

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Covington 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
The Reading scores have been the highest average ACT score over the past five years. In 2020-2021, the average Reading score was 19.2. The second highest average score is Science at 19.0.	There were 153 students who scored below a 20 composite ACT score. According to the state's measure, students must score a 20 to be considered college and career ready.
Due to the retention of faculty in the English Department, our students are receiving a consistently strong English education and as a result their ACT scores are on the rise. In 2018-2019, the average ACT score in English was 18.2 and in 2020-2021, the average increased .6 points to 18.8.	The school's Math Department has struggled retaining teachers over the last four to five years. There has been a lot of turnover in this department, which in turn has weakened student's math skills. Therefore, we have seen a drop in scores since 2016-2017. In 2016-2017 the average ACT Math score was 20.3. It has subsequently dropped to an average of 18.6 during the 2020-2021 testing year.
By exposing the students to complex texts, there was growth in both Proficient and Above Proficient Text Complexity Proficiency Level from 2018-2019 to 2020-2021. The Proficient percentage grew from 17% to 21% and Above Proficient rose from 9% to 13%. In addition, the Below Proficient percentage decreased from 73% in 2018-2019 to 66% in 2020-2021. The Text Complexity Level is an indicator to future college success.	The African American subgroup had the lowest average composite score at 16.2 on the ACT.
In 2020, there were 115 students that graduated with a Regular High School Diploma and a total of 191 students that graduated with a High School Diploma Plus with endorsements.	In 2020, there were 89 non-graduates without the HiSET equivalency diploma out of 422 members, which accounts for 21%.
Overall, there are significantly less female (260) discipline referrals than male (808). There were 260 referrals for females in 2020-2021 and 808 referrals for males.	There were 41 students who tested in an Advanced Placement (AP) course during the 2021 testing year. Of those 41, only 19 students passed with a score of a 3 or higher. This score determines college readiness in the subject tested.

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The Dual Enrolled classes are a potential strength because these students are passing, resulting in a Diploma Plus certificate and credits in college. 100% of students enrolled in Dual Enrolled courses are passing and earning college credit	In 20-21, there were almost two times the number of referrals (366) for African-American students as there are students in the subgroup (197). The previous year (19-20), there were 984 referrals. If we use the total for the subgroup population from 20-21 (197) to calculate the number of referrals for 19-20 (984), we would find the number of referrals is more than 2.5 times the population.
English 1 is a potential strength with the most growth at 7.2 on LEAP 2025.	Biology has the greatest decline at 17.9% on the LEAP 2025. Geometry also declined 7.8 % on the LEAP 2025.

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 2021-2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the Biology LEAP 2025 in the reporting category of major content Subcategory increase by 5 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
Biology	47.8	52.8	57.8	62.8

Instructional Focus:

- 2021-2022:
 - Implementing high quality instructional resources from the Guaranteed Curriculum.
 - Uniformly implement CER writing method framework to improve written expression of scientific reasoning.
 - Biology Inclusion classes to support struggling students.
 - Learning Walks:
 - Identify instructional strategies to improve curriculum implementation.
 - LEAP formatted Bell ringers.
 - Common tests that include LEAP2025 structured questions:
 - Discussion of identified areas of need in student

Resources needed:

- Guaranteed Curriculum
- Data based activities using multiple resources
- Academic Clinic
- LEAP Bell Ringers
- Common Tests
- Professional Learning Communities
- Substitutes for learning walks
- Inclusion teachers
- PLC common planning

Team Reflection:

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<p>learning;</p> <ul style="list-style-type: none"> ▪ Discussion of how and when to reteach identified student deficits. <ul style="list-style-type: none"> ● 2022-2023 <ul style="list-style-type: none"> ○ Hire permanent science personnel ○ Continue with steps taken in 21-22 ● 2023-2024 <ul style="list-style-type: none"> ○ Review data and progress to inform next steps 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Robocalls; Website; Announcements; PTA Newsletter; PBIS Incentives; Parent Night - Why take the PreACT, ACT, Workkeys? - for Parents (posted on Moodle) ● Curriculum Based Parental Support Letters to support at-home learning. ● School Website with links to biology support sites. ● Informational handouts describing: <ul style="list-style-type: none"> ○ Shifts in science instruction; ○ Importance of building curiosity by engaging in unfamiliar phenomena; ○ Importance of building background knowledge. ● on assessment guidance: <ul style="list-style-type: none"> ○ Utilizing high quality common assessments; 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● robocalls ● letters to parents ● postage ● School Website ● Handouts 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Supports in rubric scoring and matching achievement scales; <ul style="list-style-type: none"> ○ Progress monitoring. ● Under Development: Aligning instruction to both ACT College and Career and the Louisiana State Biology standards. Incorporating ACT prep in science instruction. ● Training on Purposeful Planning: <ul style="list-style-type: none"> ○ Annotating lessons and resources; ○ Integrating Targeted Remediation with Progress Monitoring; ○ District Biology Google Classroom for teachers: <ul style="list-style-type: none"> ▪ Claim Evidence Reasoning Rebuttal (CERR) and Writers Checklist; ▪ Best Practices. ● Training on High Quality Instruction: ● Facilitating and orchestrating productive discussions; ● Four Strategies for Highly Effective Instruction. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Professional Learning Communities ● Scope and Sequence aligned with ACT College and Career and Louisiana State Standards ● Training: <ul style="list-style-type: none"> ○ Assessments ○ High Quality Instruction ○ Purposeful Planning ● Rebel Rewind ● District Biology Google Classroom <ul style="list-style-type: none"> ○ CERR forms ○ Writers Checklists ● Student Tracking Forms ● Leadership Committee ● Assessments ● Walk Through and Look-fors ● 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● School Instructional Coach; Mentor Teachers, School Counselors, Curriculum Specialist? ● Purposeful planning for student tracking toward progress of an identified standard within the sub-category needs area. ● Analyzing assessments, feedback, and next steps. ● Walk Through and Look-fors 		

