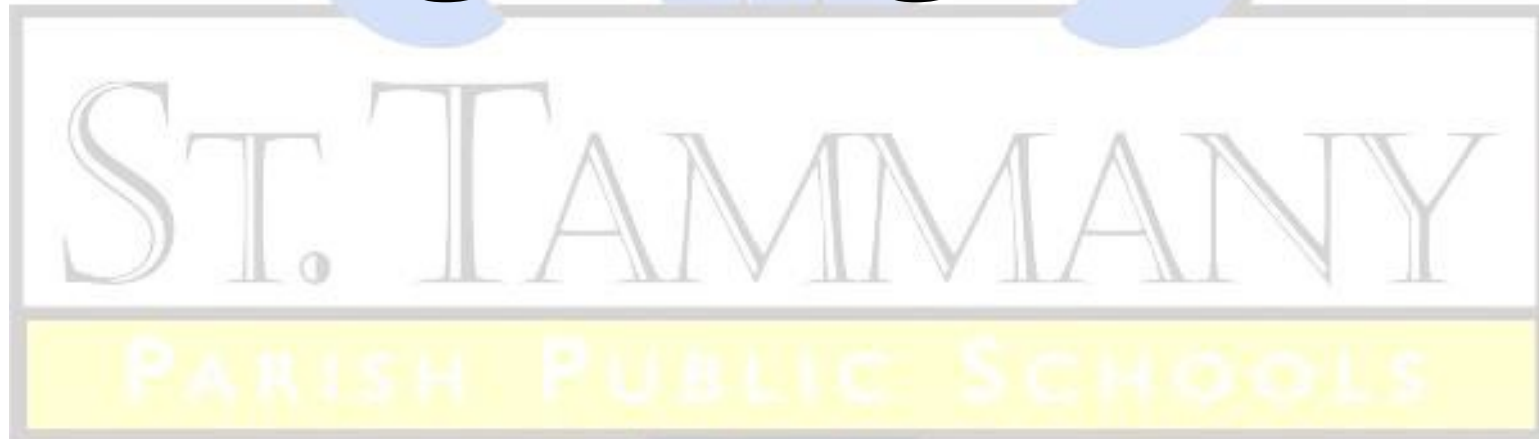


2020-21
School Improvement Plan Addendum

Covington High School



St. Tammany Parish Public Schools

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

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

**Covington High School
2020 DATA ANALYSIS**
STRENGTHS
WEAKNESSES

1. On the 20-21 Algebra I LEAP 360 Diagnostic, 33% of the 196 students scored correctly in the Subclaim of Additional Supporting Content of the assessment.

2. On the 20-21 Algebra I LEAP 360 Diagnostic, 31% of the 196 students scored correctly on the assessment overall.

3. On the 20-21 Algebra I LEAP 360 Diagnostic, 44% of the 196 students scored correctly on Standard 8.EE.A.2 (using square roots and cube roots).

4. On the 20-21 Geometry LEAP 360 Diagnostic, 34% of the 162 students scored correctly on Standard 7.G.B.5 (using facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure).

5. On the 20-21 Geometry LEAP 360 Diagnostic, 30% of the 162 students scored correctly in the Subclaim of Major Content of the assessment.

6. On the 20-21 English I LEAP 360 Diagnostic, 41% of the 143 students scored correctly on the overall assessment.

7. On the 20-21 English I LEAP 360 Diagnostic, 55% of students of the 143 scored correctly in the Subclaim of Reading Vocabulary of the assessment.

8. On the 20-21 English I LEAP 360 Diagnostic, 62% of the 143 students scored correctly in the Standards RL.8.3 (analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision) and RL.8.4 (determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts).

1. On the 20-21 Algebra I LEAP 360 Diagnostic, only 16% of the 196 students scored correctly in the Subclaim of Modeling and Application of the assessment.

2. On the 20-21 Geometry LEAP 360 Diagnostic, only 25% of the 162 students scored correctly on the assessment overall.

3. On the 20-21 Algebra I LEAP 360 Diagnostic, only 27% of the 196 students scored correctly on Standard 8.EE.C.8 (analyzing and solving pairs of simultaneous linear equations).

4. On the 20-21 Geometry LEAP 360 Diagnostic, only 20% of the 162 students scored correctly on Standard 8.F.A.3 (interpreting the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; categorizing functions as linear or nonlinear when given equations, graphs, or tables).

5. On the 20-21 Geometry LEAP 360 Diagnostic, only 4% of the 162 students scored correctly in the Subclaim of Expressing Mathematical Reasoning of the assessment.

6. On the 20-21 English II LEAP 360 Diagnostic, only 36% of the 169 students scored correctly on the overall assessment.

7. On the 20-21 English I LEAP 360 Diagnostic, only 47% of the 143 students scored correctly in the Subclaim of Reading Informational Text of the assessment.

