

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Northshore 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 average English II Leap 2025 Index Score improved by 8.8 points from 85.7 in 2019 to 94.5 in 2021.	From 2019 to 2021, the average Alg. I Leap 2025 Index Score declined by 7.8 points from 73.9 in 2019 to 66.1 in 2021.
From 2019 to 2021, the average US History Leap 2025 Index Score improved by 8.6 points from 81.0 in 2019 to 89.6 in 2021.	From 2019 to 2021, the average Geometry Leap 2025 Index Score declined by 9.9 points from 81.4 in 2019 to 71.5 in 2021.
In the 2020-21 school year more students met benchmark in English ACT Subscore than in any other sub-score. 65% of students met benchmark in English compared to mathematics at 36%, reading at 45%, and Science at 36%	From 2017 to 2021 the ACT Index score has declined by 7.6 points from 94.8 in 2017 to 87.2 in 2021. The number of students that scored an ACT composite score of 0 - 17 increased from 6% in 2017 to 17% in 2021.

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 LEAP 2025 in the reporting category of **Major Content Subcategory** increase by 4 percentage points each year as follows:

Grade	2021 Score	2022 Score	2023 Score	2024 Score
ALG I	39%	43%	47%	51%
GEOM	36%	40%	44%	48%

Instructional Focus:

Math Content Leader Module Topic _____ (Focus would be related to specific subcategory/subcategories identified in Reporting Category above.

Sessions within Content Leader Modules (Module/Topic would be related to identified subcategory/subcategories):

- Deepening Math Content Knowledge for Effective Instruction Session
- Exploring Coherence in the Louisiana Student Standards for Mathematics Session
- Instructional Strategies to Improve Curriculum Implementation Session

Resources needed:

- Tier 1 Curriculum Resources
 - Springboard Curriculum
- Louisiana Math Content Leader
- District Resources within Guaranteed Curriculum/Google Classrooms
- Louisiana Believes State Planning Documents

Team Reflection:

2021-2022 – Math teachers were instructed to increase LEAP-like assessments and implement instructional strategies to accompany these assessments. These practices will continue for the next school year.

2022 – 2023 –

2023 – 2024 –

Parent and Family Engagement Activity:

- Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content
- Send home LDOE Parent Support information
- Curriculum Based Parental Support Letters to support at-home learning

Resources needed:

- Paper for copies
- Information for fliers

Number of Participants:

2021 – 2022 – Parents of 644 students in both Algebra I and Geometry.

2022 – 2023 –

2023 – 2024 –

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		<p>Summary of Parent Feedback/Exit Tickets/Survey: 2021 – 2022 – Overall feedback was good but they would like to have more opportunities to receive the information via robocall and website.</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> • Training on Assessment Guidance <ul style="list-style-type: none"> ▪ Utilizing High Quality Common Assessments ▪ Supports in rubric scoring and matching achievement scales ▪ Progress Monitoring • Under Development: Aligning instruction to both ACT College and Career and also Louisiana State standards. Incorporating ACT prep in math instruction. • Training on Purposeful Planning <ul style="list-style-type: none"> ▪ Annotating lessons and resources ▪ Integrating Targeted Remediation with Progress Monitoring • Training on High Quality Instruction <ul style="list-style-type: none"> ▪ Facilitating and Orchestrating Productive Mathematical Discussions ▪ Four Strategies for Highly Effective Instruction • Training on use of Tier 1 Curricular Resources 	<p>Resources needed:</p> <ul style="list-style-type: none"> • Springboard Resources • Paper for handouts • 	<p>Feedback from Teachers: <u>2021 – 2022</u> – Springboard training provided during PLCs and district professional development. Most teachers were receptive. Newer teachers were a little apprehensive and training will continue during this coming school year. Teachers that implemented training diligently saw increased achievement from most students. Teachers will continue to evaluation student work and assessment results. <u>2022 – 2023</u> – <u>2023 – 2024</u> –</p>												
<p>Follow Up and Support: Leadership Team (Administrators, Math Content Leaders, Curriculum Specialist)</p> <ul style="list-style-type: none"> ○ Math Content Leader Module Support and Training ○ Model lessons (Instructional Strategies and Pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory ○ Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area ○ Analyzing assessments, feedback and next steps ○ Walk Through and Look-fors 														
<p>Budgets 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

