

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Lakeshore High**



*This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
<p>The number of students who graduated with the High School Diploma Plus increased from 5,280 in 2018 (48 students), to 3,630 in 2019 (33 students), to 9,790 in 2020 (89 students).</p>	<p>Over the past four years, Algebra I has consistently had the lowest assessment index with a consistent decline: (2018; 70.5, 2019; 56.4, 2021; 49.6).</p>
<p>The concentration of students scoring Mastery or Advanced on LEAP Assessment Index scores in English I and English II are greater than any other subject. (English I: 123, English II: 116, Algebra I: 32, Geometry : 91, Biology :74, US History: 105)</p>	<p>From 2019 to 2021 the student group performance in Special Education decreased significantly in the subjects Geometry (36.9 to 25.3), Biology ( 58.8 to 21.0)and US History (40.9-20.7)</p>
<p>Lakeshore's average composite score is higher than the State average composite score for all years tested from 2016 to 2021. LHS 21.5/LA 18.5 (2017); LHS 21.0/LA 18.0 (2018); LHS 20.0/LA 17.7 (2019); LHS 18.8/LA 17.0 (2021)</p>	<p>ACT composite score for English Language Learners has declined over the five year period (2017;22.7, 2018;19.6, 2019; 19.0, 2021; 17.6)</p>

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## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

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From Spring 2021 to Spring 2024, the school will increase its ACT Index by .5 points each year as follows: **Enter projected data on the table.**

Components	2021 Baseline	2022 Goal	2023 Goal	2024 Goal	2024 Goal
Average Composite Score	18.8				
Average ACT Score: English	17.5				
Average ACT Score: Mathematics	19.0				
Average ACT Score: Reading	19.3				
Average ACT Score: Science	18.8				
Percentage of Students Meeting English Benchmark	45				
Percentage of Students Meeting Math Benchmark	27				
Percentage of Students Meeting Reading Benchmark	39				
Percentage of Students Meeting Science Benchmark	27				

ACT Benchmarks: English-18; Mathematics- 22; Reading- 22; Science- 23

**Lakeshore High 2021-2024**

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● 2021: Implement instructional strategies for reading information texts</li> <li>● 2022:</li> <li>● 2023:</li> </ul>	<p><b>Resources needed:</b></p> <p>ACT Workkeys Curriculum Professional Learning Communities Writing Revolution</p>	<p><b><u>Team Reflection:</u></b></p>												
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Senior/Junior Parent Night</li> <li>● Robocall; Website; Announcements; PTA Newsletter; PBIS Incentives</li> </ul>	<p><b>Resources needed:</b></p> <p>STPPS ACT Toolkit ACT Fee Waivers ACT Boot Camps ACT.org</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Incorporating ACT prep into instruction</li> <li>● ACT Workkeys curriculum</li> <li>● ACT test taking strategies</li> </ul>	<p><b>Resources needed:</b></p> <p>ACT.org Workkeys Curriculum</p>	<p><b><u>Feedback from Teachers:</u></b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Professional Learning Communities</li> <li>● Curriculum Specialists</li> <li>● School Supervisors</li> </ul>														
<p><b>Budgets</b> used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*						*						*	

**Monitoring and Evaluating**

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<b>Assessments:</b> <ul style="list-style-type: none"> <li>● Actual PreACT and ACT tests</li> </ul>	<b>Observations:</b> Once per quarter, the School Advancement Committee will visit all ACT prep, English, Math, and science courses to conduct a snapshot using the snapshot rubric aligned to the content area.
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

<b>Goal #2</b>  Enter goal and table here.		
<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>● Increase CLEP opportunities</li> <li>● Increase opportunities for AP, DE, and IBCs</li> </ul>	<b>Resources needed:</b> Teacher Training CLEP Resources AP Classroom College Board website	<b><u>Team Reflection:</u></b>
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Scheduling Nights</li> <li>● Freshman Orientation</li> <li>● Parent Nights; Juniors and Seniors</li> <li>● Website, Robo Calls, Social Media, Announcements</li> </ul>	<b>Resources needed:</b> College Board Website CLEP Resources Louisiana Believes College Websites	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Modern States</li> <li>● AP/ DE Teacher Training</li> </ul>	<b>Resources needed:</b> School to Work Coordinator Curriculum Specialist	<b><u>Feedback from Teachers:</u></b>