8. On the 20-21 English I LEAP 360 Diagnostic, only 32% of the 143 students scored correctly in the Standard RI.8.9 (analyzing a case in which two or more texts provide conflicting information on the same topic and identifying where the texts disagree on matters of fact or interpretation).

Covington High School 2020-21 SIP Addendum

<p>9. On the 20-21 English II LEAP 360 Diagnostic, 55% of the 169 students scored correctly in the Subclaim of Reading Literature of the assessment.</p>	<p>9. On the 20-21 English II LEAP 360 Diagnostic, only 42% of the 169 students scored correctly in the Subclaim of Reading Informational Texts.</p>
<p>10. On the 20-21 English II LEAP 360 Diagnostic, 63% of the 169 students scored correctly in the Standard RL.9.4 (determining the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzing the cumulative impact of specific word choices on meaning and tone).</p>	<p>11. On the 20-21 English II LEAP 360 Diagnostic, only 32% of the 169 students scored correctly in the Standard RI.9.1 (citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text).</p>
<p>DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8th (K-3), ReadyMath Diagnostic (6-8), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT</p>	

GOALS

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

Goal #1: BOY data from the LEAP 360 Diagnostic in Fall 2020 shows that the Algebra I students who completed the assessment, only 16% scored correctly in the subclaim of Modeling and Application with the assessment. Based on that % Correct, we expect the percent of students scoring “strong” in the subclaim on the LEAP 2025 Algebra I assessment in Spring 2021 to increase by 20 % points, increasing the 16% correct to 36% correct.

Action Plan:

Parent and Family Engagement:

- PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings
- Website – SIP will be posted for all parents to review with link for feedback
- PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting.
- Student Advisory Panel invited to evaluate SIP and make recommendations.
- Guidance Counselors virtually provide information regarding graduation requirements for Diploma Plus track, emphasizing the impact of core subjects and their effects on LEAP 2025, CLEP tests, industry certifications, AP, and DE and the impacts on the students’ post high school opportunities.
- Parents and students determine schedule for 2020-2021 school year.

Core Instruction:

- Teachers are following Tier 1 Math guaranteed curriculum utilizing the Springboard curriculum.
- Academic Clinic is provided for all students before and after school Monday through Friday.
- Edugenuity is used for Students with Disabilities to remediate students who have not passed previous LEAP 2025 tests.
- Workkeys curriculum is used for students who scores less than 18 on the ACT.
- Push in and pull out strategies are used to accommodate EL students.

Effectiveness Measure:

- LEAP 360 Algebra I Diagnostic
- Teacher assessments

Effectiveness Results:

- LEAP 2025 Algebra I
- Algebra I Sem A & B passing rate

Reflection on Results:

- Exit Tickets-A classroom teacher check of understanding on daily lessons.

Intervention Instruction:

- Teachers determine if students are in need of intervention based on academic performance standardized test scores.
- Academic clinic and Study skills courses are interventions provided to all students who need additional general instruction.
- Interventions are provided as needed. Academic Clinic is available 3 hours per week. MAE, Career Coach, and MHP are available as needed.
- Career Coach to assist students to monitor progress.
- Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically.
- The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress.
- English Language Learners have tutor available to assist them 20 hours per week.
- There is a tutor available for the students who are part of the Kids in Transition program for 20 hours per week.
- Students are being monitored by academic progress, behavioral progress reports, MHP documentation, and discipline referrals.
- Appropriate personnel and administrators are monitoring student data in interventions.
- Administrators monitor program fidelity.

Special Populations (Sped, EL, etc.):

- Communication Logs and Daily Behavior Summary
- Individual Education Plan to determine individualized needs to differentiate instruction to address deficits
- Progress Reports /Progress Monitoring to identify remediation needs
- Study Skills classes, Achieve 3000, Academic Clinic, and Fastforward for students as determined by IEP team as needed
- Resource and inclusion for small group remediation to address gaps in learning
- Scaffold instruction to remediate individual needs embedded in core

instruction and study skills classes

- MHP and guidance counselors used as a behavioral intervention
- Students are monitored by their academic progress in classes, performance on teacher created tests, discipline records, daily behavior summary, and communication logs.
- The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.
- Full time LEP teacher and tutor available
- LEP teacher monitors grades of all LEP students and gathers data from teacher when student grades fall in the F category.
- LEP teacher monitors students after graduation
- Achieve 3000, tutoring, academic clinic, and pull outs are interventions
- Before school, after school, individual, small group, during school day
- Administration monitors program fidelity.

Professional Development:

- Teacher leaders run the meetings for each department.
- Departments meet twice a month to discuss student interventions, curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats.
- Teachers work together to develop lessons aligned with current state curriculum standards.
- Teachers review data from assessments such as LEAP360 or department created assessments to develop relevant instruction.
- Teachers use data from ongoing assessments to monitor student progress.
- Administration provides group norms and general oversight.