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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
	X	X												
Monitoring and Evaluating														
Assessments: <ul style="list-style-type: none"> • Guaranteed Curriculum - Activity Quizzes, Embedded Assessments, and CERR activities. • Unit tasks and district/teacher/school created high-quality common assessments. • LEAP Results. • Curriculum Specialist 							Observations: <ul style="list-style-type: none"> • One administrator will visit every Biology classroom at least once a month to conduct snapshots. • Once a year the School Improvement Committee will visit every Biology classroom to conduct a snapshot. • One administrator will sit in on and monitor PLC meetings. • Curriculum Specialist 							
Middle of the Year Monitoring Results/Areas for improvement:														
End of the Year Results:														

<p>Goal #2: Strength of Diploma</p> <p>From Spring 2021 to Spring 2024, the school will increase its Strength of Diploma Index by 5 points each year as follows:</p>

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	Category	2020-2021 Baseline	2022 Whole School	2023 Whole School	2024 Whole School	
	# of students enrolled in AP Classes	63				
	# of students who took AP Test	41				
	# of students who scored 3+ on AP Test	19				
	# of students who took CLEP Test	2				
	# of students who earned credit via CLEP	1				
	# of students who enrolled in classes	171				

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with a statewide IBC				
# of students who earned a statewide IBC	598			
# of students earning 6 TOPS academic DE Credits	67			
# of students earning 7-12 TOPS DE academic Credits	18			
# of students earning 13-18 TOPS academic DE Credits	0			

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Instructional Focus:	Resources needed:	<u>Team Reflection:</u>
<ul style="list-style-type: none"> ● 2021-2022: <ul style="list-style-type: none"> ○ Begin early promotion and explanation of DE and AP courses to students in Freshman Academy. ○ Identify students who did not earn Dual Enrollment or A.P. Credit. Provide them with information about CLEP testing, Free Vouchers, and scheduling a date and time at school to test. ○ Identify junior and senior students who have not earned a statewide IBC and make a plan for the students to earn a statewide IBC. ○ ● 2022-2023: <ul style="list-style-type: none"> ○ Continue to implement steps from 2 ○ Identify junior and senior students who have not earned a statewide IBC and make a plan for the students to earn a statewide IBC. ○ Change AP U.S. History and A.P. World History to Dual Enrollment to encourage students to enroll in courses to get college credit. ○ ● 2023-2024: 	<ul style="list-style-type: none"> ● IBC reports for junior and seniors ● CLEP Testing Vouchers ● Proctor ● course list that contain IBCs ● master schedule ● List of Dual Enrollment courses available to be offered ● JumpStart Convention ● JumpStart Super Summer Institute ● CTE Committee 	

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<ul style="list-style-type: none"> ○ Continue to implement steps from 2021-23. ○ Identify students who could earn Advanced IBCs 		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Student and Parent Scheduling Nights and Diploma Pathway Nights. ● Informational pamphlets about statewide IBC's offered and what these credentials will do for students' future. ● Informational handouts about CLEP testing. ● Robocalls to parents advertising parent nights, IBCs, CLEP Testing, AP classes/testing, and Dual Enrollment opportunities. ● 	Resources needed: <ul style="list-style-type: none"> ● robocalls ● letters to parents ● postage ● Scheduling cards ● School Website ● Pamphlets/Handouts ● Powerpoint Presentations 	<u>Number of Participants:</u> <u>Summary of Parent Feedback/Exit Tickets/Survey:</u>
Professional Development: <ul style="list-style-type: none"> ● High School Accountability; Fast Forward; Jumpstart 2.0; Modern States; AP Teacher Training ● Training for teachers who will certify students in IBCs. ● Training for teachers new to Dual Enrollment. ● Educate teachers on the course offerings, IBCs, Dual Enrollment, A.P., CLEP opportunities offered through the school, and the use of Modern States for the opportunity to receive free CLEP Testing Vouches. ● 	Resources needed: <ul style="list-style-type: none"> ● trainings: <ul style="list-style-type: none"> ○ IBC Certification ○ Dual Enrollment ● funding for trainings required by outside agencies ● JumpStart Super Summer Institute ● Powerpoint presentations on course offerings: 	<u>Feedback from Teachers:</u>
Follow Up and Support: <ul style="list-style-type: none"> ● School Supervisors, CTE Coordinator, Curriculum Specialists, School to Work Coordinator ● Survey IBC, AP and DE data <ul style="list-style-type: none"> ○ Review number of students enrolling in Dual Enrollment and taking A.P. and/or CLEP tests 	<ul style="list-style-type: none"> ● IBCs ● Dual Enrollment ● AP ● CLEP 	

