

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Slidell 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
<p>The percentage of students scoring below 21 decreased by 13% from 2015 to 2017. All ACT subscores increased by an average of 0.4 points from 2015 to 2017.</p>	<p>For the 2016-2017 school year the Mathematics, Reading and Science average ACT subscore did not meet the ACT benchmark subscore. The Math ACT subscore has consistently been the lowest subscore for the past 5 years, with an average Math subscore of 19.0.</p>
<p>Cohort Graduation Index (99.0) has consistently been highest index from 12-13 to 15-16 school year, averaging 100.1 over the past five years. ACT Index (99.4) was highest index in 16-17, and increased by 23.7 points from 15-16 to 16-17 school year.</p>	<p>EOC index was lowest in 16-17 (86.9), and dropped by 0.1 points from 15-16 to 16-17 school year. The lowest average index scores over the last five years have been the EOC index at 87.8 and the ACT index at 83.7 (however, the ACT index increase by 23.7 points from 15-16 to 16-17).</p>
<p>SPS increased by 12.4 points from 15-16 to 16-17 and reached the highest level in 5 years. The ACT index has improved by 22.6 points over the past five years to 99.4. English III at 107.3 increased from 14-15 to 16-17 by 21.2 points and Algebra I at 90.2 increased from 14-15 to 16-17 by 21.4 points to a five year high. The ACT Composite at 21.5 increased by 1.5 points from 15-16 to 16-17 to reach a 5 year high.</p>	<p>The EOC Index at 86.9 in 16-17 has declined by 1.7 points and the Cohort Graduation Index has declined by 5.0 points over the past five years. English II at 92.7 declined from 14-15 to 16-17 by 9.2 points, Biology at 76.5 declined from 14-15 to 16-17 by 19.1 points, and U.S. History at 79.5 declined from 15-16 to 16-17 by 17.6 points, all to a five year low for these subject area indexes.</p>
<p>English II was consistently the highest performing subject area on the EOC over the past five years (12-13 to 16-17) by an average of 5.5 points. The average index scores over the past five years in English II (99.9) and English III (92.5) indicates a strength in these subject areas.</p>	<p>The average index scores over the past five years in Algebra I (81.6) and Geometry (79.8) indicates a weakness in these subject areas. U.S. History EOC scores currently sit at a 5yr low (79.5 points), and experienced the greatest decrease (17.6 points) during the past year (15-16 to 16-17).</p>
<p>H.S. Diploma Plus (150 pt.) category has increased by 6.7% from 3.3% in 2015 to 10% in 2017 (with a two consecutive year increasing trend).</p>	<p>The percentage receiving the High School Diploma Plus (115 pt) category has decreased by 12.5% from 28.3% in 2015 to 15.8% in 2017. The number of Non-Graduates has increased from 2015 to 2017. The Non-Graduate percentage increased by 1.5% from 24% in 2015 to 25.5% in 2017. The HiSET percentage has also increased by 2.1% from 7.3% in 2015 to 9.4% in 2017.</p>
<p>The Asian/Pacific Islander subgroup is a potential subgroup strength with the highest percent proficiency in ELA for the past two years averaging 94.4% and also in Math for the past two years averaging 95.5%.</p>	<p>The Students with Disabilities subgroup is a potential subgroup weakness with the lowest percent proficiency in ELA for two of the past four years averaging 35% proficiency, and also the lowest proficiency in Math for the past four years averaging 26% proficiency.</p>