Goal #2: BOY data from the LEAP 360 Diagnostic in Fall 2020 shows that the English I students who completed the assessment, only 47% scored correctly in the subclaim of Reading Information Text of the assessment. Based on that % Correct, we expect the percent of students scoring “strong” in the subclaim on the LEAP 2025 English I assessment in Spring 2021 to increase by 10 % points, increasing the 47% correct to 57% correct.

Action Plan:

Parent and Family Engagement:

- PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings
- Website – SIP will be posted for all parents to review with link for feedback
- PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting.
- Student Advisory Panel invited to evaluate SIP and make recommendations.
- Guidance Counselors virtually provide information regarding graduation requirements for Diploma Plus track, emphasizing the impact of core subjects and their effects on LEAP 2025, CLEP tests, industry certifications, AP, and DE and the impacts on the students’ post high school opportunities.
- Parents and students determine schedule for 2020-2021 school year.

Core Instruction:

- Teachers are following Tier 1 English guaranteed curriculum utilizing the state Guide Books curriculum.
- Academic Clinic is provided for all students before and after school Monday through Friday.
- Edugenuity is used for Students with Disabilities to remediate students who have not passed previous LEAP 2025 tests.
- Workkeys curriculum is used for students who scores less than 18 on the ACT.
- Push in and pull out strategies are used to accommodate EL students.
- Exit Tickets-A classroom teacher check of understanding on daily lessons.

Effectiveness Measure:

- LEAP 360 Algebra I Diagnostic
- Teacher assessments

Effectiveness Results:

- LEAP 2025 Algebra I
- Algebra I Sem A & B passing rate

Reflection on Results:

Intervention Instruction:

- Teachers determine if students are in need of intervention based on academic performance standardized test scores.
- Academic clinic and Study skills courses are interventions provided to all students who need additional general instruction.
- Interventions are provided as needed. Academic Clinic is available 3 hours per week. MAE, Career Coach, and MHP are available as needed.
- Career Coach to assist students to monitor progress.
- Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically.
- The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress.
- English Language Learners have tutor available to assist them 20 hours per week.
- There is a tutor available for the students who are part of the Kids in Transition program for 20 hours per week.
- Students are being monitored by academic progress, behavioral progress reports, MHP documentation, and discipline referrals.
- Appropriate personnel and administrators are monitor student data in interventions.
- Administrators monitor program fidelity.

Special Populations (Sped, EL, etc.):

- Communication Logs and Daily Behavior Summary
- Individual Education Plan to determine individualized needs to differentiate instruction to address deficits
- Progress Reports /Progress Monitoring to identify remediation needs
- Study Skills classes, Achieve 3000, Academic Clinic, and Fastforward for students as determined by IEP team as needed
- Resource and inclusion for small group remediation to address gaps in learning
- Scaffold instruction to remediate individual needs embedded in core instruction and study skills classes
- MHP and guidance counselors used as a behavioral intervention
- Students are monitored by their academic progress in classes, performance on teacher created tests, discipline records, daily behavior summary, and communication logs.

- The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.
- Full time LEP teacher and tutor available
- LEP teacher monitors grades of all LEP students and gathers data from teacher when student grades fall in the F category.
- LEP teacher monitors students after graduation
- Achieve 3000, tutoring, academic clinic, and pull outs are interventions
- Before school, after school, individual, small group, during school day
- Administration monitors program fidelity.

Professional Development:

- Teacher leaders run the meetings for each department.
- Departments meet twice a month to discuss student interventions, curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats.
- Teachers work together to develop lessons aligned with current state curriculum standards.
- Teachers review data from assessments such as LEAP360 or department created assessments to develop relevant instruction.
- Teachers use data from ongoing assessments to monitor student progress.
- ELA Curriculum Specialists will be meeting with ELA teachers monthly to provide support for new curriculum and scaffolding.
- Administration provides group norms and general oversight.

Goal #3: BOY data from the LEAP 360 Diagnostic in Fall 2020 shows that of the English II students classified as Students with Exceptionalities who completed the assessment, only 22% scored correctly overall. Based on that % Correct, we expect the percent of students scoring correctly on the LEAP 2025 English II assessment in Spring 2021 to increase by 10 % points, increasing the 22% correct to 32% correct.

Action Plan:

Parent and Family Engagement:

- PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings
- Website – SIP will be posted for all parents to review with link for feedback
- PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting.
- Student Advisory Panel invited to evaluate SIP and make recommendations.
- Guidance Counselors virtually provide information regarding graduation requirements for Diploma Plus track, emphasizing the impact of core subjects and their effects on LEAP 2025, CLEP tests, industry certifications, AP, and DE and the impacts on the students’ post high school opportunities.
- Parents and students determine schedule for 2020-2021 school year.