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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-fors checklist”
- Once a year the School Improvement Committee will visit every ALG I and GEOM classroom to conduct a snapshot

Middle of the Year Monitoring Results/Areas for improvement:

2021-2022 – On the LEAP 360 Algebra I Interim assessment, students achieved 35% correct. This is a decline from the LEAP 360 Diagnostic where the students achieved 40% correct at the beginning of the year. On the LEAP 360 Geometry Interim assessment, students achieved 33% correct. This is a decline from the LEAP 360 Diagnostic where the students achieved 34% correct at the beginning of the year.

2022 – 2023 –

2023 – 2024 –

End of the Year Results:

2021 – 2022 – On the LEAP2025 for Algebra I, 44% of students achieved Mastery or Above on Major Content. On the LEAP2025 for Geometry, 51% of students achieved Master or Above on Major Content.

2022 – 2023 –

2023 – 2024 –

Goal #2 : Strength of Diploma

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

Category	2020-2021 Baseline	2022	2023	2024
# of students enrolled in AP classes	317	327	337	347
# of students who took AP test	291	296	301	306
# of students who scored 3+ on AP test	186	196	206	216
# of students who took CLEP test	328	338	348	358
# of students who earned credit via CLEP	119	129	139	149
# of students enrolled in classes with a statewide IBC	303	323	343	363
# of students who earned a statewide				

of students earning 13-18 TOPS academic DE Credits

186 206 226 246

38 40 42 44

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Increasing graduation plus Dual Enrollment Options by offering Dual Enrolled English Literature, Biology ● Increasing IBC opportunities by encouraging students to enroll in second course of Digital Media and Operation Spark ● Increasing the number of students who sit for the AP and CLEP tests 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Chromebooks ● Parent Jpams Access 	<p>Team Reflection:</p> <p><u>2021 – 2022</u> – Plans are in the works with post-secondary partners to offer English Lit and Biology. Students were counseled during scheduling and encouraged to take second level of Digital Media and Operation SPARK. Changes in teaching assignments resulted in more students taking AP courses and sitting for the AP exams and hopefully will increase in subsequent years.</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Mass parent emails ● Robo calls communicating College Credit Options 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Website ● Robo Calls 	<p>Number of Participants:</p> <p><u>2021 – 2022</u> – Approximately 869 (all juniors and seniors and AP Gov.)</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p><u>2021 – 2022</u> – Parents feedback was overall positive. They would like more information via robocalls and website. Parents would like more communication directly from teachers on student progress.</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>
<p>Professional Development:</p>	<p>Resources needed:</p>	<p>Feedback from Teachers:</p>

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<ul style="list-style-type: none"> ● High School Accountability ● Fast Forward ● Jump Start 2.0 ● Modern States ● AP Teacher Training 	<ul style="list-style-type: none"> ● Handouts ● AP Classroom Access ● Informational Powerpoints ● CLEP Test Vouchers 	<p>2021 – 2022 – Teachers were encouraged to utilize AP Classroom and Modern States in the class to prepare students. CLEP vouchers were offered to students that needed them. Additional training on AP Classroom resources is needed for the coming years.</p> <p><u>2022 – 2023 –</u></p> <p><u>2023 – 2024 –</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Vouchers ● School Supervisors ● CTE Coordinator ● Curriculum Specialists 		

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	

Monitoring and Evaluating

Assessments:

List specific assessments below:

- CLEP Tests for College Algebra, Trigonometry, Calculus, World History, US History, Government, Biology, English Composition
- AP Tests for Calculus, Statistics, English Language, English Literature, US History, Government, Environmental Science

Observations:

- One administrator will visit every Dual Enrolled and Advanced Placement classroom once a month to ensure instruction is rigorous and aligned to the assessment.