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<ul style="list-style-type: none"> <li>● Jump Start 2.0</li> <li>● High school Accountability</li> </ul>	Modern States Website College Coordinators	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● SILT Team</li> <li>● PLC</li> <li>● School Supervisor</li> <li>● CTE Coordinator</li> <li>● Curriculum Specialist</li> </ul>		

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*					*		*				*	

**Monitoring and Evaluating**

**Assessments:**

- CLEP: US History, American Government, Psychology, Western Civilization, English Literature, Biology, College Algebra, Spanish, Chemistry, Calculus

**Observations:**

- Once per quarter, the School Advancement Committee and SILT committee will visit all ACT prep, English, Math, and science courses to conduct a snapshot using the snapshot rubric aligned to the content area.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

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**Goal #3** From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the **Algebra** LEAP 2025 in the reporting category of **Major Content Subcategory** increase by \_\_20\_\_ percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
ALG I	21			

Enter projected goals on the table.

<p><b>Instructional Focus:</b></p> <p><b>Math Content Leader Module Topic Major Content</b> (Focus would be related to specific subcategory/subcategories identified in Reporting Category above.</p> <p>Sessions within Content Leader Modules (Module/Topic would be related to identified subcategory/subcategories):</p> <ul style="list-style-type: none"> <li>· Deepening Math Content Knowledge for Effective Instruction Session</li> <li>· Exploring Coherence in the Louisiana Student Standards for Mathematics Session</li> <li>· Instructional Strategies to Improve Curriculum Implementation Session</li> </ul>	<p><b>Resources needed:</b></p> <p>Content Leader PLCs CFAs</p>	<p><b>Team Reflection:</b></p>
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<ul style="list-style-type: none"> <li>· Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.             <ul style="list-style-type: none"> <li>● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content</li> <li>● Send home LDOE Parent Support information</li> </ul> </li> <li>· Curriculum Based Parental Support Letters to support at-home learning</li> </ul>	<p><b>Resources needed:</b> Robo Calls Social Media Website</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <p>Math Learning Night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication.</p> <ul style="list-style-type: none"> <li>● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content</li> <li>● Send home LDOE Parent Support information</li> </ul> <ul style="list-style-type: none"> <li>· Curriculum Based Parental Support Letters to support at-home learning</li> </ul>	<p><b>Resources needed:</b> LDOE Website</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Professional Development:</b></p> <p>Training on Assessment Guidance</p> <ul style="list-style-type: none"> <li>○ Utilizing High Quality Common Assessments</li> <li>○ Supports in rubric scoring and matching achievement scales</li> <li>○ Progress Monitoring</li> </ul> <ul style="list-style-type: none"> <li>· Under Development: Aligning instruction to both ACT College and Career and also Louisiana State standards. Incorporating ACT prep in math instruction.</li> </ul>	<p><b>Resources needed:</b> <b>Curriculum Specialist</b></p>	

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- Training on Purposeful Planning
  - Annotating lessons and resources
  - Integrating Targeted Remediation with Progress Monitoring
- Training on High Quality Instruction
  - Facilitating and Orchestrating Productive Mathematical Discussions
  - Four Strategies for Highly Effective Instruction
- Training on use of Tier 1 Curricular Resources
  - Math Content Leader Modules **(6-HS)**-Correlate to Major Content Subcategory
    - Using Multiplicative Thinking to Reason about Ratio and Rate
    - Extending Proportional Reasoning to Functions
    - Extending Operations with Rational Numbers
    - Recognizing and Generating Equivalent Expressions
    - Equations and Inequalities as Tools to Solve Problems

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*							*					

**Monitoring and Evaluating**

**Assessments:**

- Diagnostic LEAP 360
- Interim LEAP 360
- Tier 1 Curricular - Activity Quizzes, Embedded Assessments
- Unit tasks and district/teacher/school created high-quality common assessments