Core Instruction:

- Teachers are following Tier 1 English guaranteed curriculum utilizing the state Guide Books curriculum.
- Academic Clinic is provided for all students before and after school Monday through Friday.
- Edugenuity is used for Students with Disabilities to remediate students who have not passed previous LEAP 2025 tests.
- Workkeys curriculum is used for students who scores less than 18 on the ACT.
- Push in and pull out strategies are used to accommodate EL students.
- Exit Tickets-A classroom teacher check of understanding on daily lessons.

Effectiveness Measure:

- LEAP 360 Algebra I Diagnostic
- Teacher assessments

Effectiveness Results:

- LEAP 2025 Algebra I
- Algebra I Sem A & B passing rate

Reflection on Results:

Intervention Instruction:

- Teachers determine if students are in need of intervention based on academic performance standardized test scores.
- Academic clinic and Study skills courses are interventions provided to all students who need additional general instruction.
- Interventions are provided as needed. Academic Clinic is available 3 hours per week. MAE, Career Coach, and MHP are available as needed.
- Career Coach to assist students to monitor progress.
- Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically.
- The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress.
- English Language Learners have tutor available to assist them 20 hours per week.
- There is a tutor available for the students who are part of the Kids in Transition program for 20 hours per week.
- Students are being monitored by academic progress, behavioral progress reports, MHP documentation, and discipline referrals.
- Appropriate personnel and administrators are monitoring student data in interventions.
- Administrators monitor program fidelity.

Special Populations (Sped, EL, etc.):

- Communication Logs and Daily Behavior Summary
- Individual Education Plan to determine individualized needs to differentiate instruction to address deficits
- Progress Reports /Progress Monitoring to identify remediation needs
- Study Skills classes, Achieve 3000, Academic Clinic, and Fastforward for students as determined by IEP team as needed
- Resource and inclusion for small group remediation to address gaps in learning

- Scaffold instruction to remediate individual needs embedded in core instruction and study skills classes
- MHP and guidance counselors used as a behavioral intervention
- Students are monitored by their academic progress in classes, performance on teacher created tests, discipline records, daily behavior summary, and communication logs.
- The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.
- Full time LEP teacher and tutor available
- LEP teacher monitors grades of all LEP students and gathers data from teacher when student grades fall in the F category.
- LEP teacher monitors students after graduation
- Achieve 3000, tutoring, academic clinic, and pull outs are interventions
- Before school, after school, individual, small group, during school day
- Administration monitors program fidelity.

Professional Development:

- Teacher leaders run the meetings for each department.
- Departments meet twice a month to discuss student interventions, curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats.
- Teachers work together to develop lessons aligned with current state curriculum standards.
- Teachers review data from assessments such as LEAP360 or department created assessments to develop relevant instruction.
- Teachers use data from ongoing assessments to monitor student progress.
- ELA Curriculum Specialists will be meeting with ELA teachers monthly to provide support for new curriculum and scaffolding.
- Administration provides group norms and general oversight.

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Additional School Actions

- *Include new actions the school is taking to improve overall student growth
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

Additional Actions: (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- Secondary English Curriculum Specialists will be meeting with the English department monthly to support teachers in the revised Guide Book curriculum that will begin in the 2021-2022 school year.

2020-2021 Committee Members

School Improvement Planning Committee

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

Joyce Davis, Jennifer Clark

Members Include:

- **Principal:** Dr. Deroche
- **Teacher:** Mrs. McGuire
- **Teacher:** Mrs. Burton
- **Parent/Family:** Mr. Scheer
- **Parent/Family:** Mrs. Roberts
- **Parent/Family:**
- **Community Member:** Mrs. Koeppe

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal:** Dr. DeRoche
- **Student:** Allison Godfrey, Aaron Conlin, Lucca Beaureaugard, Denae Davis
- **Teacher:** Mrs. McGuire
- **Teacher:** Mrs. Burton
- **Parent/Family:** Mr. Scheer
- **Parent/Family:** Mrs. Roberts
- **Parent/Family:**

