performed consistently low across all EOC subject areas for the last five years. All subgroups decreased proficiency in Geometry from 2014-2017 by at least 15%.</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 Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<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> 	
<p>1. From Spring 2017 to Spring 2018, Students with Disabilities for the Whole School will increase their Assessment Index score by at least 5 points from 30.7 to 35.7 for all initial testers on the LEAP 2025/EOC.</p>	
<p>2. From Spring 2017 to Spring 2018, Black Student initial testers for the Whole School will decrease their Achievement Gap in ELA by at least 5% from 29.5 to 24.5.</p>	
<p>3. From Spring 2017 to Spring 2018, Whole School will increase their Geometry Assessment Index score by at least 5% proficiency from 72.5 to 77.5 for all initial testers on LEAP 2025.</p>	
<p>4. From Spring 2017 to Spring 2018, Whole School Cohort Graduation Rate Index will increase by at least 5 points from 120.0 to 125.0.</p>	
<p>5.</p>	

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2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTSA- regular meetings with principal • IEP/SAT Meetings- parents provide feedback about their students' needs • TOPS, FAFSA, Jr./Sr. meetings- parents learn about the needs/requirements for their students and provide feedback to counselors and administrators 	<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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Survey Cohort Graduation Rate Index</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"> • PTSA- parent feedback is considered • RTI Plan- parents, teachers and students are involved in development and implementation of plan 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Grade Reports Standardized Assessment Scores</p>

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<ul style="list-style-type: none"> • Superintendent Advisory Panel- student discuss district and school issues • LHS Ambassadors and Student Council- students meet and provide feedback to administrators 		<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:
Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: <ul style="list-style-type: none"> • Scheduling Nights/FAFSA/Jr. and Sr. Parent Night • Course Guide/Curriculum • Course Syllabi • Open House • Website • Tracking/Progress Reports • PTSA Board Meetings • Robo Calls • Newsletters • Teacher Website/Moodle/JPAMS 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Parent Survey <hr/> Effectiveness Results:
LA Act 436 Requirements: <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Parent Survey Meeting Dates <hr/> Effectiveness Results:

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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 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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Survey Cohort Graduation Rate Index</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House- Parents and students attend Open House to meet teachers, review course descriptions, standards, curriculum, intervention strategies and how to monitor student progress. 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Student Achievement Parent Survey</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 2: <ul style="list-style-type: none"> Parent Nights- FAFSA/TOPS meetings inform parents about important information and documentation to be completed by parents and students. Scheduling events are grade specific and include teachers, administrators, parents and students. Freshman parent, Junior Parent and Senior Parent meetings include teachers, counselors, administrators, parents and students and cover a wide array of topics such as school calendar, community services, academic requirements and important deadlines 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Student Achievements Parent Survey Cohort Graduation Rate Index FAFSA Completion Rate <hr/> Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Lakeshore Lagniappe – A campus-wide event that promotes all aspects of the school. This event is open to all member of the community including current and prospective students. It showcases academics, athletics, extra-curricular activities and community organizations. 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Student Involvement Volunteer Sign-up Event Attendance Stakeholder Survey <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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum • Guidebooks 2.0 (9th grade 2nd quarter and 10th grade 3rd quarter) • Achieve 3000 for Social Studies department • Math XL- used in Dual Enrollment Pre-Calculus/Trigonometry • ACT Prep course- 11th graders • Dual Enrollment- Academic and Career and Technical Courses • Distance Learning Courses- 11th and 12th grade students • AP Courses- 9th-12th courses available • Gifted/Talented and Honors Courses- available at all levels 	<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 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:</p>	<p>Effectiveness Measure:</p> <p>Administrative Walk-Throughs Evaluations Achieve 3000 data Math Excel data Standardized Assessment Scores Attainment of Goals</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"> • EOC/ LEAP 2025 • ACT • AP • LEAP 360 • PreACT • PSAT • Weekly Assessments • Departmentalized Exams • WorkKeys 	<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 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:</p>	<p>Effectiveness Measure: Attainment of Goals Review of Data Assessment Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Quarterly tracking reports • SAT Meetings- Stakeholder committee determines student needs • Teacher Recommendation • Parent Request 	<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 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:</p>	<p>Effectiveness Measure: Tracking Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Meet with graduation coach • ACT 833 identification and implementation • Resource courses • Achieve 3000- utilized in resource courses • Gizmos 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Graduation Cohort Index Achieve 3000 scores Grade reports Standardized test scores</p>

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<ul style="list-style-type: none"> • Read/Write Gold • Mind Play – My Reading Coach • Odysseyware • Para Tech (Darla Waldrop) • PAAS Lab (Kathy Mitchell) • EAGLE • Para Inclusion in Classrooms • Distance Learning- Credit recovery • Daily Tracking Report- for struggling students • Extended School Year • Mastery Prep- strategies and test-taking skills to improve performance on the ACT • EOC/LEAP 2025 Remediation- for students who score “Needs Improvement” • Study Skills Course • Teacher initiated interventions- tutoring, daily tracking report, grade review, etc. • TABE-To determine eligibility to proceed to HiSet • KIT Program 		<input checked="" 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>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"> • SAT- Student Assistance Team which consists of an administrator, counselor, pupil appraisal service, speech therapist, teacher, and SAT Chair who meet weekly to discuss student’s experiencing difficulties and develop strategies to help students with specific needs. When necessary, they refer for Special Education evaluations. • Enact ACT 833- Support students in their goal of graduation with counselors, parents, students, SPED coordinators and administrators. 	<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 checked="" 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:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation of program handouts</p> <hr/> <p>Effectiveness Results:</p>

