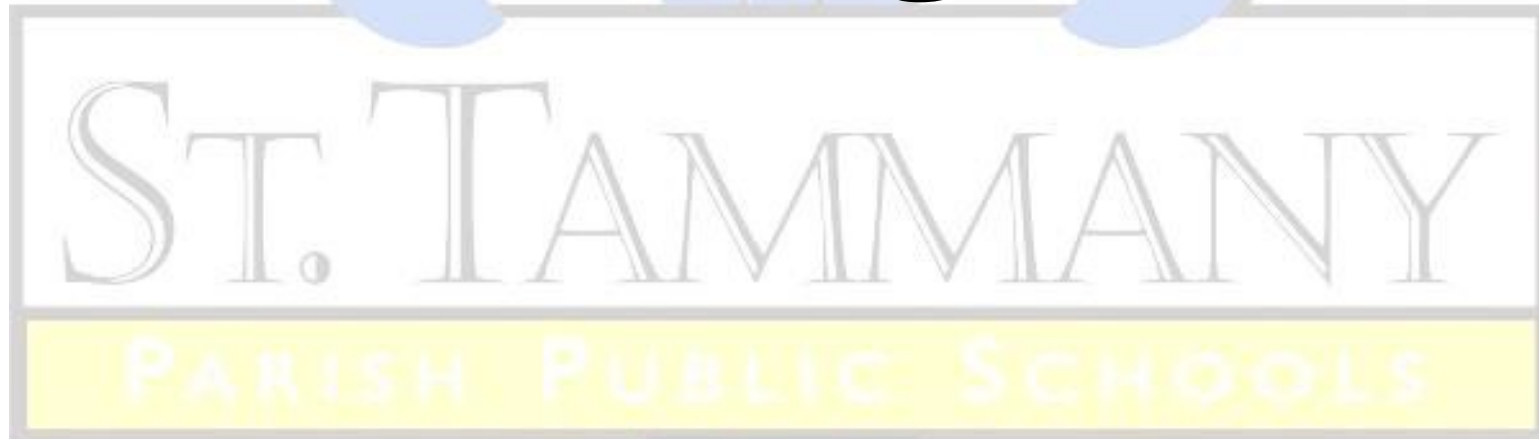


2020-21
School Improvement Plan Addendum

Lakeshore High School



St. Tammany Parish Public Schools

****2020-21 SIP Disclaimer:** Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

Lakeshore High School 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
The percentage of students earning Advanced Industry Based Certifications increased in the spring of 2020 from the spring of 2019 (19.4%, in 2018-2019, to 33.1% in 2019-2020).	From 2016 to 2019, the composite ACT score has decreased from 21.5 to 20.0, a decline of 1.5 points. The greatest decline, from 2018- to 2019, was in English from 21.2 to 19.4, a decline of 1.8 points. This weakness is evidenced by current data from Seniors who in 2018-2019 scored an average composite of 22.5 and in 2019-2020 scored an average composite of 21.6, a decline of .9 points.
From 2016 to 2019, the Strength of Diploma has been the highest index score; 97.6 (2019).	Fall 2020 LEAP 360 Diagnostic data indicates a weakness in student performance on Algebra I standard 8EE.A.1: knowledge and application in integer exponents to generate numerical expressions (15% correct).
English I and English II subcategory of Reading Vocabulary is the highest percent at Mastery (Strong). This strength is confirmed by the increase in performance from LEAP 360 Diagnostic Data (English I 2019-2020=54%, 2020-2021 = 59%; English II 2019-2020= 49%, 2020-2021= 51%).	
LEAP 360 Diagnostic data (Fall 2020) indicates the students' performance in percent proficient was above district average in all assessed areas: Algebra I (34 %), Geometry (33%), English I (33%). English II (36%).	
DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8 th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT	

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

Goal #1: Students taking the ACT will increase their English Sub-Score on the ACT by 2.0 points, from 19.4 to 21.4, by July 2021.

Action Plan:

Parent and Family Engagement:

- Robocall regarding dates of upcoming testing days
- Robocall regarding Practice ACT and Practice Pre-ACT
- Offering vouchers for students to improve their composite score

Core Instruction:

- Setting up a Google Classroom to provide instruction, practice and strategies aimed at improving student sub and composite ACT scores
- Giving the Practice ACT and Practice Pre-ACT
- Incorporating practice and strategies into bell ringers and daily instruction

Intervention Instruction:

- At-risk or self-identified students are targeted for enrollment in the ACT Prep class.
- Teachers are providing targeted strategies based on student performance and need during ACT practice/remediation in the classroom.