<p>The Asian/Pacific Islander subgroup is a potential subgroup strength as evidenced by improvement by 22.2% proficient overall in ELA since 13-14 and improved by 24.2% proficient overall in Math since 14-15.</p>	<p>Students with Disabilities has had a 3 year decline in ELA proficiency by 18.3% from 43.3% in 13-14 to 25% in 16-17. SWD has also declined in overall Math proficiency by 13.9% since 13-14. Hispanic has had a 2 year decline in Math proficiency by 12.5% from 51.4% in 13-14 to 38.9% in 16-17. Hispanic has also declined in ELA by 15.1% since 13-14. Economically Disadvantaged has had a 3 year decline in Math proficiency by 9.3% since 13-14.</p>
<p>There has been no subgroup that has shown a declining trend of two or more consecutive year achievement gaps, however, all subgroup achievement gaps declined in ELA and Math in 16-17.</p>	<p>No subgroups had achievement gaps that increased for 2 consecutive years. However, the SWD gap increased in ELA by 21% and in Math by 31.7% since 13-14. Other subgroup ELA gaps increased since 13-14: Whole School by 4.6%, Black by 7.7%, Hispanic by 17.8%, and ED by 4.7%. Subgroup gaps also increased in Math since 13-14: Whole School by 28.5%, Black by 23.1%, Hispanic by 30.3%, and ED by 4.7%.</p>
<p>ELA is a potential subgroup subject area strength as evidenced by ELA proficiency scores across all subgroups averaging 72.1% over the past four years. The subgroups with the highest average ELA proficiency scores since 13-14 have been White at 86.2% and Asian at 82.7%.</p>	<p>Math is a potential subgroup subject area weakness as evidenced by lower Math proficiency scores across all subgroups (except Asian) averaging 56.4% proficiency over the past four years. The subgroups with the lowest average Math proficiency scores since 13-14 have been SWD at 26% and Hispanic at 47.8%.</p>
<p><b>DATA SOURCES:</b> 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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> </ul>	
<p>1. From Spring 2017 to Spring 2018 the students in the subgroups Students with Disabilities for the Whole School will increase their Assessment Index by at least 6 points from 28.2 to 34.2 on Whole School Assessment Index.</p>	
<p>2. From Spring 2017 to Spring 2018 the students in the subgroups Race: Black for the Whole School will increase their Assessment Index by at least 5 points from 68.2 to 73.2 on Whole School Assessment Index.</p>	
<p>3. From Spring 2017 to Spring 2018 the Whole School will increase their Assessment Index by at least 4 points from 86.9 to 90.9.</p>	
<p>4. From Spring 2017 to Spring 2018 the High School Diploma Plus (160 and 150 point categories) cohort percent will increase from 10% to 15%.</p>	
<p>5.</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 MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• SIP will be posted on school website with an embedded survey. The survey will measure parental satisfaction with the SIP in its current form. A robocall will be made prior to the posting to notify all parents.</li> <li>• Parents attending IEP conferences will be informed of their child’s specific needs in relation to the goals of the school’s improvement plan.</li> <li>• A copy of the SIP will be available for parental view and feedback during Open House, Freshman Orientation, Scheduling Nights, and FASFA Night.</li> <li>• A member of the SIP committee will present the SIP at the next PTA meeting</li> </ul>	<p><b>Goal(s):</b> 1, 2</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Parent Survey</p> <hr/> <p><b>Effectiveness Results:</b> Survey Response Rates, Parental Feedback</p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Scheduling night will be held for each grade level where parents will receive information on SIP, graduation requirements, and scheduling. Parents and students will</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attendance log</p>

<p>also make scheduling decisions with the guidance of the school counselor.</p> <ul style="list-style-type: none"> <li>FASFA Night will be held for parent to receive information and discuss their child post-secondary.</li> </ul>		<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 type="checkbox"/> Other		<p><b>Effectiveness Results:</b> Attendance rate</p>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>JPAMS (24/7 access for parents to student progress)</li> <li>School website (upcoming events, important dates and activities as related to student testing, assessments etc.)</li> <li>Teacher website (24/7 access for parents to lesson plans, assignments and assessments)</li> <li>Robocalls (directed phone calls to parents to provide up-to-date information, similar to the information provided on the school website)</li> <li>PTA meetings (bi-monthly)</li> <li>FAFSA Night (counselors meet with parents of prospective graduates to complete FAFSA)</li> <li>Open House (Parents meet with teachers to obtain information on the upcoming school year, including but not limited to curriculum, assessments, discipline. Parents also obtain information on how to access the above online.)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attendance log, website traffic counters</p> <hr/> <p><b>Effectiveness Results:</b> Attendance rate, number of hits on website(s)</p>
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attendance log</p>

<p>events, PTA meetings, and other parent orientation meetings.</p>		<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 type="checkbox"/> Other		<p><b>Effectiveness Results:</b> Attendance rate</p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b></p> <p>3,4</p>	<p><b>Budgets</b> 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 checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>None</p>	<p><b>Effectiveness Measure:</b> LEP parental satisfaction survey</p> <hr/> <p><b>Effectiveness Results:</b> Responses for effectiveness</p>

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

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>FAFSA Night- counselors meet with parents of prospective graduates to complete FAFSA</li> </ul>	<p><b>Goal(s):</b> 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Attendance log</p> <hr/> <p><b>Effectiveness Results:</b> Attendance rate, FAFSA completion rate</p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Freshman Orientation- parents meet with administrators, prospective teachers, counselors, club sponsors to become familiar with state graduation requirements, course offerings, diploma options, extracurricular activities, state assessments, opportunities for academic interventions, school services, and school and district policies.</li> </ul>	<p><b>Goal(s):</b> 1,2,3,4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Attendance log</p> <hr/> <p><b>Effectiveness Results:</b> Attendance rate</p>