DISTRICT ASSURANCES

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

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

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

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Covington High School

ST. TAMMANY

St. Tammany Parish Public Schools

PARISH PUBLIC SCHOOLS

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

Covington High School 2019-2020

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
From 2014 to 2019 the average ACT Science and Reading scores have been the highest for 4 consecutive years with a Science score of 18.8 and a Reading score of 19.0 in 2019.	From 2016 to 2019 the percent of students meeting the benchmark score on ACT English subtest has decreased by 1.9 points.
The Strength of Diploma Index has been the highest from 2016 to 2019 with the highest being 91.1 (2018).	From 2016 to 2019, the LEAP 2025/EOC Index dropped 6.5 points.
The U.S. History and Biology index trends have increased from 2016 to 2019. The U.S. History Index has increased 15.2 points and the Biology index trend has increased by 6.1 points.	The Algebra I Index trend has decreased by 11.7 points from 2016 to 2019.
The U.S. History and Geometry assessment index has increased from 2017 to 2019. U.S. History increased from -27.8 to 15.2 and Geometry increased from -12.1 to 10.6.	The English cohort of students moving from English II to English III has decreased by 25.5 points from 2017 to 2019.
Graduation rate has increased by 3 percentage points from 2016 to 2019.	From 2018 to 2019, Diploma Plus students dropped from 131 to 91 while Regular Diploma students rose from 96 to 133.
In the whole school, Asian Pacific Islander students have scored 45.8 points above the average in ELA, 32.8 points above the average in Math, 60.4 points above the average in Science, and 35.7 points above the average in Social Studies for the year of 2019.	In the whole school, English Learner students have scored 37.1 points below the average in Math and 52.2 points below the average in English for the year of 2019.
In the whole school, Black students have increased their index scores from 2016 to 2019 by 23.9 points.	Students with Disabilities have the lowest subgroup index in English and Social Studies from 2016-2019. (English: 25.9, 20.9, 16.5, 19.7) (Social Studies: 41.9, 26.5, 22.4, 17.1)
In 2019, the subgroup with the highest SPS score was White at 84.1 points.	In 2019, the LEP subgroup has the lowest SPS score at 39.1 points.
Whole school subgroup in ELA has been the highest average Index from 2016 to 2019 with 71.9 average points.	Whole school subgroups in Science and Math have had the lowest average Index from 2016 to 2019 with 64.25 (science) and 64.7 (math) average points.

Covington High School 2019-2020

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

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

1. From Fall 2019 to Spring 2020, the percentage of students in grade 12 will shift from earning a Regular Diploma to Diploma Plus by 20% (91 students to 110 students).
2. From Fall 2019 to Spring 2020, 10% of the 9th grade students in the subgroup Students with Disabilities will earn S/P2 certification in Environmental Science courses thereby increasing the strength of their diploma.
3. From Fall 2019 to Spring 2020, the percentage of students in grades 9-12 will earn college credit by scoring 50+ on CLEP tests by 20% (33 students to 40 students) thereby increasing the strength of their diploma.
4. From Spring 2019 to Spring 2020 the Whole School ACT average score will increase its score by at least .6 points from 18.2 to 18.8.
5. From Spring 2019 to Spring 2020 the Whole School will increase its index score in English score by at least .6 points from 16.8 to 19.4

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings • Website – SIP will be posted for all parents to review with link for feedback • PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting. • Student Council invited to evaluate SIP and make recommendations. • Focus group with students representing each subgroup invited to evaluate SIP and make recommendations. <p>Evaluation:</p> <ul style="list-style-type: none"> • Parent survey 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Paper and copy machine usage for hand-outs</p>	<p>Effectiveness Measure: Parent and student survey website feedback counters</p> <hr/> <p>Effectiveness Results:</p>

Covington High School 2019-2020

<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Student Counsel invited to evaluate SIP and make recommendations. • Focus group with students representing each subgroup invited to evaluate SIP and make recommendations. • Scheduling night – parents and student get information regarding curriculum and make scheduling decisions • PTSA meetings –parents are informed of events or changes on campus. • Career Day – professionals from a variety of occupations give presentations to students. • Recruiters from universities, colleges, technical/vocational schools, and military visit school throughout the year with information from students. • Teachers participate in Professional Learning Community meetings 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Paper and copy machine usage for hand-outs</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent and student survey • PTSA minutes <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings • Website – School Improvement plan will be posted for all parents to review with link for feedback • PTSA board member will relay information regarding SIP to parents at regularly scheduled PTSA meeting. • Student Council invited to evaluate SIP and make recommendations. They will also communicate SIP plan to their members during regular meetings. • Robocalls will be used to inform and remind parents of upcoming events • Use Jumbotron to advertise upcoming PTSA and/or academic events. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other</p>	<p>Items Needed: Paper and copy machine usage for hand-outs</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent and student survey • PTSA minutes <hr/> <p>Effectiveness Results:</p>

Covington High School 2019-2020

<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Paper and copy machine usage for handouts Translators Printed documents in other languages 	<p>Effectiveness Measure: Parent conferences and questions</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p>				
<p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <p>Academic Night</p> <ul style="list-style-type: none"> Focuses on information regarding standardized assessments LEAP 2025, CLEP, and S/P2 tests. Inform parents of the structure of the assessments and 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Paper and copy machine usage for handouts Computer usage for practice test 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign in sheet Parent surveys LEAP 2025 scores