Special Populations (Sped, EL, etc.):

- SPED, 504, and EL students are accessing Achieve 3000 for additional support and resources to prepare them for the ACT and Pre-ACT tests.

Professional Development:

- Teachers of at risk populations will receive Achieve 3000 training in order to improve student performance in English.
- Google Classroom training will be provided to teachers and students to utilize the ACT Google Classroom platform for remediation.

Effectiveness Measure:

ACT scores

Effectiveness Results:

Reflection on Results:

- English department PLC meetings will be utilized to develop tips, strategies, and information regarding, based on current ACT data, to implement into their instruction.
- Teacher leaders will participate in district provided professional development for ELA content.

Goal #2: By targeting the Algebra I standard 8EE.A.1, from the Fall 2020 LEAP 360 Diagnostic assessment, the overall Algebra I 2025 Assessment Index score will increase 10% (6.8 points) from 68.3 to 75.1 points.

Action Plan:

Parent and Family Engagement:

- Notifying parents of LEAP 2025 remediation.

Core Instruction:

- The LEAP 360 Diagnostic and Interim Assessments will be used to evaluate and assess student progress.
- Teachers will utilize LEAP practice questions in daily bell ringers.
- Teachers will utilize a Tier 1 curriculum for instruction.

Intervention Instruction:

- Conducting LEAP 2025 remediation.
- Teachers will utilize the scaffolding support within the Tier 1 curriculum for intervention.

Special Populations (Sped, EL, etc.):

- Teachers will utilize a Tier 1 curriculum for instruction.
- Targeted students will participate in a co-teaching model for Algebra I.

Professional Development:

Effectiveness Measure:

LEAP 2025

Effectiveness Results:

Reflection on Results:

- Teachers participated in Springboard training prior to the beginning of the school year.
- Teachers participate in Algebra I PLCs to analyze diagnostic data.
- Teacher leaders will participate in district provided professional development for Math content.

2020-2021 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: April Jarrell**
- **Teacher: Courtney Milam**
- **Teacher: Jennifer Frederick**
- **Parent/Family: Kim Kent**
- **Community Member: Melissa Fernandez**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Assistant Principal: Sandy Holt**
- **Student: Keithan Ducre**
- **Teacher: Michelle Mecom**
- **Teacher: Andrew Knock**
- **Parent/Family: Melissa Fernandez**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Lakeshore High School

ST. TAMMANY

St. Tammany Parish Public Schools

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
From 2016 to 2019, the percent of students scoring 21 or above on their ACT composite has increased from 62% to 64%.	From 2016 to 2019, the composite ACT score has decreased from 21.5 to 20.0, a decline of 1.5 points. The greatest decline, from 2016 to 2019, was in English from 21.2 to 19.4, a decline of 1.8 points.
From 2016 to 2019, the Strength of Diploma has been the highest index score, with the current year's index at 97.6 (2019).	For the past two years, the LEAP 2025/EOC has been the lowest index score. From 2017 to 2019, the index score fell from 94.8 to 74.7, a decrease of 20.1 points.
The ACT Composite index score has increased three out of four years from 2016-2019 from 89.2 to 92.1, an increase of 2.9 index points.	The number of suspensions has increased every year from 77 in 2016 to 103 in 2019, an increase of 26 suspensions. The LEAP 2025, EOC index scores decreased three out of four years, from 94.8 in 2016 to 74.4 in 2019, a decrease of 20.1 index points.
The English I and English II subcategory of Reading Vocabulary is the highest percent at Mastery (Strong) (2019= 57%).	English I to English II index scores from 2018-2019 decreased from 87.9 to 79.7, a decline of 8.2 index points, the same cohort declined from 88.1 in Algebra I to 76.6 in Geometry, a decline of 11.5 index points in the same years.
The High School Diploma Plus (150 pts) increased by 1,650 points from 5,550 in 2016 to 7,200 in 2019.	The graduation rate decreased from 90.2% in 2016 to 81.9% in 2019, a decrease of 8.3%.
The White subgroup was the highest scoring subgroup in three of four subjects for the past two years with a Math index score of 80, a science index score of 70.3 and a social studies index score of 88.3.	The students with disabilities subgroup was the lowest scoring subgroup in three of four subjects for the past two years with a Math index score of 31.3, a science index score of 23.9 and a social studies index score of 39.7.
In Math, the Students with Disabilities subgroup increased from 30 in 2018 to 31.3 in 2019.	In Math, the White subgroup decreased each year for three years, from 100.9 in 2016 to 80 in 2019, a total decrease of 20.9 index points over a three-year period. In Social Studies, the White subgroup decreased each year for three years, from 111.1 in 2016 to 88.3 in 2019, a total decrease of 22.8 index points.
In 2019, the subgroup with the highest SPS score was White at 95.6 points.	In 2019, the LEP subgroup has the lowest SPS score at 34.8 points.
Whole School subgroup in Social Studies has the highest index for the past four years from 2016-2019. (2016=104.1, 2017 = 96.6, 2018= 91.0 and 2019= 81.8)	Whole school subgroup in Science has the lowest index for the past four years from 2016-2019. (2016=83.6, 2017=91.5, 2018= 82.9 and 2019 = 64.6)