<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Scheduling Nights- Parents meet with counselors to learn about diploma options and graduation requirements and to make decisions regarding student scheduling.</li> </ul>	<p><b>Goal(s):</b> 3.4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attendance Log</p> <hr/> <p><b>Effectiveness Results:</b> Attendance rate, completed schedules</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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• All teachers use the Guaranteed Curriculum</li> <li>• Guidebooks 2.0 (9<sup>th</sup> grade 2<sup>nd</sup> 9 weeks, 10<sup>th</sup> grade 3<sup>rd</sup> 9 weeks)</li> <li>• Achieve 3000 (Social Studies to address student achievement concerns as they relate to document based questions and SPED as an intervention.)</li> <li>• ACT prep embedded in lesson plans (Teachers use ACT questions as bellringers and teach ACT strategies in the classroom.)</li> <li>• Algebra I Springboard (Evidence based Algebra I curriculum as developed by the state.)</li> <li>• Block Algebra I classes (Based on 8<sup>th</sup> grade standardized test performance students were placed in a 2 hour block class to receive additional supports and interventions.)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Achieve 3000 licenses, WorkKeys vouchers, Mastery Prep fees, Guidebooks, Algebra I Springboard</p>	<p><b>Effectiveness Measure:</b> Student grades; standardized test scores; Lexile levels</p> <hr/> <p><b>Effectiveness Results:</b></p>

<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Readiness Measures (Teacher created assessments to obtain a class profile and develop instruction)</li> <li>• Mastery Tests (Teacher created assessments to determine student progression toward mastery)</li> <li>• LEAP 360-(State developed assessments to obtain a class profile and develop instruction)</li> <li>• LEAP 2025-( State developed assessments to determine student progress toward mastery)</li> <li>• WorkKeys (ACT developed assessment to assess career/work readiness; teachers use data to drive instruction)</li> <li>• EOC (State developed assessments to determine student progress toward mastery)</li> <li>• Pre-ACT (ACT developed assessment to determine areas of student strength and weakness)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input checked="" type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Evidence in class profile; standardized test scores</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Teacher recommendation/parental request (based on classroom performance and/or teacher or parent observations)</li> <li>• Multiple failures (student is failing more than one class)</li> <li>• Assessment results (EOC/LEAP scores that are below proficient)</li> <li>• SAT meeting (students has been identified as potentially having learning, behavior, or emotional needs)</li> <li>• 504 meeting (based on SAT meeting results to provide accommodations for academic success in the general education classroom)</li> <li>• IEP Team meeting (for students who have been identified as having a disability, to develop goals and learning objectives, provide accommodations for academic success, determine appropriate academic setting)</li> <li>• Parental conferences (requested by teacher or parent to address individual student needs)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Student achievement data</p> <hr/> <p><b>Effectiveness Results:</b> Standardized test scores</p>

<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Graduation coach (meets with individual at-risk students to provide them with strategies and review graduation requirements)</li> <li>• T-9 coach (identifies and meets with students on the high school level who did not meet 8<sup>th</sup> grade pupil progression standards)</li> <li>• Saturday support (available to all students as an opportunity to use school resources and facilities to complete assignments)</li> <li>• Saturday Academy (only available to freshmen to aid them in transitioning to high school and with the added support of tutors in all subject areas)</li> <li>• Intervention room (facility to provide student support in order the occurrence of out-of-school suspension, loss of instructional time, and provide special education support services—e.g. test read aloud, one-on-one academic assistance with a certified special education teacher)</li> <li>• Act 833 ((State legislation to allow students with disabilities to have access to the curriculum with modified diploma requirements)</li> <li>• Before school-tutoring (available to all students on a weekly basis)</li> <li>• ACT/WorkKeys/EOC Bootcamps (scheduled at regular intervals before each assessment during school hours as well as on Saturdays)</li> <li>• Study Skills class (an elective credit used to provide academic support for students)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Student achievement data</p> <hr/> <p><b>Effectiveness Results:</b> Standardized test scores</p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT (parent, teacher, school counselor, pupil appraisal representative, school administrator meet to address individual student challenges)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Student achievement data</p>

