

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Slidell 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
From 2019 to 2021, the production of writing English ACT subscore increased by 2.6 percentage points from 49.5 to 52.1.	From 2019- 2021, the functions subscore of Math ACT decreased by 16.8 percentage points from 42.8 to 26.0.
From 2018 to 2021, the U.S. History LEAP scores increased by 1.1 index points from 68.2 to 69.3.	From 2019-2021, the Algebra I LEAP scores decreased by 10.3 index points from 62.1 to 51.8.
From 2019 to 2021, the English I LEAP special education subgroup scores increased by 3.5 index points from 18.2 to 21.7.	From 2019-2021, the special education subgroup index score of the LEAP biology test decreased by 38.7 points from 64.3 to 25.6.
From 2019 to 2021, the Algebra I LEAP special education subgroup scores increased by 3.2 index points from 15.6 to 18.8.	From 2019-2021, the English learner subgroup index score of the LEAP biology test decreased by 40.8 points from 52.2 to 11.4.
From 2018 to 2020, the number of students entering the Hiset program rather than receiving a high school diploma decreased by 7 from 21 to 14.,	From 2018 to 2020, the number of 5th year graduates increased by 6 from 4 to 10.
From 2019 to 2020, the number of students receiving High School Diploma plus increased by 70 from 178 to 248.	From 2020 to 2021, 67 percent of English learners did not improve their English proficiency.

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 8th 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*

Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving mastery or above on the Algebra I and Geometry LEAP 2025 in the reporting category of major content subcategory, will increase by 3 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
ALG I	25	28	31	34
GEOM	22	25	28	31

Instructional Focus:

- Covering Major Content
- Remediation of Students with missing knowledge
- Formative assessment at the end of every lesson
- Math content leader module topic: deepening math content knowledge for instruction session

Resources needed:

- Springboard Curriculum
- Guaranteed Curriculum
- Google Classroom
- Louisiana Believes Curriculum, Assessment, and planning documents
- PLC engagement

Parent and Family Engagement Activity:

2021-2022

- Algebra night and Geometry night
- Awards for students demonstrating math proficiency
- Send home LDOE parent support information

Resources needed:

- Parent Night Committee
- Parent Demographic data from JPAMS
- Coordination with PBIS committee
- Student grades/achievement data from PLCs

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<ul style="list-style-type: none"> ● Communication of assessments and scoring criteria via robocalls, announcements, and PTA newsletters <p><u>2022-2023</u></p> <ul style="list-style-type: none"> ● Math Family Night ● Incentives for students demonstrating growth or proficiency ● Send home tools from the LDOE Parent Toolbox and Resources 		
<p>Professional Development:</p> <p><u>2021-2022</u></p> <ul style="list-style-type: none"> ● Weekly meetings of professional learning communities by subject area ● PLCs meet with curriculum specialist once per semester ● Formative assessments ● Using high quality common assessments <p>2022-23</p> <ul style="list-style-type: none"> ● Our PLCs plan to bring more student work into weekly meetings in order to ensure interrater reliability ● Our PLCs plan to build the rubric together as a PLC and then use those common rubrics to grade all students 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Common planning times for PLC members ● Springboard Curriculum ● Guaranteed Curriculum ● Google Classroom ● Louisiana Believes Curriculum, Assessment, and planning documents ● Substitutes to cover classes during teacher trainings 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership team will send teacher to content leader support and training ● In-person observations, including walk-throughs and look-fors ● PLCs will purposefully plan for student tracking towards progress of identified standards 		

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- PLCs will meet with and collaborate with the teachers at the lower level and junior high level in the same subject area in order to promote vertical alignment in instruction and assessment

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
	X			X		X								X

Monitoring and Evaluating

Assessments:

- Department created diagnostic assessment
- Springboard Getting Ready
- Tier 1 Curriculum - Activity Quizzes, Embedded Assessments
- Unit Tasks and teacher created high quality assessments
- EOY: LEAP 2025

Observations:

- One administrator will visit every Algebra I and Geometry classroom at least once a month to conduct a snapshot using the math look fors checklist and the SHS universal routine
- Once a semester, the school improvement committee will visit every Algebra I and Geometry classroom to conduct a snapshot
- Members of the Alg I and Geometry PLCs will meet with and observe Algebra II and III classroom teachers

Goal #2

From Spring 2021 to Spring 2024, the school will increase its Strength of Diploma Index by 2.5 points each year as follows:

Category	2020 Whole School Baseline	2021 Whole School	2022 Whole School	2023 Whole School
HS Diploma Plus (Associate'	0	4		

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s Degree)				
HS Diploma Plus (Advanced Jumpstart Credential)	35	58		
HS Diploma Plus (Basic Jumpstart Credential)	49	57		
HS Diploma Plus	164	124		
Regular HS Diploma	100	92		
Hiset with Jumpstart	0	0		
HiSet	14	13		
Non-grad without HiSet	62	57		
5 th Year Grads with AP	0	0		
5 th Year Grads	10	6		

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6th Year Grads	3	4			
Strength of Diploma	94.8	98.0			
Instructional Focus: <ul style="list-style-type: none"> ● Increase the number of students who take and are successful on the CLEP assessment ● Focus on enrolling non-grad students in the HiSet program 					Resources needed: CLEP Vouchers Modern States
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● CTE Night ● Elective and Club Fair ● Info on Modern States and CLEP tests given out to parents and students 					Resources needed: CLEP Vouchers Modern States
Professional Development: <ul style="list-style-type: none"> ● JumpStart 2.0 ● Modern States--teachers will learn how to use this site to prepare their students for the CLEP test ● High School Accountability ● AP Teacher Training ● Statewide IBC training for teachers 					Resources needed:
Follow Up and Support:					

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- School supervisors will provide information on data and where we need to focus our efforts to increase our strength of diploma
- CTE Coordinator will work with school and school to work coordinator to ensure that the school provides an ample amount of elective courses and certifications to increase the number of students who graduate with a HS Diploma plus.

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:

- Spanish II CLEP
- English Lit CLEP
- CLEP in DE Classes

Observations:

- Once per quarter, the School Advancement Committee will revisit the data to see if we are making progress towards our goal.

Goal #3

From Spring 2021 to Spring 2024, the school will increase its ACT Index by 1 point each year as follows:

Components	2021 Baseline	2022 Goal	2023 Goal	2024 Goal
Average Composite Score	17.0	18.0	19.0	20.0
Average ACT Score: English	17.3	18.3	19.3	20.3

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Average ACT Score: Mathematics	17.2	18.2	19.2	20.2
Average ACT Score: Reading	18.4	19.4	20.4	21.4
Average ACT Score: Science	17.4	18.4	19.4	20.4
Percentage of students meeting English benchmark	44			
Percentage of Students meeting Math benchmark	14			
Percentage of students meeting Reading benchmark	27			
Percentage of students meeting Science benchmark	12			

Instructional Focus:

- ACT Question of the Day five days a week with solution explanation for teachers
- Integrate EBSCO Prep Step into the curriculum more and utilize it in the classroom weekly
- Teach test taking skills and strategies throughout the year

Resources needed:

EBSCO Prep Step

ACT Questions (provided by the district)

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Robocall the day before testing ● Parent/Family Nights ● PBIS Incentives ● ACT Academy ● EBSCO Prep Site 	<p>Resources needed:</p> <p>EBSCO Prep Step</p> <p>Incentive Rewards</p> <p>ACT Bootcamp Book</p>	
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ACT WorkKeys Curriculum ● ACT & WorkKeys Prep 	<p>Resources needed:</p> <p>ACT Boot Camps</p> <p>WorkKeys Boot Camps</p> <p>ACT Fee Waivers</p> <p>ACT Prep Books</p>	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● We will support teachers through the use of the ACT questions of the day by providing them with the solutions and correct answers ● We will support our teachers by providing them with the EBSCO Prep Step curriculum to use as growth and enrichment 		

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:

- ACT Practice Test
- EBSCO ACT Practice Tests
- ACT Question of the Day

Observations:

- The SAP committee will monitor the implementation of the assessments and strategies we chose.
- The SAP committee will ensure more resources are available for all teachers, not just core content area



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 1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	% Goal	% Goal	% Goal
38%	37%	36%	35%

Tier 1 (School wide):

- Core Four: No hoods, No IDs, No Tardies, No Electronics
- School wide daily reminders about targeted behaviors and positive reinforcements.