Lakeshore High School 2019-2020

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

GOALS

- ***Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.***
- ***Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis***
- ***Must Include at Least 1 Subgroup Goal***

1. From Spring 2019 to Spring 2020, 9th, 10th, and 11th grade student will increase their Assessment Index on LEAP 2025 as follows:

English I- Increase by at least 5 Index points from 75.8 to 80.8 points

English II- Increase by at least 5.6 Index points from 79.7 to 85.3 points

Algebra I- Increase by at least 5 Index points from 68.3 to 73.3 points

Geometry- Increase by at least 5 Index points from 76.7 to 81.7 points

Biology- Increase by at least 5 Index points from 64.6 to 69.6 points

U.S. History- Increase by at least 10 Index points from 81.8 to 91.8 points

2. From Spring 2019 to Spring 2020, 12th grade students will increase their Graduation Rate by 5% from 81.9% to 86.9%.

3. From Spring 2019 to Spring 2020, Special Education students will increase their HS Assessment Index at least 17.8 Index points from a 32.2 to 50.0 points.

4. From Spring 2019 to Spring 2020, Special Education students will increase their ACT WorkKeys index at least 5.1 index points from a 44.9 to 50.0 points.

5.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Parent representative serves on SIP committee (September 2019) <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Parent representatives will participate in SIP committee meetings throughout the school year to monitor progress and provide feedback (ongoing) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attendance record from meeting, meeting agenda, feedback from meeting participants</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Monthly PTA meetings with administration • Bi-Monthly Career Day committee meetings to discuss career preparation for students 	<p>Goal(s): 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attendance record from meeting, meeting agenda, feedback from meeting participants</p>

Lakeshore High School 2019-2020

		<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"/> DSS <input checked="" type="checkbox"/> Other		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • School Website • Robo Calls • Student Progress in JPAMS • Parent/Teacher Conference • Teacher phone calls/emails • Counselor interaction with parents • IEP meetings • Letters • (All communication is ongoing) 	Goal(s): 1,2,3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	Items Needed: Letterhead/envelopes Copies	Effectiveness Measure: Information from RTI binders Meeting minutes IEPs Effectiveness Results:
<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 	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: Translator Translated materials	Effectiveness Measure: Meeting minutes Communication logs Effectiveness Results:

Lakeshore High School 2019-2020

<p>Forms; Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House (August)- designed to meet administration, counselors, and teachers to learn about goals and objectives in the classroom and school wide. Additionally, teachers describe curriculum, standards, assessments and a variety of other academic requirements and expectations. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attendance Logs Parent feedback Teacher feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Grade-level parent meetings (August/September)- designed to meet with administration, counselors, and teachers to learn about grade specific expectations, 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attendance Logs Parent feedback Teacher feedback</p>

Lakeshore High School 2019-2020

<p>graduation requirements, diploma options, and post-secondary planning.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> TOPS/FAFSA Night (November)- designed to aid parents in completing the FAFSA form and discussing TOPS requirements and eligibility. 	<p>Goal(s): 2</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attendance record Meeting agenda Parent feedback Teacher feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Scheduling Nights (January/February)- designed to review the Program of Study, highlighting course options, course placement, Career and Technical Education courses, Advanced Placement, Dual Enrollment, Honors and Gifted courses. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed: Copies of the Program of Study</p>	<p>Effectiveness Measure: Attendance record Meeting agenda Parent feedback Teacher feedback</p> <hr/> <p>Effectiveness Results:</p>