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<p>the impact on graduation.</p> <ul style="list-style-type: none"> • Allow parents to experience a practice test. • Share tips to help students prepare for LEAP 2025, CLEP and S/P2 tests with purpose of increasing student opportunities after graduation. • January 2020 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<ul style="list-style-type: none"> • Childcare space & workers • Space for meal • Food, drinks, and paper 	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <p>Scheduling Night</p> <ul style="list-style-type: none"> • Guidance Counselors provide information regarding graduation requirements for Diploma Plus track. • Guidance counselors will emphasize LEAP 2025, CLEP tests, industry certifications, AP, and DE and the impacts on the students' post high school opportunities. • Parents and students determine schedule for 2020-2021 school year. • Spring 2020 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign in Sheet • Parent/Student surveys • LEAP 2025 results <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <p>Orientation Day</p> <ul style="list-style-type: none"> • Information day with breakout sessions to discuss topics relevant to the parents- based on the student grade level. • Summer 2020 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign in Sheet • Parent/Student surveys <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 4:</p> <p>Open House</p> <ul style="list-style-type: none"> • Meet and greet with student's teachers • Teachers hand out syllabus and discuss expectations • August 2020 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for • handouts • Space and workers for child care • Folders • Snacks and drinks • Interpreters 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign in Sheets • Parent surveys <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Teachers are following Tier 1 ELA and Math guaranteed curriculum. • English teachers are using Guidebook 2.0 for two of the four quarters of the school year. • Science teachers are implementing S/P2 curriculum towards the earning of industry based certification (IBC). • Academic Clinic is provided for all students before and after school on Tuesday, Wednesday and Thursday. • Achieve 3000 is used for English Language Learners and Students with Disabilities to improve Lexile (reading) levels. • Edugenuity is used for Students with Disabilities to remediate students who have not passed previous LEAP 2025 tests. • Workkeys curriculum is used for students who scores less than 18 on the ACT. • Social Studies are using Guaranteed Curriculum to choose primary documents and the use of Document-Based 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts • Computers for practice tests 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP2025 scores • LEAP360 • JPAMS reports • Cohort Graduation Index <hr/> <p>Effectiveness Results:</p>

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<p>Question strategies.</p> <ul style="list-style-type: none"> • Geometry is now a requirement in the curriculum for the students with disabilities subgroup in order to boost ACT scores. • Push in and pull out strategies are used to accommodate EL students. • Exit Tickets-A classroom teacher check of understanding on daily lessons 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Teachers are working in their Professional Learning Communities by departments to develop common assessments aligned to standardized tests. • Previous years LEAP 2025 scores are used to determine remediation and instructional strategies. • LEAP360 diagnostic used to provide feedback on student progress and to guide instruction. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts • Time to collaborate • Computers for web based programs 	<p>Effectiveness Measure: LEAP scores; LEAP 360 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Academic Clinic is available for all students to improve student performance. • Graduation Coach to assist students to monitor progress. • Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically. • The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress. She also goes into the In-School Suspension room and provides lessons. • Act 833 eligible students are provided with remediation for 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage • Computers for web based interventions 	<p>Effectiveness Measure: LEAP scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>though Study Skills or during another elective class.</p> <ul style="list-style-type: none"> • A tutor is available for the students who are part of the Kids in Transition program. • Tier 1 curriculum in Algebra I and Geometry is used as the core curriculum. • Students are placed in academic blocks for Algebra I and Geometry. • Paras are used in the classroom to support IEP goals. • LEAP Connecters are used for instruction for mild/moderate students. • Progress is monitored from teacher assessments and LEAP 360. • Paras provide support for students with LEAP Connect. • IEPs are monitored through facilitators. 		<input checked="" type="checkbox"/> Other		
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Provided instruction in English via regular classroom teachers • EL Facilitator and specific para are the support personnel • English Language Proficiency Test (ELPT)-Assessment used to measure the level of language acquisition during an academic year. • Pull out instruction is provided via a 20 hour tutor. Students will be pull.ed out of an elective <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computers for web-based interventions; • Paper and copy machine usage for handouts • LEP Academic Review forms 	<p>Effectiveness Measure: JPAMS reports; LEAP 2025 scores; ELPT scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>services and supports the students will need to fully participate in core content classes.</p>				