Tier 2 (Targeted Prevention):

- Weekly tardy and attendance reports to identify students with excessive tardies and absences

Tier 3 (Intensive Individual):

- Contact parents of individual students who are getting numerous referrals
- Use of the Behavior Education plan for our MAE students

Resources needed:

JPAMS reports

De-escalation practices

Parent and Family Engagement Activity:

- Admin and teachers constantly keep in touch with parents/guardians which results in building relationships with those families

Resources needed:

Robocalls

Emails

Phone calls

Professional Development:

Resources needed:

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<ul style="list-style-type: none"> ● Kim Cochran came in and gave a professional development training on building relationships with difficult students ● Discipline specific professional development 		Discipline data													
Follow Up and Support: <ul style="list-style-type: none"> ● Parent contact ● Check in on attendance and tardy reports ● PBIS Incentives 															
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 Monitor and Evaluate Goal:															
<ul style="list-style-type: none"> ● Number of discipline referrals 															

<p>STUDENTS WITH EXCEPTIONALITIES</p> <ul style="list-style-type: none"> ● <i>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))</i> 																						
<p>Goal #2 (SWE): From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by <u>.5</u> points each year as follows:</p> <table border="1"> <thead> <tr> <th>2020-2021 SPS Goal</th> <th>2021-2022 SPS Goal</th> <th>2022-2023 SPS Goal</th> <th>2023-2024 SPS Goal</th> </tr> </thead> <tbody> <tr> <td align="center">34.4</td> <td align="center">34.9</td> <td align="center">35.4</td> <td align="center">35.9</td> </tr> </tbody> </table>															2020-2021 SPS Goal	2021-2022 SPS Goal	2022-2023 SPS Goal	2023-2024 SPS Goal	34.4	34.9	35.4	35.9
2020-2021 SPS Goal	2021-2022 SPS Goal	2022-2023 SPS Goal	2023-2024 SPS Goal																			
34.4	34.9	35.4	35.9																			
<p>Describe policies and practices to identify disabilities early and accurately:</p> <ul style="list-style-type: none"> ● Parent/Teacher/Counselor Conferences ● Student Assessment Team ● Grade & Test Score Monitoring by Teachers & Counselor ● PAS Evaluations/Reevaluations 																						
<p>Describe structures to increase collaboration amongst general and special education teachers:</p> <ul style="list-style-type: none"> ● Monthly meetings with the SWEDL 																						

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<ul style="list-style-type: none"> ● SWEDL communications with classroom teachers ● Common plans in all core subject areas ● Co-teaching model in some classes ● SWE tracking forms 		
<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● Guidebooks ● Achieve 3000 ● Amplify Reading ● Ready, i-Ready, Ready Gen ● Unique Learning & News 2 You ● Clever 	<p>Resources needed: Achieve licenses Guidebooks Site licenses Training to effectively use the interventions provided</p>	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Project Read ● Achieve 3000 ● Fast ForWord ● Guidebook Support 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Project Read ● PCI ● Achieve 3000 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Open House for SWE students with significant disabilities ● Open House ● Attendance at SAT/504/IEP meetings ● Scheduling Nights ● STPPS SWE Annual Family Information Night ● Parent Guide to Leap Connect ● Parent/Student Freshmen Orientation ● IEP, IAP, and EL Meetings ● Parent/Teacher/Student Conferences 	<p>Resources needed: Robocall/text School website Flyers F&E Notifications</p>	
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Content Leader Training 	<p>Resources needed:</p>	

