

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Salmen 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
The Reading ACT subscore was the highest in 16-17 at 19.5, and has shown the most improvement over the past three years, increasing by 0.6 since 14-15. The ACT Composite has also increased by 0.6 over the past three years to 18.9 in 16-17 which is above the State average.	The Math ACT subscore was the lowest in 16-17 at 18.0 and remains below the Benchmark of 22. However, the ACT Math subscore has improved by 0.4 since 14-15.
The Cohort Graduation Rate Index was the highest in every year except in 2015-2016, averaging 100.2.	The lowest index scores fluctuated between the EOC Index and ACT Index. In 2016-2017, the ACT score dropped from 86.8 to 72.8. Over the past five years, the ACT Index averaged 71.7 and the EOC Index averaged 72.0.
All school indexes have increased overall since 2013-14, ACT Index increasing by 14.4, EOC Index increasing by 5.3, Graduation Index-Strength of Diploma increasing by 7.1, and Cohort Graduation Rate increasing by 10.0. US History, English III, Algebra I and Biology Indexes have improved overall since 12-13.	ACT Composite declined by 0.8 in 2016-17. In 2016-17, the ACT, Graduation Index-Strength of Diploma, and Cohort Graduation Rate Indexes all declined. Geometry and English II Indexes have declined overall since 12-13, with English II declining by 11.5 points and Geometry declining by 12.5 points.
A potential subject area strength is in U.S. History which has improved by 36.4 points since 12-13. English II performance fluctuates from year to year, and Biology tends to do well overall.	Potential subject area weaknesses are in Geometry and English III. English III has had a concentration of lower index scores for three of the past five years. Geometry has declined overall since 12-13 by 12.5 index points.
The students who earned the High School Diploma Plus (150), passed the AP test with a 3 or above, or earned the advanced statewide jumpstart credential is the strength because over the past three years it has steadily increased from 2.5% in 2015 to 5.2% in 2017.	The students scoring a passing grade on the AP test and earning the AP Jump Start credential are the potential weakness, with 0.0% in the High School Diploma Plus (160) category over the past three years.
The Asian subgroup is a potential strength as evidenced by the highest Math proficiency scores for the past four years, averaging 90% proficiency in Math, and the highest ELA proficiency scores for two of the past four years.	The Students with Disabilities subgroup is a potential weakness as evidenced by the lowest proficiency scores over the past four years in both ELA and Math, with ELA averaging 21% proficient and Math averaging 23.5% proficient.
The Black subgroup in English III from 2013-2017, had an overall increase of 11.7% in proficiency. The Whole School subgroup increased proficiency from 2012-2017 by 27.6% in U.S. History. Also, the Economically Disadvantaged subgroup increased proficiency in U.S, History by 37.3%.	The Hispanic, White, Economically Disadvantaged, and Students with Disabilities subgroups have all declined in Algebra I proficiency yearly since 2014. Subgroups that have shown a two year decline are Whole School Math declining by 4.1% since 15-16; Hispanic ELA declining by 23.3% and Hispanic Math declining by 38%; ED Math declining by 5.7%; and SWD Math declining by 2.6%.

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<p>There is no evidence of a declining achievement gap over consecutive years for any of the subgroups.</p>	<p>The Hispanic subgroup has had an increasing achievement gap in Math since 13-14 with the gap increasing by 7.6% over this time period.</p>
<p>Asian Pacific Islander in Algebra I has increased their percent proficiency and overall the Asian subgroup has performed higher in Math over the past four years averaging 90% proficiency. All other subgroups typically have higher percent proficiency scores in ELA compared to Math.</p>	<p>Math is a potential subgroup subject area weakness with all subgroups, except the Asian subgroup, performing lower in Math proficiency compared to ELA for the past four years. Algebra I decreased for Students with Disabilities, Economically Disadvantaged, Whites, and Hispanics subgroups.</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 the subgroup of Students with Disabilities for Whole School will increase their EOC/LEAP 2025 index score by at least three points from a 31.0 to a 34.0</p>	
<p>2. From Spring 2017 to Spring 2018 our seniors will increase the ACT Composite score by 2.1 points from 18.9 to 21.0.</p>	
<p>3. From Spring 2017 to Spring 2018 the strength of diploma will increase by 3 points from 13 students to 16 students.</p>	
<p>4. From Spring 2017 to Spring 2018 the Algebra I EOC/LEAP 2025 index score will increase by 3 points from a 70.4 to a 73.4.</p>	
<p>5. From Spring 2017 to Spring 2018 the subgroup of Black students EOC index scores will increase by 3 points from 61.4 to a 64.4.</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 meetings • Spring Scheduling Night (8th, 9th, 10th, 11th grade) • Senior Parent Night (in the fall) • FAFSA Completion – 2 days, Senior day and evening sessions • AP Parent Night • Open House • SAT meetings • IEP meetings • Parent Conferences 	<p>Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input checked="" type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Newsletter</p> <p>Counselor Pamphlet</p>	<p>Effectiveness Measure:</p> <p>Attendance (sign in sheet)</p> <p>Ticket out the door</p> <p>Example: (How valuable was Open House?)</p> <hr/> <p>Effectiveness Results:</p> <p>What percentage of our parents attended the meeting?</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"> • Parent Conferences • PTSA • School Website • School Improvement Plan 	<p>Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Ticket out the door</p> <p>Example: (How helpful was the meeting?)</p>