<ul style="list-style-type: none"> <li>• KIT (federal program that provides financial and reasonable academic accommodations to students in transition)</li> <li>• Subject area PLC's (Professional Learning Community)</li> </ul>		<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		<b>Effectiveness Results:</b> Standardized test scores
<b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Goal(s):</b> 3, 4	<b>Budgets</b> 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 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	<b>Items Needed:</b> None	<b>Effectiveness Measure:</b> LEP student achievement data  <b>Effectiveness Results:</b> Course grades; LEP student achievement data
<b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b> <ul style="list-style-type: none"> <li>• ESL (collaboration between classroom teacher and LEP teacher to assist ESL students in mastering course contents)</li> <li>• Special Education (to provide students with disabilities with accommodations, special education supports and access to the general education curriculum)</li> <li>• Co-teaching in Algebra 1 (special education teacher provides additional support to students in a regular classroom setting, along with a regular education teacher)</li> <li>• Inclusion in every subject (special education students have access to all subject area classes in a regular education setting, notwithstanding their individual accommodations)</li> <li>• JAG (Jobs for America's Graduates; career-oriented instruction that complements regular education classes;</li> </ul>	<b>Goal(s):</b> 1, 3, 4	<b>Budgets</b> 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 type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<b>Items Needed:</b> None	<b>Effectiveness Measure:</b> Attainment of academic goals  <b>Effectiveness Results:</b> Students achievement results

identifies students who face at least one barrier to academic success)				
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• Saturday support (available to all students as an opportunity to use school resources and facilities to complete assignments)</li> <li>• Saturday Academy (only available to freshmen to aid them in transitioning to high school and with the added support of tutors in all subject areas)</li> <li>• Before school-tutoring (available to all students on a weekly basis)</li> <li>• ACT/WorkKeys/EOC Bootcamps (scheduled at regular intervals before each assessment during school hours as well as on Saturdays)</li> <li>• ESY (Extended Summer Year Program – to support students with disabilities to maintain academic, social, behavioral, and communication skills)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input checked="" type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attainment of academic goals</p> <hr/> <p><b>Effectiveness Results:</b> Student course grades; standardized test scores</p>
<p><b><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></b></p>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>• Due to the transient and often unstable environments that many of our school’s students experience, a <b>Mental Health Provider (MHP)</b> will work with students <u>12</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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Outcome measure for MHPs chart</p>

<p>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>		<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><b>Effectiveness Results:</b>          Decrease in discipline issues;          improvement in grades</p>
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**Implementation of a schoolwide tiered model to prevent and address problem behavior:**

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS (Positive Behavior Intervention Strategies – students may earn rewards for positive behavior via Tiger Cash and redeem Tiger Cash for prizes, IDs, reduction of disciplinary consequences)</li> <li>• Behavior Support (special education teacher specifically for student with emotional disabilities)</li> <li>• Intervention Room (provide students with support in order to reduce the occurrence of out-of-school suspension, loss of instructional time, and to reinforce classroom concepts—e.g. through tutoring, make-up opportunities within reason, cool-down periods, alternative assessments)</li> <li>• Project Team East (serving the needs of excluded students and help them become more successful when returning to campus)</li> <li>• Grade Level Counselors (available to all referred students during school hours)</li> </ul>	<p><b>Goal(s):</b>          1, 2, 3, 4</p>	<p><b>Budgets used to support this activity:</b></p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b>          None</p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Scheduling Night (Counselors meet with parents to help provide information needed to prepare for high school and select appropriate classes)</li> <li>• Freshman Orientation (parents meet with administrators, prospective teachers, counselors, club sponsors to become</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
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<p>familiar with state graduation requirements, course offerings, diploma options, extracurricular activities, state assessments, opportunities for academic interventions, school services, and school and district policies.)</p> <ul style="list-style-type: none"> <li>• Junior High Band, Cheer and Dance Night (Clubs provide opportunities for prospective students from feeder schools to participate with High School students during a Football game.)</li> <li>• Mu Alpha Theta monthly math tutoring for junior high students</li> <li>• End of School Year Dance (A dance is hosted by the cheer and football teams for prospective students from feeder schools.)</li> </ul>		<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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b><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></b>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> <li>• Subject area collaboration (weekly meetings that include development of common assessments, alignment of the curriculum, pacing, and sharing of activities and behavior interventions and analyzing student data)</li> <li>• Leadership committee (includes department chairs, counselors, and administrators to develop and implement school-wide initiatives.</li> <li>• Advisory Committee (composed of Assistant Principals and prospective Department Chairs to support the Leadership Committee and groom and prepare individuals for leadership opportunities within the school.</li> <li>• Publicity Committee- Broadcasting Teacher, Publications Teacher, and other faculty members with the goal of publicizing and featuring excellence within the school.</li> <li>• PBIS committee (Positive Behavior Intervention Strategies – students may earn rewards for positive behavior via Tiger Cash and redeem Tiger Cash for prizes, IDs, reduction of disciplinary consequences)</li> </ul>	<b>Goal(s):</b> 1, 2, 3, 4	<b>Budgets used to support this activity:</b> <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 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	<b>Items Needed:</b> None	<b>Effectiveness Measure:</b> Agendas  <hr/> <b>Effectiveness Results:</b> Follow through on agenda items as determined by each consecutive meeting