EOY: LEAP 2025

**Observations:**

- One administrator will visit every ALG I and GEOM classroom at least once a month to conduct a snapshot using the “math Look-for checklist”
- Once a year the School Improvement **Advancement** Committee will visit every ALG I and GEOM classroom to conduct a snapshot

<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>
<b>End of the Year Results:</b>

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

#### DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of-school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

#### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 5 % points each year as follows: **Enter projected goals on table.**

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
35.3%			

#### Tier 1 (School wide):

- Classroom Management Plans
- PBIS
- Development of Classroom Culture
- Supportive counseling not occurring on a regular basis

#### Resources needed:

MHP Services  
 Social Skills curriculum  
 Incentives  
 BIPs/FBAs  
 SBLC  
 Freshman Academy  
 Support

#### Team Reflection:

#### Tier 2 (Targeted Prevention):

- Behavior Contracts
- Targeted social skills instruction
- student specific reinforcement system

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<ul style="list-style-type: none"> <li>● mental health counseling services</li> <li>● classroom groups</li> <li>● small group counseling groups</li> <li>● check in/check out</li> </ul>														
<p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● FBA/BIP</li> <li>● safety plan</li> <li>● crisis intervention plans</li> <li>● mental health counseling services</li> <li>● crisis intervention services</li> <li>● FINS</li> </ul>														
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● PBIS recognition</li> <li>● Pep Rally</li> </ul>	<p><b>Resources needed:</b> Monthly meetings</p>	<p><b>Participation Outcome:</b></p> <p><b>Parent Feedback/Exit Tickets/Survey:</b></p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● De-escalation Strategies</li> <li>● NCI</li> </ul>	<p><b>Resources needed:</b> Observations Freshman Academy PLCs</p>	<p><b>Feedback from Teachers:</b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Survey the school climate and provide follow up and support of the areas of most need- students and teachers</li> </ul>														
<p><b>Budgets used to support this activity:</b></p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*							*					
<p><b>Mark funding source(s).</b></p>														

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<p><b>Data used to Monitor and Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</li> <li>● School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>
<b>End of the Year Results:</b>

**STUDENTS WITH EXCEPTIONALITIES**

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

**Goal #2 (SWE):**  
 From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by \_\_\_ points each year as follows:

2020-2021 SPS	2021-2022 SPS Goal	2022-2023 SPS Goal	2023-2024 SPS Goal

<p><b>Describe policies and practices to identify disabilities early and accurately:</b></p> <ul style="list-style-type: none"> <li>● Student progress academically and behaviorally is monitored regularly to ensure student who have any concerns are brought to the School Building Level Committee.</li> </ul>	<p><u><b>Team Reflection:</b></u></p>
<p><b>Describe structures to increase collaboration amongst general and special education teachers:</b></p> <ul style="list-style-type: none"> <li>● Inclusion classes</li> <li>● PLCs</li> <li>● Professional Development</li> <li>● Faculty Meetings</li> <li>● Department Meeting</li> </ul>	<p><u><b>Team Reflection:</b></u></p>

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<ul style="list-style-type: none"> <li>● Curriculum Specialists</li> </ul>		
<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>● Guidebooks, Unique Learning, Writing Revolution</li> </ul>	<b>Resources needed:</b> District Resources Louisiana Believes resources Content Leaders Achieve30000	<u><b>Team Reflection:</b></u>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>● Achieve3000, Gizmos</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● Achieve3000, Reflex Math</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Family Informational Fair</li> <li>● Freshman Orientation</li> </ul>	<b>Resources needed:</b> Teacher Content Leader Louisiana Believes Resources	<u><b>Participation Outcome:</b></u>  <u><b>Parent Feedback/Exit Tickets/Survey:</b></u>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● 4 Strategies of Effective Learning</li> <li>● Writing Revolution</li> <li>● Guidebooks/ Unit Planning</li> <li>● Achieve3000</li> <li>● Unique Learning</li> <li>● SER, FBA, BIP Trainings</li> <li>● SWE Consultant meetings</li> <li>● SPED Department Meetings</li> </ul>	<b>Resources needed:</b>  District Resources Guaranteed Curriculum	<u><b>Feedback from Teachers:</b></u>
<b>Follow Up and Support:</b>		