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<ul style="list-style-type: none"> ● Guidebooks ● Project Read ● SER, FBA, BIP Trainings ● Behavior Education Trainings ● Achieve 3000 trainings ● Monthly SWE Department Meetings ● Monthly SWEDL Meetings ● In-service to SHS Staff by the SWEDL ● Discovery Ed ● Unique Learning/News 2 You 	District provided PD (Content Leader, Achieve, SER, etc.) Subs to cover SWE staff when they have to attend trainings																														
Follow Up and Support: <ul style="list-style-type: none"> ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals ● Analyzing assessments, feedback, and next steps ● Walk throughs and look fors 																															
Budgets used to support this activity: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> <td></td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X			X			X	X		X	X			
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	X			X			X	X		X	X																				
Data used to Evaluate Goal: Data used to generate SPS for SWE students to include Leap 2025, growth target as set by state (EOY Leap 2025 Scores Progress monitoring LEAP 360 Diagnostic and Interim)																															

ENGLISH LEARNERS <ul style="list-style-type: none"> ● <i>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.</i> ● <i>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.</i> 	
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)	
Supports and Strategies in Tier 1 (Core Instruction): <ul style="list-style-type: none"> ● Full time ESL teacher on campus 	Resources needed: ESL Teacher

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<ul style="list-style-type: none"> ● ESL Language Power Study Skills class ● Native Language to English dictionaries ● English language proficiency screening ● Achieve 3000 	ELP Screener Achieve 3000 Language Power WTWD	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Full time ESL teacher on campus ● One hour of ESL class ● Native Language Textbooks ● Native Language Novels ● Small group instruction 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Full time ESL teacher on campus ● Two hours of ESL class ● Schedule designed to limit intensive English language immersion (no Math, English, or Science classes) ● Partner with a fluent ESL student in core classes and in electives 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Schedule an EL night where the ESL teacher hosts the EL families and provides them with resources to supplement learning at home ● Parents in need of translation services will contact the school and a conference will be arranged with a certified translator ● Items to translate may include: handbooks, discipline policies, report cards, progress reports, parent permission forms, disciplinary notices, testing information, registration documents, home language survey, etc. ● Things that may need to be verbally translated may include: registration and enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation, parent-teacher conferences, medical emergencies, school wide announcements, swe meetings, robocalls, etc. 	<ul style="list-style-type: none"> ● Resources needed: ● Outreach documents for families that provide school information in the native language ● Certified translator 	
<p>Professional Development:</p>	<p>Resources needed:</p>	

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<ul style="list-style-type: none"> ● STPPS training ● ESL teacher and guidance counselors in-service staff on ELL services ● Google Meets available upon request with Lynn Upchurch, the ESL Instructional Coach, for regular ed teachers to receive support in implementing core instruction for ESL students. 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team (Elena Dieck and Lynn Upchurch, EL Teachers, EL instructional adies, Math and ELA district coaches) ● EL Team presentations during PLCs ● ESL integration specialists meet with classroom teachers upon request to provide interventions for 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
	x													

Data used to Evaluate Goal:

- ELPT Test (administered every February)
- LEAP 2025

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.:

- JPAMs
- Robocalls/Robotexts
- Parent Meetings: Scheduling Nights, FASFA Nights, Freshmen Orientation, Open House
- School Website
- Report Cards
- School Advancement Plan
- Parent/Teacher Conferences
- IGPs (signed by parents)

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

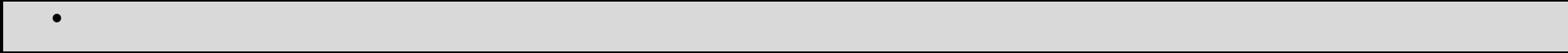
- PTSA board meetings and general meetings. Members are invited to evaluate SAP and make recommendations.
- School Website: the SAP will be posted on the website for all parents to review
- Parent meetings
- Booster clubs
- School committee members
- Community Event Nights

Resources Needed to Support Parent and Family Engagement:

- Agendas
- Meeting location
- Handouts

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
	x	x		x			x	x		x	x			



5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- Teachers monitor student participation and completion of assignments identifying students at risk. Teachers offer opportunities for tutoring outside of the classroom, solicit assistance from parents through phone conferences, counselor/teacher/parent/student conferences, attend IEP/504 meetings, provide feedback to SWE staff through tracking forms, and incorporate varied instructional strategies within lessons such as test corrections, redoing assignments, extended time, etc. RTI Tier II and III interventions are implemented as warranted for select students
- Attendance Team (Administrators, attendance secretary, and teacher representative) monitors student attendance following state attendance laws. If attendance is excessive, parent contact is made and seat time/recovery is offered to the student.
- SWE students with behavior issues receive support from our Behavior Education teacher. Students use the 'B.E. Pass' program. The behavior teacher tracks the targeted behaviors impeding the student's success and develops a plan and/or BIP to reduce the frequency of the negative behavior and increase positive behaviors.
- SWE students that have the April Dunn act applied to a course, LEAP 2025 test, and/or credential will receive remediation and support in their study skills class. The caseload teacher and student skills teacher monitor the student's progress.
- ELL students receive support in their academic classes through the ESL teacher and class. Additionally, these students have textbooks and novels translated into their native language as well as the use of translation programs/dictionaries. The ESL teacher monitors their progress throughout the year.
- SBLC Committee—committee that identifies at-risk students with the help of teachers, pupil appraisal, administration, and counselors. Committee puts accommodations in place and gathers information to determine the needs of students. Committee monitors progress and works with students and parents to reach academic and social goals.
- Counselors, graduation coach, and teachers: evaluate testing data and historical background information to identify and monitor students that need additional support in and outside of the classroom setting
- Teachers, MHP and counselors work together to identify and monitor students with social and mental health needs and begin to provide interventions for those students.
- SWE/504 students are assigned a caseload teacher who maintains contact between classroom teachers. Parents and teachers all year. Additional supports are implemented based on a student's needs in each class. The caseload teacher monitors their students' performance throughout the year.

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

- Seat time
- BE pass for Behavior Education students
- Study Skills
- Interventions are monitored regularly and updated as needed. These interventions occur within the classroom setting or during a time is not class time as to not interrupt instruction but to aid core instruction

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

- Credit recovery through the STPPS Virtual Program (12th grade)
- SWE Programs/Interventions (9th – 12th)

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- Behavior Education Program (9th – 12th)
- April Dunn Applied for courses (9th – 12th SWE students)
- ELL classes designed to increase acquisition of the English language (9th – 12th)
- SWE Inclusion classes—currently offered in Biology, Tech Writing, & Business English. Plans to add additional inclusion classes as we can find more resource teachers. (9th – 12th)
- National Honor Society and Mu Alpha Theta free tutoring before school (9th – 12th)
- T-9 Program (9th)

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

- 9th grade counselor monitors the T-9 students
- SWEDL monitors April Dunn applied students
- Senior counselor identifies and monitors students in credit recovery classes
- 504 coordinator and SWE caseload teachers monitor students with IEPs & IAPs
- Progress reports
- SWE Tracking reports
- Learning Walks

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
	X	X		X			X	X		X	X			

Resources Needed to Support Interventions:

- Distance Learning Facilitator
- ELL Language programs
- WTWD
- SWE supports such as Achieve 3000, Fast ForWard
- LEAP Remediation

6. SUPPORT AND EXTENDED LEARNING

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

- Fine Arts Events: Plays, Art Shows, Choir Concerts, etc.
- Ag Science: Field trips, class speakers, leadership events
- Guest Speakers from various industries come for Customer Service, Quest for Success, and Advanced Career Readiness classes
- College and Career Fair
- Talented Arts Program: Music competitions, theater performs matinees for feeder schools and for our students.