<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• ACT Mastery Prep Strategies (professional development – faculty members received training on incorporating ACT strategies in their classroom)</li> <li>• Using document based questioning in the classroom (professional development by curriculum specialists)</li> <li>• Using rubrics in assessing student learning (professional development by curriculum specialists)</li> <li>• Assessing progress toward a student’s mastery (professional development by curriculum specialists and via teacher collaboration)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> School Performance Score</p> <hr/> <p><b>Effectiveness Results:</b> Overall increase in SPS</p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3, 4</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> </ul>	<p><b>Items Needed:</b> None</p>	<p><b>Effectiveness Measure:</b> Attainment of goals as defined in the SIP</p>



<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<b>Effectiveness Results:</b> Attainment of goals
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***Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:***

<b>Career and Technical Education Programs:</b> <ul style="list-style-type: none"> <li>• School-to-Work Coordinator</li> <li>• JAG</li> <li>• Internships</li> <li>• Career Technical Night</li> </ul>	<b>Goal(s):</b>	<b>Budgets used to support this activity:</b> <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	<b>Items Needed:</b>	<b>Effectiveness Measure:</b> Cohort graduation rate index  <b>Effectiveness Results:</b> Index increase
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<b>Coursework to Earn Post-Secondary Credit:</b> <ul style="list-style-type: none"> <li>• World History</li> <li>• Pre-Calculus</li> <li>• Calculus</li> <li>• English III</li> <li>• English IV</li> <li>• Psychology</li> <li>• Sociology</li> <li>• Chemistry II</li> <li>• Biology II</li> </ul>	<b>Goal(s):</b> 2, 3, 4	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input checked="" type="checkbox"/> Title IV</li> <li><input checked="" type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input checked="" type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> None	<b>Effectiveness Measure:</b> Strength of diploma; number of students enrolled; number of student that earn postsecondary credits  <b>Effectiveness Results:</b> Increase from their 2016 levels
<b>Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:</b>				
<p><b>McKinney Vento:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Food Services:</b></p> <ul style="list-style-type: none"> <li>• All students whose income qualifies them for free/reduced meals participate in the federal food service program.</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.</li> </ul> <p><b>English as a Second Language (ESL):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>21<sup>st</sup> Century Programs:</b></p> <ul style="list-style-type: none"> <li>• Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.</li> </ul> <p><b>Headstart Preschool Programs:</b></p> <ul style="list-style-type: none"> <li>• Head start 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.</li> </ul>				

#### 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:**

- The SIP Committee meets on a monthly basis. Committee participants represent all school departments and disciplines. As the committee meets throughout the year effectiveness results for various programs and interventions outlined in our school improvement plan will be discussed. Programs deemed to be effective will be noted as such and continued. Programs deemed ineffective will be reviewed at by the committee, and a plan of corrective action will be formulated with input from all participants.

**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 will monitor the SIP using school performance scores, cohort graduation index, strength of diploma index, stakeholder survey results, event attendance logs, website traffic counters, student attendance data, student grades, standardized test scores, student Lexile level growth, grade distribution data, MHP data, discipline data, and attainment of academic goals to monitor the effectiveness of the various programs outlined in the SIP. Relevant data will be used by the SIP committee to determine the effectiveness of programs outlined in our SIP. When the committee determines that a specific program did not meet it's agreed upon effectiveness result, the committee will formulate make necessary adjustments based on the above mentioned data and stakeholder input.

**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:**

- Diagnostic data at the beginning of the semester to identify area of strength and weakness for individual students. This data will be used in student placement, and in setting of academic interventions needed for student success. Interim assessment data will be used throughout the school year to determine student need for remediation, the effectiveness of instructional factors, and to identify faculty potential professional development needs. Summative assessment data will be used to help determine teacher effectiveness and student mastery of content. All data will be used toward the end of the school year top plan needed programs and interventions for the following school year.

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

- Parents and students will receive score reports for all standardized tests they take at our school from their counselor or teacher. Teachers will receive their students aggregated assessment results in the form of a confidential report. School wide assessment results will be reported to all stakeholders via our school report card as developed and provided by the state department of education.