Lakeshore High School 2019-2020

		<input type="checkbox"/> Other		
Parent Family Engagement Activity 5: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • ELA Guidebooks • Guaranteed Curriculum • Math Springboard • Biology Supplemental Curriculum • ACT/WorkKeys Curriculum 	Goal(s): 1,2,3	Budgets used to support this activity: <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 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"/> DSS <input type="checkbox"/> Other 	Items Needed: ELA Guidebook Copies	Effectiveness Measure: 2019 LEAP 2025 results LEAP 360 Data ACT Data WorkKeys ELPT Assessment SLT Diagnostic/Readiness and Interims <hr/> Effectiveness Results:

Lakeshore High School 2019-2020

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360 • Common subject-level specific summative assessments • Formative assessments • Practice ACT • Math XL • Achieve 3000 • EAGLE • Eureka Math • Career and Technical Education with Industry Based Certifications 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Assessment Data Attainment of goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve 3000 • EAGLE • Career Coach • Counselor • ACT 833 • Resource Classes/Inclusion Classes • GIZMOS • Read/Write/Gold • PAAS Lab • Paraprofessionals • Study Skills Courses • RTI • Titan Advisory Period • Scaffolding of Curriculum • Common Assessments 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Assessment Data Attainment of goals Graduation Rate</p> <hr/> <p>Effectiveness Results:</p>

Lakeshore High School 2019-2020

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> Specific advisory period with native speaking teacher Upper-level Spanish students tutoring Progress monitoring from ESL teacher and administration The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in Core content classes. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Assessment Data Attainment of goals Graduation Rate ELPT results</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Monitoring all students during Titan Advisory Period (TAP) Discipline data Counseling and MHP referral Teacher feedback Failure reports Attendance reports Teacher assessments Previous year standardized test scores Current readiness measurements 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: TAP passes Copies</p>	<p>Effectiveness Measure: LEAP 2025 scaled score chart Attainment of goals Student progress Assessment data</p> <hr/> <p>Effectiveness Results:</p>
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Lakeshore High School 2019-2020

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Titan Advisory Period • Prescribed pull-out remediation • Career Coach • MHP groups • Identification of students for TOPS Tech diploma • Resource/Inclusion classes • Check-in/Check-out • Teacher phone call/email home • Teacher/Parent/Student conferences • EAGLE • Achieve 3000 • GIZMO • EOC remediation 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: TAP passes RTI Binders Copies</p>	<p>Effectiveness Measure: LEAP 2025 scaled score chart Attainment of goals Student progress Assessment data</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Student Assistance Team- meet and establish goals for individual student(s) • Parent feedback • Teacher feedback • Tracking reports • Assessment data analysis • Failure reports 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Teacher feedback for SAT Standardized test scores Assessment data Classroom observation</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • IEP • Paraprofessionals • ACT 833 • BIP • SPED students placed with their caseload teacher 2.5 hours per week • Prescribed pull-out remediation 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Attainment of IEP goals Assessment data Discipline data Caseload teacher feedback Tracking report</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Titan Advisory Period with Spanish teacher and AP/Honors tutors • Prescribed pull-out remediation • English to Spanish/Spanish to English Literature • Spanish to English dictionaries • EL classes • Check-in/Check-out 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: TAP passes Literature Dictionaries Copies</p>	<p>Effectiveness Measure: Assessment data Feedback from EL monitoring teacher</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Gifted, Talented, AP, Dual Enrollment, CTE classes, PLTW • P.E., Art, Music, Piano, Band • Visually Impaired, OT, Speech 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Copies Curriculum Supplies</p>	<p>Effectiveness Measure: Industry Based Certifications Career Day Survey Mentor evaluations AP scores CLEP scores</p>

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<ul style="list-style-type: none"> • KIT- provided with tools for student learning • Career Day • Internship program • Guest speakers, college and military recruiters, guest instructors 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other		College credits earned Graduation rate <hr/> Effectiveness Results:
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • MAΘ, National Honor Society, Youth and Government, National Thespian Society • Internship • JumpStart After hours- Drone Engineering, Operation Spark • JumpStart Summer- Drone Engineering, Operation Spark • Career Day • Dual Enrollment • Field Trips • Conferences and Conventions • Individual teacher tutoring • EL peer tutoring • LEAP 2025 remediation 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Copies and Supplies</p>	<p>Effectiveness Measure: Survey results LEAP 2025 scaled score chart</p> <hr/> Effectiveness Results:

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

Lakeshore High School 2019-2020

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: MHP Referrals Assessment Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Mental health counseling Academic counseling Career and college counseling 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: Assessment Data Feedback from Teachers Career Surveys ASVAB MHP Feedback</p> <hr/> <p>Effectiveness Results:</p>

Implementation of a schoolwide tiered model to prevent and address problem behavior:

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<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS Tickets • ISS • Teacher held detention • BIP • Teacher/Parent/Student conferences • Group counseling 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: PBIS tickets Copies</p>	<p>Effectiveness Measure: Teacher feedback Assessment data Discipline data MHP feedback</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 8th grade visit • 8th grade scheduling night • Freshman Orientation • College Visits • LOSFA/FAFSA meetings • TOPS meetings • Internships • Counselor meetings • Career Day • Guest speakers • College and military visitors • Collaboration with junior high and high school administrators and counselors 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Scheduling cards Program of study Copies Supplies</p>	<p>Effectiveness Measure:</p> <p>Graduation rates Freshman grades Freshman behavior data</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs meet weekly in teacher classrooms by content area • PLCs were developed providing teachers with common planning periods • PLCs keep attendance records and weekly meeting minutes • PLCs focus on Data analysis and Standards Based Grading • PLCs plan and create common assessments • PLCs developed norms • PLC teacher leader 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: PLC agenda PLC minutes Attainment of Goals</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Parish-wide professional development • Curriculum specialist visits • Teachers attend Super Summer Institute • Teachers attend Summer Institute • Teachers present information from Summer Institute • Teachers attend dual enrollment and AP workshops • Teacher leaders 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies</p>	<p>Effectiveness Measure: PD agenda PD exit tickets Teacher Presentations</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • ProStart, Public Service, Auto Services, CNA, EMT, Health Sciences Patient Care, Manufacturing, Business Management, Hospitality, Technology Specialist, Graphic Arts, Digital Medial, Micro Enterprise • Students are encouraged to participate during the scheduling process • Microsoft Word, Microsoft PowerPoint, Microsoft Excel, FEMA NIMS, OSHA 10, ProStart, ServSafe, ASE, NCCER CORE, AutoCad Inventor, AutoCad AutoDesk, Adobe, EMR, EMT, CNA, First Aid/CPR, Customer Service, Micro-Enterprise, Certified Guest Service Professional, CITF CORE • Students and parents learn about IBCs and JumpStart Pathways at parent meetings, scheduling events, Career Day, LHS Website, from the counselors, School-to-Work coordinator, Career Coach, and the Program of Study 	<p>Goal(s): 2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies Program of Study Curriculum</p>	<p>Effectiveness Measure: IBCs Surveys Career Assessments</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • College Algebra/Trigonometry • Chemistry • Statistics • Psychology • Sociology 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: DE Curriculum Copies</p>	<p>Effectiveness Results:</p> <p>Effectiveness Measure: IBCs College Credit CLEP Data Assessment Data</p>

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<ul style="list-style-type: none"> • US History • English • Speech • Auto Tech • ProStart • Coding • Drafting • EMT • CNA • EMR • English AP/CLEP • Chemistry II AP • Calculus AP • Numerous CLEP tests 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 		<p>Effectiveness Results:</p>
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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, Title III, or DSS funding.

English Learners (EL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- During weekly PLC meetings teachers and administrators will analyze common assessment data and diagnostic data.
- Teachers will analyze formative and summative assessments to determine Mastery of content.
- Admin will continue to run weekly failure reports and share out data with necessary staff and students.

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

- The SIP committee will meet monthly to analyze effectiveness of pull-outs and other intervention initiatives by gathering teacher feedback and assessment data.

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

- Stakeholders will be notified of SIP results via school and district website.
- All stakeholders will have access to the SIP and the SPS

2019-2020 Committee Members

<p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Christian Monson 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Christian Monson

Lakeshore High School 2019-2020

<ul style="list-style-type: none">• AP: April Jarrell• Teacher: Jennifer Frederick• Teacher: Megan Treigle• Parent/Family: Michelle Mecom• Parent/Family: Andrew Knock• Parent/Family:	<ul style="list-style-type: none">• Student:• Teacher: Jennifer Frederick• Teacher: Megan Treigle• Parent/Family: Michelle Mecom• Parent/Family: Andrew Knock• Parent/Family:
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DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

_____ Sent Via Courier _____

Principal Signature

Date

_____ Sent Via Courier _____

Chairperson, School Improvement Team Signature

Date