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Assessments: Prior year standardized test scores are used to place students in interventions • Prior year grades in core classes. • Selection process: Teacher Assistant Team will be developed to identify at risk students, implement interventions and monitor student progress to determine if student needs to be referred to the Student Assistant Team. • Teacher recommendations • Parental concerns • Classroom teachers 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for hand outs • Screening instruments • Conference space 	<p>Effectiveness Measure: LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Teachers determine if students are in need of intervention based on academic performance standardized test scores. • Academic clinic and Study skills courses are interventions provided to all students who need additional general instruction. • Interventions are provided as needed. Academic Clinic is available 3 hours per week. MAE, Career Coach, and MHP are available as needed. • Career Coach to assist students to monitor progress. • Mental Health Providers are available to assist students dealing with emotional or behavioral concerns which prevent them from progressing academically. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage • Computers for web based interventions 	<p>Effectiveness Measure: LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • The MAE teacher teaches coping strategies and socially appropriate behavior to help improve academic progress. • English Language Learners have tutor available to assist them 20 hours per week. • There is a tutor available for the students who are part of the Kids in Transition program for 20 hours per week. • Students are being monitored by academic progress, behavioral progress reports, MHP documentation, and discipline referrals. • Appropriate personnel and administrators are monitoring student data in interventions. • Administrators monitor program fidelity. 		<input checked="" type="checkbox"/> Other		
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT – Students who continue to struggle after implementing and monitoring interventions are referred to the Student Assistant Team by teacher, guidance counselor, or Teacher Assistant Team. The team is made up of teachers, counselors, mental health providers, administrator, representative from Pupil Appraisal, parent, and student. The team determines if more interventions are necessary or if the student should have 504 accommodations or possibly be evaluated for special education. • IEP – For students with a current Individual Education Plan who are still struggling, the IEP team will meet to determine if any changes to accommodations need to be made or if any other interventions are necessary. The IEP team consists of an Official Designated Representative, special education teacher, regular education teacher, related service providers, parent, and student. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts. • Data from teachers • Results from interventions • Grades • Test scores • Screening documents 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Leap2025 scores • Grades • Communication Logs <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Communication Logs and Daily Behavior Summary • Individual Education Plan to determine individualized needs to differentiate instruction to address deficits • Progress Reports /Progress Monitoring to identify remediation needs • Study Skills classes, Achieve 3000, Academic Clinic, and Fastforward for students as determined by IEP team as needed • Resource and inclusion for small group remediation to address gaps in learning • Scaffold instruction to remediate individual needs embedded in core instruction and study skills classes • MHP and guidance counselors used as a behavioral intervention • Students are monitored by their academic progress in classes, performance on teacher created tests, discipline records, daily behavior summary, and communication logs • Administrators monitor program fidelity 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts and communication logs • Computers for web based interventions 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 scores • Graduation Cohort Index <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Full time LEP teacher and tutor available • LEP teacher monitors grades of all LEP students and gathers data from teacher when student grades fall in the F category. • LEP teacher monitors students after graduation • Achieve 3000, tutoring, academic clinic, and pull outs are interventions • Before school, after school, individual, small group, during school day • Administration monitors program fidelity. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy machine usage for handouts • LEP Academic Review forms 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Successful completion of ELDA test • LEAP2025 scores <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Gifted teachers provide instruction for students who need a setting with more enrichment. • Accelerated Programs: Honors, Advanced Placement, Duel Enrollment – HS classes for college credit • Jumpstart off campus programs – Spark and Drone Engineering • Supplemental Programs: Music, PE, Art, Theater, Photography, Dance • Occupational Services: DHH, OT, Speech • KIT: addresses students who fall under the McKinney-Vento Act, KIT coordinator identifies students and coordinates services to help students become academically successful • Community Involvement: Career Day, guest speakers, PTA 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts. • Computers for web based interventions 	<p>Effectiveness Measure: LEAP2025 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Academic clinic for LEAP 2025 remediation during study skills classes or through pull out. • Academic Clinic – available for all students for LEAP2025 remediation or for tutoring to improve progress. Taught by certified CHS teachers 3 times a week. • Academic and special interest clubs on campus open to all students. • KIT tutors are available for students in the Kids in Transition program. • Athletes are provided time for tutoring and work completion with coaches. • Field trips are provided to allow students to have real world experiences to enrich instruction. • CTE and STAR placement internships are available to students. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts. • Computers for web based interventions 	<p>Effectiveness Measure: LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>