Middle of the Year Monitoring Results/Areas for improvement:

N/A

End of the Year Results:

Category	2020-2021 Baseline	2022	2023	2024
# of students enrolled in AP classes	317	362		

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# of students earning 13-18 TOPS academic DE Credits	38	75
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Goal #3

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

Components	2021 Baseline	2022	2023	2024
Average Composite Score	20.6	21.0	21.4	21.8
Average ACT Score: English	20.5	20.9	21.3	21.7
Average ACT Score: Mathematics	19.9	20.3	20.7	21.0
Average ACT Score: Reading	20.8	21.2	21.6	22.0
Average ACT Score: Science	20.6	21.0	21.4	21.8
Percentage of Students Meeting English Benchmark	65	66	67	68
Percentage of Students Meeting Math Benchmark	36	39	42	45
Percentage of Students Meeting Reading Benchmark	45	47	49	51
Percentage of Students Meeting Science Benchmark	36	39	42	45

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

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Work to ensure ACT aligned curriculum and activities are being completed in the junior level English, Math and Science courses with the assistance of the Content Leaders 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● STPPS ACT Toolkit (posted on Moodle) ● ACT WorkKeys curriculum ● STPPS PreACT and ACT Practice Tests (posted on Moodle) ● ACT Fee Waivers ● Cambridge ACT prep Books (English III) ● ACT Boot Camps ● Free ACT Online Practice Test https://tinyurl.com/22nr4u9t 	<p>Team Reflection:</p> <p><u>2021 – 2022</u> – Teachers did work to implement ACT prep and practice in the junior level courses. These practices will continue for the coming years. We will work to implement more practices in the freshmen and sophomore level classes and continue prepping using an online format. Math classes specifically will work to increase ACT prep and practice activities.</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Parent Night – Why take the PreACT, ACT, WorkKeys? – for Parents (posted on Moodle) ● Robocall; Website; Announcements; PTSA Newsletter, Incentives 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Handouts ● Meeting Rooms ● Website Access ● Robocall System 	<p>Number of Participants:</p> <p><u>2021 – 2022</u> – 356 student families</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p><u>2021 – 2022</u> – Parents are apprehensive about ACT practice tests being counted for a grade, but approve of the amount of practice and prep that the students receive in class. Some parents would like to see more options offered, including an ACT Prep class.</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● High School Accountability ● STPPS ACT® STRATEGIC School Planning Guidance: Creating an ACT 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Workkeys Curriculum ● Test Prep Materials 	<p>Feedback from Teachers:</p> <p><u>2021 – 2022</u> – Teachers are attempting to implement ACT strategies in class but some need</p>

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<p>Learning Culture</p> <ul style="list-style-type: none"> • Why take the PreACT, ACT, WorkKeys? – for Teachers (posted on Moodle) Incorporating ACT Prep in ELA Curriculum • ACT WorkKeys curriculum 	<ul style="list-style-type: none"> • Informational Powerpoints 	<p>more training and practice. All curriculum needs to shift toward an ACT mindset with more rigorous instruction and assessment. <u>2022 – 2023 –</u> <u>2023 – 2024 –</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • School Supervisors • Curriculum Specialists • Under Development: Aligning instruction to ACT College and Career and Louisiana State standards; Incorporating ACT prep in ELA instruction 		

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:

- STPPS PreACT and ACT Practice Tests (posted on Moodle)

Observations:

- 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 content area.

Middle of the Year Monitoring Results/Areas for improvement:

Components	2022 Spring Practice ACT
Average Composite Score	21.2
Average ACT Score: English	18
Average ACT Score: Mathematics	22
Average ACT Score: Reading	22
Average ACT Score: Science	23
Percentage of Students Meeting English Benchmark	49
Percentage of Students Meeting Math Benchmark	32
Percentage of Students Meeting Reading Benchmark	33
Percentage of Students Meeting Science Benchmark	26

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End of the Year Results:

Components	2021 Baseline	2022	2023	2024
Average Composite Score	20.6	20.6		
Average ACT Score: English	20.5	20.6		
Average ACT Score: Mathematics	19.9	19.4		
Average ACT Score: Reading	20.8	21.0		
Average ACT Score: Science	20.6	20.9		
Percentage of Students Meeting English Benchmark	65	67		
Percentage of Students Meeting Math Benchmark	36	32		
Percentage of Students Meeting Reading Benchmark	45	44		
Percentage of Students Meeting Science Benchmark	36	36		

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 2% points each year as follows:

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
36.13	34.13	32.13	30.13

Tier 1 (School wide):

Resources needed:

Team Reflection:

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<p>positive behavior reinforcement, seating charts, supportive counseling</p> <p>Triad of Instruction:</p> <p>Classroom Management Plan</p> <p>PBIS</p> <p>Development of classroom culture</p> <p>Supportive counseling not occurring on a regular basis</p>	<p>Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p>	<p><u>2021 – 2022</u> – Due to students returning back to a normal school setting after COVID, discipline referrals increased due to more strict enforcement of minor discipline rules.</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>
<p>Tier 2 (Targeted Prevention):</p> <p>check in check out, parent conferences</p> <p>Triad of Instruction:</p> <p>Targeted social skills instruction</p> <p>Student specific reinforcement system</p> <p>Peer Based Supports</p> <p>Behavior Contracts</p> <p>Mental Health Counseling Services Individual and Group</p> <p>Check in/Check out</p>		
<p>Tier 3 (Intensive Individual):</p> <p>referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p>Triad of Instruction:</p> <p>FBA & BIP</p> <p>Safety Plan</p> <p>Daily, explicit social skill instruction</p> <p>Crisis Intervention Plans</p> <p>Mental Health Counseling Services Individual and Group</p> <p>Crisis Intervention Services</p> <p>CSoC (Coordinated System of Care wrap-around referral)</p> <p>FINS (Families in need of services referral)</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Parent input in development of individual student plans ● Direct parent contact from teachers, counselors, and administrators ● Parent Information Night to introduce counselors and MHP and explain their roles in the school 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Paperwork for development of student plans ● Phone and email 	<p>Participation Outcome:</p> <p><u>2021 – 2022</u> – all student families</p> <p><u>2022 – 2023</u> –</p> <p><u>2023 – 2024</u> –</p>

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	access for communication purposes <ul style="list-style-type: none"> • Handouts 	Parent Feedback/Exit Tickets/Survey: <u>2021 – 2022</u> – Parents seems to be supportive of the discipline process on our campus, however some parents take issue with some policies, such as dress code. <u>2022 – 2023</u> – <u>2023 – 2024</u> –
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Professional Development: Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making Adult Wellness-Self Care Conscious discipline Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES Stress management Classroom Management Plan	Resources needed: <ul style="list-style-type: none"> • Information PowerPoints • Handouts • Continuing Education for Counselors • Webinars 	Feedback from Teachers: <u>2021 – 2022</u> – Teachers are very supportive of the discipline process; however, some teachers are more effective at implementing policies than others. School wide improvement should involve more diligent implementation by all staff members. <u>2022 – 2023</u> – <u>2023 – 2024</u> –
Follow Up and Support: Every nine weeks survey the school climate and provide follow up and support to the areas most in need. Classroom Observations-Proactive Classroom Management plans Coaching		

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:

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.

- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

Middle of the Year Monitoring Results/Areas for Improvement:

2021 – 2022 – Middle of the Year discipline referrals were at 37.07%

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End of the Year Results:

2021 – 2022 – Discipline referrals went up to 48.36% from 36.13% the previous year.

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://UDLStrategies-GoalbookToolkit.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	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS

Describe policies and practices to identify disabilities early and accurately:

- SBLC Teacher Referral system
-

Team Reflection:

-

Describe structures to increase collaboration amongst general and special education teachers:

-

Team Reflection:

-

Supports and Strategies in Tier 1 (Core Instruction):

- Tier 1 (School-wide) IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Achieve 3000, Gizmos

Supports and Strategies in Tier 2 (Targeted Prevention):

- Tier 2 (Targeted Prevention) IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group)

Supports and Strategies in Tier 3 (Intensive Individual):

- Tier 3 (Intensive Individual) Amplify Instruction, IRLA PCI (Moderate, Severe, RNC) Achieve 3000 (Personalized Learning Path), SRA (only with IEP)

Resources needed:

- GB -Diverse Learners Guide/ Supports Flow Chart
- ReadyGen – Scaffolded Strategies Handbook
- District Resources within Moodle/Google Classrooms
- Louisiana Believes State Planning

Team Reflection:

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	<p>Documents and Resources</p> <ul style="list-style-type: none"> ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Ready Math – i-Ready Mathematics ● Springboard ● Louisiana Math and ELA Content Leader ● Read and Write/Equatio ● Actively Learn – Social Studies 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● 	<p>Resources needed:</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader ● Math Content Leader ● 4 Strategies of Effective Learning ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Phonics, Linguistics, Written Expression, Report Form ● Ready Gen ● Gizmos ● Achieve 3000/Actively Learn ● Unique Learning/News 2 You ● Desmos/Calculator instruction 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Access to various programs ● Informational PowerPoints ● Handouts ● Student Data 	<p><u>Feedback from Teachers:</u></p> <p>-</p>

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<ul style="list-style-type: none"> Accountable talk/mathematical discussions SER, FBA, BIP trainings Monthly SWE consultants meetings 																																
<p>Follow Up and Support: Leadership Team (Administrators, Content Leaders, Curriculum Specialists, SWE Consultants)</p> <ul style="list-style-type: none"> ELA and Math Content Leader Module Support and Training Model lessons - Instructional Strategies, pedagogy and scaffolding Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. Analyzing assessments, feedback and next steps Walk Through and Look fors 																																
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<p>End of the Year Results:</p>																																

<p>ENGLISH LEARNERS</p> <ul style="list-style-type: none"> 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. 		
<p>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)</p>		
<p>Supports and Strategies in Tier 1 (Core Instruction): The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student</p>	<p>Resources needed: EL Outreach documents for families, i.e., Provide</p>	<p>Team Reflection: 2021 – 2022 – More data needs to be gathered throughout the year to track students through</p>

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<p>academic achievement standards. Grades 7-12: 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 Programs include:</p> <ul style="list-style-type: none"> ● Language Power (utilized in grades 5 - 12) ● Achieve 3000 ● Newcomers ● Rosetta Stone 	<p>school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p>these processes. It is difficult to understand where individuals really are when we are not tracking them during the year. <u>2022 – 2023 –</u> <u>2023 – 2024 –</u></p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention): Programs include:</p> <ul style="list-style-type: none"> ● Fast ForWord/Reading Assistant ● IRLA (supplement to core classroom instruction) ● Achieve 3000 		
<p>Supports and Strategies in Tier 3 (Intensive Individual): 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. Programs include:</p> <ul style="list-style-type: none"> ● Project Read ● IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> ● EL Parent Night ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Additional resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Handouts ● PowerPoints ● Translator 	<p>Participation Outcome: <u>2021 – 2022 –</u> Information is sent home in the parent's native language to improve communication, but participation is still very low. <u>2022 – 2023 –</u> <u>2023 – 2024 –</u></p> <p>Parent Feedback/Exit Tickets/Survey: <u>2021 – 2022 –</u> Many of the parents work a lot and can't participate in activities. It is very difficult to</p>

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				gather feedback given the language barrier. <u>2022 – 2023 –</u> <u>2023 – 2024 –</u>														
Professional Development: <ul style="list-style-type: none"> • Identification of ELs and language proficiency levels • Differentiating instruction • Modifying curriculum to be more accessible to EL students • Understanding and using LEP accommodations effectively • SBLC considerations for English language learners (environmental, language and cultural) 				Resources needed: <ul style="list-style-type: none"> • Handouts • PowerPoints • Examples to provide for teachers 				Feedback from Teachers: <u>2021 – 2022 –</u> Teachers have a lot of difficulty delivering instruction to EL students, not just due to the language barrier, but also due to a variety of other issues that face all students. Teachers would like more resources and support for teaching EL students. More support from the ESL teacher would be helpful. <u>2022 – 2023 –</u> <u>2023 – 2024 –</u>										
Follow Up and Support: <ul style="list-style-type: none"> • EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) • Whole classroom observations • Small group observations (based on previous ELPT achievement scores) • EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs • ESL Integration Specialist meets with classroom teacher 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				
Data used to Evaluate Goal: <ul style="list-style-type: none"> • 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:																		

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2021 – 2022 - 6 out of 39 EL students progressed one level in each domain.