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<ul style="list-style-type: none"> Parents impact schools master schedule by approving their individual student's schedule Schedule Approval 		<input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" 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"> PTSA meetings Spring Scheduling Night (8th, 9th, 10th, 11th grade) Senior Parent Night (in the fall) FAFSA Completion – 2 days, Senior day and evening sessions AP Parent Night Open House SAT meetings IEP meetings Parent Conferences Robo Calls School Website (Guidance Webpage) 	Goal(s): 1-5	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Attendance Sign In Sheet Ticket out the door <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): 1-5	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed:	Effectiveness Measure: Ticket out the door <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): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Interpreter</p> <p>Literature translated in Spanish and Vietnamese located in the Main Office and Counselors office</p>	<p>Effectiveness Measure:</p> <p>Ticket out the door (How many times during the year did we need an interpreter)</p> <hr/> <p>Effectiveness Results:</p> <p>Increase in parental participation. Increase in graduation rate.</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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • Scheduling Meetings • Counselor Scheduling Cards • Counselor Pamphlets/Flyers • PowerPoint during Scheduling Night • School Website 	<p>Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input checked="" type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input checked="" type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Pamphlets</p> <p>Robo-call</p>	<p>Effectiveness Measure:</p> <p>Ticket out the door</p> <hr/> <p>Effectiveness Results:</p> <p>Parents ask qualifying questions (ticket out the door)</p> <p>Questions and answers will be posted on the website.</p> <p>Keeping a log of parent sign-sheet</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Parent Meeting • Individual Graduation Plan (IGP) 	<p>Goal(s):</p> <p>1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Graduation plan</p> <p>Robo-call</p>	<p>Effectiveness Measure:</p> <p>IGP completion rate is 90%</p> <hr/> <p>Effectiveness Results:</p> <p>IGP completion rate is 90%</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> PTSA meeting once a month 	<p>Goal(s): 1-5</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>Agenda Robo-call</p>	<p>Effectiveness Measure:</p> <p>Increase parental involvement</p> <hr/> <p>Effectiveness Results:</p> <p>Increase in school-wide activities and in test scores</p>
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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.)*

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"> • Using Math XL which is a remedial program used in Algebra I classrooms. • Guaranteed Curriculum • Intensive Algebra I – a two hour math class for students who struggle in math • Achieve 3000 – used in Reading and US History for students who struggle in Reading • ACT Prep courses –for high achieving seniors • ACT Mastery Prep course- for juniors who scored between 17-19 on the PreACT • Advanced Placement (AP) Courses • Act 833 – an IEP decision for Special Education students who continue to have difficulties in standardize assessments or course work. 	<p>Goal(s): 1,4,5</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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Math XL computer program</p> <p>Professional Development</p>	<p>Effectiveness Measure:</p> <p>Grades Assessments Graduation Rate</p> <hr/> <p>Effectiveness Results:</p> <p>Graduation Rate</p> <p>College and Career Readiness</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Work Keys • USA Test Prep- a practice test for EOC/LEAP 2025, ACT preparation and AP preparation. It is a data collection that shows strengths and weaknesses for individual students. • (College Level Examination Program) CLEP testing • Achieve 3000 – a reading assessment • ACT and Pre-ACT for placement • ACT – assessment to determine college placement • Pre-ACT – assessment used to determine placement in dual enrollment classes; and a factor to determine their strengths and weaknesses. • Advanced Placement (AP) test and CLEP – both test allow students to test out of certain subjects in college • PSAT – determines the National Merit Finalist 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computers Assessment Guides Pencils Calculators</p>	<p>Effectiveness Measure:</p> <p>Assessments</p> <hr/> <p>Effectiveness Results:</p> <p>College and Career Readiness</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • ACT 833 – students experience extreme difficulty in course work and state assessments • Study Skills class for students in special education • Graduation Coach for any at risk student to keep them on track for graduation • T-9 Graduation Coach – used for transitional 9th grade students; Students who did not pass pupil progression • Jump Start Pathway – a high school diploma for students going into a technical college or job market after high school • Tutoring • End Of Course (EOC) remediation • ACT boot camp 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Professional Development</p> <p>Tutors</p> <p>Remediation programs</p> <p>Certified personnel</p>	<p>Effectiveness Measure:</p> <p>Assessments</p> <hr/> <p>Effectiveness Results:</p> <p>College and Career Readiness</p>