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

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts. • Private meeting space 	<p>Effectiveness Measure: Mental Health Provider chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Services provided are academic and emotional counseling, IGP support, and scheduling • Counselors go into classrooms at least once a quarter. • Counselors work one-on-one with students daily and as needed. • District approved counseling program • Monitor grades frequently, conferences, request teacher feedback • Track diploma progress by grade monitoring teacher feedback, and transcript review • College and career counseling: scholarship information, admission requirements, and career readiness • Provide information on different diploma pathways • Meet one on one with students as needed 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts. • Private meeting space 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Mental Health Provider chart • Graduation Cohort Rate • Index <hr/> <p>Effectiveness Results:</p>
<p><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></p>				

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<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS – The Positive Behavior Support Team develops strategies to encourage positive behaviors. Quarterly incentives and end of year incentives are also provided to encourage positive behaviors. • Sandy Hook Promise, Peer Mentoring Program (Lion Leaders), restorative practice, ISS, behavior interventionists • Assemblies are provided to teach students how to report and deal with problem behaviors (DARE, Sandy Hook Promise, and Crimestoppers). • Guidance counselors meet with students having behavior difficulties. • Check in/Check out program to provide behavioral and academic support during the day. • Point sheets are completed on students with high risk behaviors to monitor. • Project Team West – students with severe behaviors may be assigned to Project Team West where they take classes online and meet with related service providers. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Lion Bucks • Incentives • Paper and copy • machine usage for • handouts • Food • Games • Computer Projector 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP2025 scores • Behavior reports • Graduation rate • JPAMs reports <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Cub Day – 8th grade students from feeder schools during the school day in the Spring. They tour the campus and are given information on clubs, extracurricular activities, and graduation requirements. • FAFSA Information night – students and parents receive help filling out financial aid information • Guidance counselors visit each of the feeder schools for scheduling. • Special Education (SPED) Coordinator meets feeder schools to aid in transition for the SPED population • Orientation is a day for students to get information on life at Covington High School and get an opportunity to walk their schedules. • Internships are available for students to get real world experience related to their Tops Tech career pathway. • 15 Career pathways are offered. • Recruiters from post-secondary institutions, vocational/technical schools, and military branches visit throughout the school year. • Dual enrollment, CLEP testing, and Advance Placement classes are offered to allow students to earn college credit while at Covington High School. • Parents are welcome to campus on Cub Day, FAFSA information, and assemblies. • Activities are held at various points throughout the school year. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • School and Community • Connections for internships • Paper and copy machine usage for handouts • Computers for web based courses and tests • Vouchers for DE and AP tests 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Industry Based Certifications • Graduation rate • LEAP2025 DE and AP credits earned <hr/> <p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Teacher leaders run the meetings for each department. • Departments meet twice a week to discuss student interventions, curriculum updates, collaborate with content area peers, and design common assessments aligned with current standardized test formats. • Teachers work together to develop lessons aligned with current state curriculum standards. • Teachers review data from assessments such as LEAP360 or department created assessments to develop relevant instruction. • Teachers use data from ongoing assessments to monitor student progress. • Administration provides group norms and general oversight. 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts • Time to collaborate • Curriculum standards 	<p>Effectiveness Measure: LEAP2025 scores</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • District wide professional development on curriculum provided for all teachers. • Conferences and workshops are attended by teachers based on their content areas. • Curriculum Specialists visit campus to provide training for teachers focusing on lessons aligned to new standards and LEAP2025 formats. • Professional development provided as needed. • Intervention Content Leader, Content Leader, and Mentor Trainer through the stage focusing on interventions in math and English 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Paper and copy • machine usage for • handouts • Time to collaborate • Copies of standards 	<p>Effectiveness Measure: LEAP2025 scores</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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

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

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

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • JumpStart Pathways: agriculture tech, automobile service, business management, carpenter, certified nursing assistant, digital media and entertainment tech, emergency medical tech, health science patient care management, hospitality, tourism, culinary, and retail, information tech, ProStart, public service, welder, welder’s helper • Covington High has a school-to-work coordinator who works with students to provide opportunities for internships in the community. • Career Day provides students the opportunity to get information from professionals regarding a variety of careers. • Representatives from post-secondary institutions and the military visit campus regularly to provide information to students. • 15 Career pathways are offered. • School website, Open House, and PTA meetings are used to communicate with students, parents, and community partners. 	1-5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	Paper and copy machine usage for handouts	Cohort Graduation Rate Index <hr/> Effectiveness Results:

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<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • Students have the ability to earn post-secondary credit in a variety of dual enrollment and advance placement courses. • AP courses: English, US History, Calculus, World History, Art • CLEP: American government, biology, chemistry, English literature, introductory psychology, pre-calculus, and others based on student achievement 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> • All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. <p>Food Services:</p> <ul style="list-style-type: none"> • All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding. <p>English Learners (EL):</p> <ul style="list-style-type: none"> • Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds. <p>21st Century Programs:</p> <ul style="list-style-type: none"> • Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. <p>Headstart Preschool Programs:</p> <ul style="list-style-type: none"> • Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and

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services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

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

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

- It is mandatory that all summative assessments are noted with the corresponding Standard before logging grade into the grading system (JPAMS).
- Administrator is present in the classrooms to provide support, helping guide instructional practices and interventions.
- Professional Learning Communities (teacher work meetings) to focus on data-driven instruction based on needs of subgroups.
- Teachers and administrators have access to LEAP360 data to target students who need interventions.

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

- The School Improvement Plan Team (SIP) will meet monthly with representation from teachers, parents, and students to assess progress toward benchmarks as goals as outlined in the plan.

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- Teacher and parent surveys as well as feedback from the website link will be used to assess the effectiveness of the plan and determine if any changes need to be made to the goals and/or the steps to obtain the goals.

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

- The assessment results will be shared through parent activity nights, PTSA meetings, PLC meetings, faculty meetings, and posted on website.

2019-2020 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Robert DeRoche**
- **AP: Joyce Davis & Jennifer Clark**
- **Teacher: Katherine McGuire,**
- **Teacher: Daniel Scheer**
- **Teacher: Steven Turner**
- **Parent/Family:**
- **Parent/Family:**
- **Parent/Family:**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Robert DeRoche**
- **Student: Halle Koepp, Allison Godfrey, Aaron Conlin**
- **Teacher: Katie McGuire**
- **Teacher: Daniel Scheer**
- **Teacher: Steven Turner**
- **Parent/Family: Mary Koepp**
- **Parent/Family: Kelly Roberts**
- **Parent/Family:**

DISTRICT ASSURANCES

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date