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.:

- Robo calls
- JPAMS Home
- Direct teacher communication via phone and email
- Website updates
- MyPaymentsPlus
- Panther Pride Night
- Daily AM and PM Announcements

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

- PTSA
- Novel approval
- Textbook approval
- Parent information night
- Open House
- Parent Surveys

Resources Needed to Support Parent and Family Engagement:

- Robo call system
- JPAMS system
- Ability to make copies; copy machines; paper
- Access to Google for surveying purposes

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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

Team Reflection:

2021 – 2022 – Parent and family engagement continues to be effective through robocalls, emails, website and letters home. Attendance at some events is low simply due to the fact that many parents do not feel the need to attend (for example, scheduling and other issues are handled individually or student's do not have any issues that need resolution).

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- Class grades
- Assessment scores
- Discipline
- Attendance
- SBLC referrals
- Analyzing student work at PLC

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

- Academic Preparation Period (targeted pull-outs- LEAP 2025, ACT)
- Morning and after school tutoring
- Tracking forms

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

- Study Skills
- Targeted pull-outs for fundamental math skills during Academic Preparation Period
- Resource classes English and Math
- Inclusion classes
- Double blocked remedial courses with same teacher (English 1 and Algebra 1)

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

- Grade checks
- Tracking forms
- Academic Preparation Period passes
- SBLC Intervention Trackers

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:

Middle of the Year Monitoring Results:

2021 – 2022 – We attempted different models of the Academic Preparation Period (APP) where we tried different times of the day and removing it completely.

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General consensus was that APP is effective as is, but needed more strict enforcement of best practices to ensure all students utilized this time wisely.

End of the Year Results:

2021 – 2022 – Discussions of Freshmen Academy policies and procedures were done to prepare for the implementation of a Freshmen Academy this year. The beginning of the 2022 – 2023 school year will be the first year that the Freshmen Academy will be implemented to track all freshmen students.

6. SUPPORT AND EXTENDED LEARNING

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

- Field trip
- Lunch time college and career visitors
- Academic Preparation Period visitors
- Guest speakers
- CTE classes offered at other high schools and colleges
- NOCCA
- Internship Opportunities
- Talented Art, Music and Theater

Resources needed:

- Buses
- Tables and Chairs for Lunchtime setup
- APP Passes
- Talented Auditions
- Paperwork associated with internship and CTE opportunities

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

- Before and after school tutoring
- Credit recovery
- CTE classes offered off campus and/or in the evenings
- Field trips and competitions
- Robotic, FFA, Mu Alpha Theta, other academic and service organizations
- Extended School Year

Resources needed:

- Buses
- Paperwork associated with field trips and other club opportunities

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	

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

- Credit recovery
- CTE classes (add more opportunities)

Middle of the Year Monitoring Results/Areas for Improvement:

2021 – 2022 – Due to COVID, many of the services and activities listed were not possible. The activities that were offered may have needed modification due to COVID and other precautions.

End of the Year Results:

2021 – 2022 – Due to COVID, many of the services and activities listed were not possible. The activities that were offered may have needed modification due to COVID and other precautions. The school looks forward to next year when these activities can be brought back in their normal format and scope.

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.

<p>Services Provided by Mental Health Provider(s):</p> <ul style="list-style-type: none"> ● Counseling ● Group counseling ● IEP Counseling Minutes 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● IEP documents ● Tracking Forms
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> ● Counseling ● Social-emotional learning ● Academic learning ● College applications ● Scheduling ● Career readiness 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Tracking Forms ● Student Data ● College Application Information ● Scheduling Cards and Course Description Guides ● Brochures and Pamphlets

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:

2021 – 2022 – Individual counselors do a quality job counseling students on a daily basis, however, staffing issues have made it difficult for the counselors to work as effectively as they have been able to in the past.

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.*

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<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> ● Freshman Orientation ● Freshman scheduling ● Ambassadors giving tours ● Transitional employment for LEAP Connect students ● Career readiness classes for all students ● Internship ● Dual Enrollment ● College visits during lunch and Academic Preparation Period ● Military visits ● ASVAB testing ● 3 excused absences allowed for college visits 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Handouts ● PowerPoints ● Paperwork associated with a variety of opportunities ● ASVAB Tests 																													
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Freshman Orientation ● Open House ● Transitional employment for LEAP Connect students ● Parent Information Night ● FASFA Parent Night ● LOFSA 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Handouts ● PowerPoints ● LOFSA Representative 																													
<p><u>Participation Results:</u> 2021-2022 – Participation was high for the majority of these activities, but a lot of the same students participate in multiple activities. We would like to increase the participation of students that normally do not attend any activities</p> <p><u>Feedback from Parents/Families:</u> 2021-2022 – Parents would like to have these activities offered at convenient times or be able to access the information at later dates when they are unable to attend.</p>																														
<p>Budgets used to support this activity:</p>																														
<table border="1"> <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> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </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															
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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:

- Instructional Leadership Team- critical members of the school working to address school-wide issues
- Subject Level PLCs- weekly meetings in the following subjects: English 1, 2, and 3, Algebra 1, Geometry, Algebra 2, Algebra 3, World Geography, Government, US History, Biology, Physical Science, Chemistry
- Whole Faculty Study Groups- quarterly meetings with each of the four core subject areas and CTE

Resources needed:

- Handouts
- PowerPoints
- Google Classroom
- Guaranteed Curriculum Resources
- Common Assessments
- Student Data

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

- PLC groups meet weekly, before school, during lunch or during common planning periods for between 30 minutes to an hour

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:

2021 – 2022 – PLC meetings occur on a weekly basis. Teachers discuss data from common assessments and plans for the coming weeks in order to maintain equitable access to a high quality curriculum for all students.

End of the Year Feedback from Teachers:

2021 – 2022 – Most teachers see the value and worth when meeting in PLCs. Some subject areas are more effective at implementing PLC policies and procedures. Some subjects need to work a little harder to be more data driven.

Areas for Improvement:

2021 – 2022 – World Geography, Government and Physical Science PLCs need to work to be more data driven and stay on track with each other. Junior level PLCs need to work more on ACT prep and data surrounding improvement in these areas.

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Year Long New Teacher Program
- Combination math and science cooperative PD
- Kagan
- Subject specific PD delivered by content leaders during PLC
- Continuing education for counselors
- Administrator specific PD in areas such as:
- ODR
- Project leadership
- Teacher logistics and efficiency
- Differentiation
- Classroom Management
- Standards-based grading
- Threat of Violence
- 504 Processes and Accommodations

Resources needed:

- Handouts
- PowerPoints
- Agendas and Sign In Sheets
- Forms and other Documentation
- Student Data

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

-

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:

2021 – 2022 – Teachers and other staff members attended mandatory district professional development, but the implementation of school wide professional development could be improved.

End of the Year Feedback from Teachers:

2021 – 2022 – Teachers that attended professional development and put worth effort in implementing best practices saw an increase in student performance. More teachers need to get involved in professional development and work to implement their learning in the classroom.

Possible PD needs for next school year:
2021 – 2022 – Professional development needs to be offered in the following areas: ACT prep and practice, standards based grading, making assessment more aligned to curriculum and high stakes testing.

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):

- October- PTSA will review School Advancement Plan
- October- Draft of School Advancement Plan will be posted on school website with survey for comments
- October 15- Post final version of School Advancement Plan on school website
- January – Conduct mid-year assessment based on observations and assessment data
- May – Review assessment data and begin brainstorming adjustments to School Advancement Plan

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):

- January- post results and reflections based on mid-year activity to school website
- February – review results with PTSA Board and ILT
- May- post results and reflections based on end of the year activity to school website
- June – review results with PTSA Board and ILT
- Communicate with PTSA in January and May about results and reflections

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:

- School-wide committee will meet in January and May to review results and reflect
- Instructional Leadership Team (which includes the school-wide committee) will meet monthly to address issues as related to the School Advancement Plan

2021-2024 Committee Members

<u>School-wide Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
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Responsible for developing, monitoring, revising, and evaluating	Responsible for the implementation of the PFE activities
<p>Members Include:</p> <ul style="list-style-type: none">● Administrator: Abbi Macmurdo● Teacher: Dawn Rudiger● Teacher: Megan Housh● Parent/Family: Joan Harris● Parent/Family: Lauren Rhodus● Community Member: Mike Smith	<p>Members Include:</p> <ul style="list-style-type: none">● Administrator: Abbi Macmurdo● Teacher: Dawn Rudiger● Teacher: Megan Housh● Parent/Family: Joan Harris● Parent/Family: Lauren Rhodus

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