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<ul style="list-style-type: none"> <li>● ELA and Math Content Leader Module Support and Training</li> <li>● Model Lessons Instructional Strategies, pedagogy and scaffolding</li> <li>● PLC purposeful planning, analyze student work</li> <li>● Tracking reports for progress towards IEP goals</li> <li>● Walk Throughs</li> </ul>		
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**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
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**Data used to Evaluate Goal: Administrator snap shots, observations, samples of student work, assessment performance**

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

**ENGLISH LEARNERS**

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: 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, meetings; etc.

**Goal #3 (English Learners):**  
 From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

<b>Supports and Strategies in Tier 1 (Core Instruction):</b>	<b>Resources needed:</b>	<b>Team Reflection:</b>
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<ul style="list-style-type: none"> <li>● The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.</li> <li>● <b>Grades K - 6:</b> full English language immersion with push-in support</li> <li>● <b>Grades 7-12:</b> scheduling ESL class - up to two class periods for junior high and up to three class periods for high school, depending on the needs of each student</li> <li>● Programs include:             <ul style="list-style-type: none"> <li>● ○ Language Power (utilized in grades 5 - 12)</li> <li>● ○ Achieve 3000</li> <li>● ○ Newcomers</li> <li>● Rosetta Stone</li> </ul> </li> </ul>	<p><b>ELL Teacher</b>  <b>ELL Tutor</b>  <b>Technology</b>  <b>Professional</b>  <b>Development</b>  <b>Office Materials</b></p>	
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Programs include:             <ul style="list-style-type: none"> <li>● Fast ForWord/Reading Assistant</li> <li>● IRLA (supplement to core classroom instruction)</li> <li>● Achieve 3000</li> </ul> </li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● <b>If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</b></li> </ul>		

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<p><b>Programs include:</b></p> <ul style="list-style-type: none"> <li>● Project Read</li> <li>● IRLA (supplement to core classroom instruction)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Intentional efforts to welcome EL families into the schools, i.e.:</li> <li>● EL Breakfasts</li> <li>● EL Parent Night</li> <li>● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing)</li> <li>● Additional resources to supplement learning at home</li> </ul>	<p><b>Resources needed:</b></p> <p>EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p><b>Participation Outcome:</b></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> </ul>	<p><b>Resources needed:</b></p> <p><b>ELDA Screening Assessments Parent Survey</b></p>	<p><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</li> <li>● Whole classroom observations</li> </ul>		

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<ul style="list-style-type: none"> <li>● Small group observations (based on previous ELPT achievement scores)</li> <li>● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q &amp; A during PLCs</li> </ul> <p>ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</p>	
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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*												

**Data used to Evaluate Goal:**

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February
- LEAP/ LEAP Connect

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

### **Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- School website, counselor's corner provides information and resources for assessments
- JPAMS Student Progress Center allows for progress monitoring
- Quarterly progress reports for SWE
- ROBO calls
- Social Media
- Parent Meetings

### **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- Represented on the PBIS committee
- Represented on the PTSA
- Leadership team collaboration with sample group of parents/students

### **Resources Needed to Support Parent and Family Engagement:**

- Technology
- Louisiana Believes, ACT, SAT , IBC testing information and resources

### **Budgets used to support this activity:**

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Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*							*					

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

**Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- Progress monitoring, assessments, IEP data, 504 data, SBLC records, parent/teacher recommendation

**Describe how the school ensures that interventions do not replace core instruction:**

- PLC planning, snapshots, observations, progress monitoring

**Interventions/programs available for students in need (include grade levels and skills addressed):**

- Freshman Academy, TAP grades 9-12 Advisory Period, Counseling, MHP services, Peer Facilitation, Tutoring, SBLC, Achieve 3000 Reading fluency and Comprehension, Reflex Math - fluency, Resource Classes, ACT Prep class, Study Skills