Resources needed:

Auditorium
 Bus transportation
 Guest speakers

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

- Mu Alpha Theta & National Honor Society provide weekly free tutoring sessions before school
- Literary Rally
- Summer School
- Leap 2025 Remediation
- A3 Credit Recovery Program
- Band Camps
- Play practices
- Band and Color Guard Practices
- NJROTC competitions and inspections

Resources needed:

Transportation

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
	x	x		x			x	x		x	x			

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

- Leap 2025 Remediation Program—scores of students who participated to evaluate and determine the effects of tutoring
- A3 Credit Recovery Program—grades of students who participated; whether or not they passed the class

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):

- Counseling minutes for SWE students
- TOV/SI Safety Plans
- Manifestation Meetings
- Dissemination of Mental Health Resources for Teachers
- Individual counseling sessions with students
- Group counseling sessions with students
- Parent conferences

Resources needed:

Office for private counseling sessions
 Location for group sessions
 Conference room for manifestations

Services Provided by Counselor(s):

- Academic, social/emotional, and career counseling services
- KIT referrals/services
- Standardized Assessments
- Parent/Teacher conferences
- TOV/SI Safety Plans

Resources needed:

- KIT Supplies/Funding
- Locations for counseling sessions

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
	x	x		x			xx			x	x			

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:

- Senior year internships
- College and Career Fair
- Guest Speakers in career classes
- Community Based Education
- Transitional Vocational Training
- Vocational Courses (Welding, ProStart, Carpentry, etc.)
- Jobs for Americas Graduates Program
- LEAP Connect Senior Project and Interview Plan
- Visits from Military and Universities at lunches
- TOPS Information Night

Resources needed:

Sign in Sheets
 Guest Speakers
 Internship sites
 Transportation
 Equipment/Supplies for real life training

Parent and Family Engagement Activity:

- Freshmen Orientation Night
- TOPS Information Night
- STPPS Family Informational Night
- Scheduling Information Nights
- CTE Fair

Resources needed:

Flyers
 Sign in Sheets
 Robocalls/Texts
 Website

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
	x	x		x			x	x		x	x			

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:

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- *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:

- Our PLC groups are made up of teachers who teach the same core subject
- These groups all have common planning periods built into the master schedule

Resources needed:

Common planning periods
 Professional Learning Community agenda
 Data
 Curriculum

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

- PLCs meet at least once a week
- During their common planning period
- For the entire planning period (53 minutes)

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
		x												

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- STPPS Summer Institute
- Louisiana Super Summer Institute
- JAG Training/Conferences
- Springboard and Guidebook Training
- New Teacher Orientation
- SWE New Teacher Orientation
- Teacher Leader Summit

Resources needed:

Funds for conferences
Transportation

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

- N/A

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
	x	x		x			x	x		x	x			

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):

- PTSA Monthly Meetings (August, September, October, November, December, January, February, March, April, May)
- Parent Surveys about the SAP will be sent home (December and April)
- Parents will be included in meetings to develop the SAP (August and September)
- Parents will be included in the dissemination of the plan (October)
- Parents will meet with the SAP committee to review data (May and August)

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):

- Faculty Meetings—at our October faculty meeting we will discuss the breakdown of the current School Performance Score, past scores, grade/score changes, predicted score, and the role it plays in our 3 year school advancement plan.
- School Website—our school advancement plan will be posted on our school website along with announcements of events designed to help meet the school goals outlined in the SAP
- The SAP will be presented to the PTSA at the board meeting in November
- Parent Letters will go home encouraging the parents to look at our SAP and encouraging them to get involved in our school
- RoboCalls—robocalls will go out directing parents to review the SAP on our website and to alert them to the different events planned to meet the school goals as outlined in the SAP

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:

- Every nine weeks the SAP committee will meet and review the current data for each goal

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- Administrative and leadership teams will meet to set up dates and activities outlined in the SAP to accomplish our goals

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Lynda Palao
- Administrator: Toni Tanner-Castillo
- Teacher: Brian Comeaux
- Teacher: Kristen Tarleton
- Teacher: Kristin Carbo
- Parent/Family: Raquel Davis
- Parent/Family: Jennie Guillot
- Community Member: Wharton & Kim Muller
- Student: Kai DeBerry

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Lynda Palao
- Administrator: Larry Favre
- Teacher: Christy Wiebelt
- Teacher: Mark Ferrer
- Counselor: Anna Bryant
- Parent/Family: Katina DeBerry
- Parent/Family: Sheri Marks

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