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<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • ELL Teacher instructs specific content standards as a bridge to move students towards unassisted coursework. • Rosetta Stone 	<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 checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation program handouts</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Team teaching- Inclusion classrooms • LEP Program- for Limited-English speaking students • Gifted and Talented Program • Behavioral Support 	<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 checked="" 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:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation or program handouts</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Extended School Year Program • ACT Prep Courses • Field Trips • EOC Remediation 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goals, evaluation program handouts</p>

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<ul style="list-style-type: none"> • After school tutoring • Enrichment Programs • KIT Tutoring • Career Day 		<input checked="" 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		Effectiveness Results:
<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
Mental Health Provider Services: <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students <u>20</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Outcome measures for MHPs Chart <hr/> Effectiveness Results:
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • PBIS- Positive Behavior Intervention and Support is a program that rewards students for positive behavior. Members of the PBIS team include administration and teachers/faculty members. • In School Support 	Goal(s): 1,2,3,4	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	Items Needed:	Effectiveness Measure: Monthly Behavior Data

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<ul style="list-style-type: none"> • Counselor meetings • Project Team West- students are placed in an alternate educational setting • Project Believe- students are placed in an alternate educational setting 		<input checked="" 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		Effectiveness Results:
<i>Strategies for Assisting Students in the Transition from One School to the Next:</i>				
Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> • Counselors visit Junior High School • Freshman Parent Night • Freshman Orientation • 8th grade students visit campus • Internships for Seniors • Community Based Vocational Education for Special Education students • Career Day • College Recruitment/Visits • Military Recruitment 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Student/Parent Surveys Graduation Index Senior Post-Secondary Plans <hr/> Effectiveness Results:
<i>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:</i>				
Professional Learning Communities (PLCs): <ul style="list-style-type: none"> • Weekly collaborative meetings between departments and subject-area • Department Chairs and administrators lead department meetings • Agendas and Sign-in Sheets are kept for records 	Goal(s): 1,2,3,4	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	Items Needed:	Effectiveness Measure: Standardized Assessment Scores Grade Reports

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<ul style="list-style-type: none"> PLCs focus on analyzing and developing student data and assessments 		<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:
Other Professional Development: <ul style="list-style-type: none"> Workshops Conferences Curriculum Specialist meetings Quarterly Professional development Monthly faculty meetings Learning walks- peers observe one another in an educational setting Mentor Teacher-peers assist one another with strengths and areas of improvement New Teacher meetings 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Teacher Evaluations Teacher Surveys <hr/> Effectiveness Results:
Recruit Effective Teachers, Particularly in High Needs Subjects/Schools: <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 	Goal(s): 1,2,3,4	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 type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Standardized Assessment Scores Grades <hr/> Effectiveness Results:

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<p>education majors are selected to participate in 1-Year Internships in our schools.</p> <ul style="list-style-type: none"> • 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"> • We offer the following JumpStart Pathways: • Automotive Service • ProStart • Certified Nursing Assistant • Emergency Medical Technician • Business Management • Manufacturing Construction Crafts • Hospitality, Tourism and Retail • Health Science Patient Care and Management • Public Service • Technology Specialist • Ag. Tech 	<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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Graduation Index Grade Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • Architectural Drafting • Basic Technical Drafting • CMAD Drafting • ProStart I • ProStart II 	<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 	<p>Items Needed:</p>	<p>Effectiveness Measure: Graduation Index Grade Reports</p>

Lakeshore High

- Emergency Medical Technician
- Emergency Medical Responder
- Medical Terminology
- Certified Nurse Assistant
- Auto Tech I
- Auto Tech II
- Entrepreneurship
- Principles of Business
- Chemistry 101
- Chemistry 102
- Math 161
- Math 162
- French 101
- French 102
- Comm 111
- AP Human Geography
- AP Calculus
- AP World History
- AP English Composition
- AP Chemistry

- IDEA
- Title III
- Title IV
- Perkins
- JAG
- Bond Money
- Other

Effectiveness Results:

Lakeshore High

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

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- SIP members include the principal and assistant principals, administrative assistant, school-to-work coordinator, counselors, SPED coordinator, teacher leaders and department chairs as well as a parental panel who meet as a committee or sub-committees to discuss the implementation and effectiveness of programs.

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

- The SIP committee and other stakeholders will use data from tracking reports, assessment results, and other data to make necessary adjustments to ensure student success.

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

- Data will be used to guide lesson planning and best practices in the classroom that are aligned with the Guaranteed Curriculum. Professional development will be implemented as areas of need arise. Analysis of data will be used to determine areas of need and intervention strategies.

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

- Results of assessments are reported through newsletters, faculty meetings, and parent nights.