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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • ACT 833 • School Assistance Team (SAT) meetings • Study Skills class • Discipline Plan - Helps us keep track of students who are continually having problems • Behavioral Intervention Plan (BIP) • MHP services • PBIS • Cool Down passes • Teacher Mentors for our Kids in Transition Students (KIT) – which are homeless students and/or unaccompanied youth, not leaving with parents, etc. • 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Student Rewards</p> <p>Teacher Mentors</p> <p>Social Workers</p> <p>Written Discipline Plan</p>	<p>Effectiveness Measure:</p> <p>Data collected over time</p> <p>Fewer discipline problems</p> <p>Rewarding successful behavior</p> <hr/> <p>Effectiveness Results:</p> <p>Change in student behavior</p> <p>Fewer referrals and detentions</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 evaluations • SAT meetings • Teacher Tutoring • ACT 833 • Study Skills • EOC Remediation • IEP meetings 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Data</p>	<p>Effectiveness Measure:</p> <p>Teacher observations</p> <p>Grades</p> <p>Assessment scores</p> <hr/> <p>Effectiveness Results:</p> <p>Student Achievement</p> <p>Fewer referrals</p>
<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 	<p>Goal(s): 1-5</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 	<p>Items Needed:</p> <p>ESL class</p> <p>Certified Personnel</p>	<p>Effectiveness Measure:</p> <p>ELDA testing- English Language Development Assessment</p>

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p>		<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 type="checkbox"/> Other		<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"> • Transitional (TR Employment) • ESL I, II, III 	<p>Goal(s): 1-5</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 type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Certified Personnel Community Partnerships</p>	<p>Effectiveness Measure: LEAP Connect ELDA test</p> <hr/> <p>Effectiveness Results: Achievement in Language</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Tutoring • Career Technical field trips and college fairs • Jobs for Americas Graduates (JAG) field trips • Guest Speakers • Career Fair • EOC Remediation 	<p>Goal(s): 1-5</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 type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Community Partnerships Certified Personnel Involved community volunteers</p>	<p>Effectiveness Measure: Increased graduation rate Data collection of student achievement</p> <hr/> <p>Effectiveness Results: College and Career Readiness Graduation</p>

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a 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. 	<p>Goal(s): 1-5</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 type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Certified Social Worker</p> <p>Professional Development</p>	<p>Effectiveness Measure: Data collection</p> <hr/> <p>Effectiveness Results: Decrease in discipline referrals</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Mental Health Provider Tools for Success PBIS - Positive Behavior Intervention Support Mentors for 9th grade students Counselors meet with 8th graders at the junior high school Cool Down passes BIP Staff Development 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Rewards</p> <p>Teacher and student participation</p> <p>Data</p>	<p>Effectiveness Measure: Gather data from referrals</p> <hr/> <p>Effectiveness Results: Reduction in referrals</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 8th Grade Scheduling Night • Freshman Orientation – incoming 9th grade students tour the school, meet upper class mentors, meet teachers, and get school schedules. • College Visits • Seniors get 2 excused absences per year to visit colleges 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Student Mentors</p> <p>9th Grade Coordinator</p> <p>Graduation Coach</p> <p>Transportation</p>	<p>Effectiveness Measure: College Acceptance Letters Scholarships</p> <hr/> <p>Effectiveness Results: Grade Level Promotion</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Algebra I teachers • Geometry teachers • Biology teachers • English I teachers • World Geography teachers • Physical Science teachers 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>GLEs</p> <p>Course Curriculum</p> <p>State Requirements</p>	<p>Effectiveness Measure: EOC data LEAP 2025 data</p> <hr/> <p>Effectiveness Results: Increase in assessment scores</p> <p>Team building Increase in curriculum diversity</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • ACT • Guidebooks 2.0 • Career Technical Education (CTE) meetings • Moodle • Teacher Lead Staff Development 	<p>Goal(s): 1-5</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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Computers Handouts Variety of teacher expertise in teaching methods</p>	<p>Effectiveness Measure: Retention of Staff</p> <hr/> <p>Effectiveness Results:</p>
<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. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Certified Personnel</p>	<p>Effectiveness Measure: Student Achievement</p> <hr/> <p>Effectiveness Results: Teacher Retention</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
<p>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p>				
<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> Automotive Service Welding Construction ProStart Certified Nursing Assistant Emergency Medical Technician Internet Web Foundation Web Design Professional Business Management Manufacturing Construction Crafts Digital Media Information Technology Technology Specialist Hospitality, Tourism and Retail Health Science Patient Care and Management Public Service JAG 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Certified Personnel Student Course Work Supplies</p>	<p>Effectiveness Measure: IBC credential</p> <hr/> <p>Effectiveness Results: Earning credentials High school graduation</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> Dual Enrollment transferable credit 	<p>Goal(s): 1-5</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>Successful completion of the course</p>	<p>Effectiveness Measure:</p> <p>Successful completion of the course</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results: Successful completion of the course
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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:

- We look at data (it is ongoing), and we have collaborative meetings once a month. PBIS develops an ongoing action plan for the year. PLC teachers meet once a week.

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:

- Review test scores, and develop programs such as USATestPrep, ACT prep, ACT Bootcamp, Professional Development for teachers, Math XL for Algebra I students, Intensive Algebra I.

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:

- Review School Data Analysis for Salmen High School

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

- During PTA meetings, counselor nights, and faculty meetings