**Describe the process for ensuring progress monitoring is carried out and results are monitored:**

- Progress logs, data review according to established review time period, grades, analysis of student work

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*							*					

**Resources Needed to Support Interventions:**

Technology, Master Schedule, Achieve 3000 licenses, Reflex Math, Volunteers

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

**Support and extended learning opportunities within the school day (field trips, art, music, etc.)**

- Field trip, enrichments, talented programs, clubs, organizations

**Resources needed:**

**Documentation logs**

**Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):**

- before and after school tutoring, credit recovery, ACT/LEAP Google Classroom

**Resources needed:**

**Attendance Logs**

**Student Performance.**

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*												*

**List programs that need to be evaluated and what data will be used to monitor and evaluate:**

- Student feedback, grades, tracking reports

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

**Services Provided by Mental Health Provider(s):**

- **Mental Health Providers (MHP) recognize and respond to the need for mental health services that promote social/emotional wellness and development for all students. MHP advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, provide short-term counseling and crisis intervention focused on mental health or situational concerns such as difficult transitions, educate teachers, administrators, and families about the mental health concerns of students, and provide referrals to community resources for long-term support.**

**Resources needed:**

**Office Materials**

**Counseling Resources**

**Support Agencies**

**Services Provided by Counselor(s):**

**Resources needed:**



**Lakeshore High 2021-2024**

- School Counselors provide professional assistance and support to students during times of transition, heightened stress, critical change or other situations impeding student success. They assess student abilities, interests and achievement to help them make decisions about their future. They also share strategies supporting student achievement with parents, teachers, other educators and community organizations, work with other educators, parents and the community to support student achievement, and refer students for support to school or community resources for additional assistance and information.

Support Agencies  
Curriculum Resources  
College and Career Support

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*								*					

**Team Reflection:**

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

**Transition Activities for Students:**

- SWE at age 16
- Freshman Orientation
- Feeder school visits
- Counseling support for TOPs Tech/TOPS University
- ROTC support
- College/Military Representatives

**Resources needed:**

**Community Agencies**  
**College Counselors/recruitment**  
**Internships**  
**JAG**

**Parent and Family Engagement Activity:**

- Career Day
- IEP Meetings

**Resources needed:**

**Lakeshore High 2021-2024**

- IGP meetings
- Scheduling Counseling

**Participation Results:**

**Feedback from Parents/Families:**

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*								*					

## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

**Describe the structure/make-up of your PLC groups:**

- Core Content teachers meet during their planning periods weekly for PLC

**Resources needed:**

Technology, Curriculum Resources, Office Supplies

**Describe the format of your PLC groups (When? How often? How long?):**

- Tuesdays: 2nd hour Math, 4th hour Science
- Wednesdays: 3rd hour English, 6th hour Social Studies

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
		*												

**Middle of the Year Reflection/Areas for Improvement:**

**End of the Year Feedback from Teachers:**

**Areas for Improvement:**

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

**Other Professional Development:**

- Curriculum Specialist - Curriculum Support, Writing Revolution, Content Leader, Test Taking Strategies, ACT Prep

**Resources needed:**

Curriculum  
Material Resources  
Substitutes

**Describe how the Instructional Coach will support your school (if applicable):**

- In the coaching role during PLC, the Instructional Coach will work with teachers to provide strategic instruction, provide additional resources, and model effective teaching strategies in the classroom.

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	*	*												

**Middle of the Year Reflection/Areas of Improvement:**

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

## 11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- In May of each year, the PTSA will meet to discuss the areas of need and strengths of the school.

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

- Parent and student feedback will be gathered through a questionnaire each semester to evaluate the results of the targeted goals.

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- Through the weekly SILT meetings, the SAP committee will assess the progress of the goals targeted.

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Sandy Holt
- Teacher: Jennifer Frederick
- Teacher: Sydney Williams
- Teacher: Courtney Milam
- Parent/Family: Michelle Mecom
- Parent/Family: Cindy Penton
- Community Member: Crystal Kavanaugh

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator:
- Teacher:
- Teacher:
- Teacher:
- Parent/Family:
- Parent/Family:

## DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date