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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
	X										X		X	
Monitoring and Evaluating														
Assessments: <ul style="list-style-type: none"> IBC tests Dual Enrollment quizzes and tests A.P. tests CLEP tests 							Observations: <ul style="list-style-type: none"> One administrator will visit all Dual Enrollment, CTE, and A.P. classrooms a minimum of once every semester. Once a year the CTE committee, comprised of teachers, counselors, and STW Coordinator will review course offerings, certifications earned, and alignment of course offerings. 							
Middle of the Year Monitoring Results/Areas for improvement:														
End of the Year Results:														

Goal #3: From Spring of 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the Geometry LEAP 2025 in the reporting category of Modeling and Application (Type III tasks) increased by <u>5%</u> percentage points each year as follows:				
Grade	2021 Goal	2022 Goal	2023 Goal	2024 Goal
GEOM	24%	29%	34%	39%

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● 2021-2022: Type III tasks: solve real-world problems engaging particularly in the modeling practice. Provide a hands on approach for opportunities for students to craft and create 2 and 3 dimensional models and match them to real world scenarios. ● 2022-2023: Provide on-level grade appropriate coursework that will cover prior year standards without lacking in rigor. Making nets to represent surface area and start manipulating the nets to minimize the surface area and therefore the cost of production in real life instance. ● 2023-2024: Determine if a solution is reasonable by constant comparison to real world circumstances and validate conjecture with laws of logic. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Tier 1 Curriculum Resources <ul style="list-style-type: none"> ○ Springboard Curriculum ● Louisiana Math Content Leader ● District Resources within Guaranteed Curriculum/Google Classrooms ● Louisiana Believes State Planning Documents 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Math Learning night/Event to assist parents in understanding the importance of precise mathematical language, and how they could support at home to develop mathematical communication. ● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing modeling and application. ● Send home LDOE Parent Support information. ● Curriculum Based Parental Support Letters to support at-home learning. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● robocalls ● letters to parents ● postage ● School Website ● Handouts 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Problem-Situations/Contexts - exploration of various problem types and representations used to model situations. ● Mathematical Practices - MP.1, MP.4 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● District Provided Training and Support: <ul style="list-style-type: none"> ○ Springboard 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ● Contextualizing/Decontextualizing supports ● Building Conceptual Understanding and Fluency to Support Application ● Under Development: Aligning instruction to both ACT College and Career and also Louisiana State standards. Incorporating ACT prep in math instruction. ● Curriculum Specialist? 	<ul style="list-style-type: none"> ○ Curriculum <ul style="list-style-type: none"> ○ Purposeful Planning ○ High Quality Instruction ○ Tier 1 Curricular Resources ○ Instructional Strategies and Pedagogy 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Math Content Leaders model lessons. ● PLCs will focus on planning for assessment review of Type III tasks, student work (analysis of student entry point into solving application tasks), identification of standards with the intended component of Rigor as Application ● Curriculum Specialist ● Instructional Coach - Model lessons focused on supporting representations of solving problems/tasks 	<ul style="list-style-type: none"> ● SpringBoard resources ● Professional Learning Communities ● Scope and Sequence aligned with ACT College and Career 	

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												

Monitoring and Evaluating

Assessments:

- Diagnostic LEAP 360; Interim LEAP 360; Assessment items identified as Modeling and Application; 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 GEOM classroom at least once a month to conduct a snapshot using the “math look-fors checklist”.
- Once a year the School Advancement Committee will visit every GEOM classroom to conduct a snapshot.
- **Curriculum Specialist?**

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

DISCIPLINE

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

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

2020-2021 %	2021-2022 % Goal	2022-2023 % Goal	2023-2024 % Goal
33	32	31	30

Tier 1 (School wide):

- Mindful Mondays, positive behavior reinforcement, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies. Positive Behavior Reinforcement, seating charts, least invasive behavior corrections, MHP access, school counselor support, behavior interventionist support.
- Triad of Instruction:
 - Classroom management Plan
 - PBIS
 - Development of classroom culture
 - Supportive counseling not occurring on a regular basis
 -

Tier 2 (Targeted Prevention):

Resources needed:

- MHP
- Counselors
- PBIS
- Behavior Interventionist
- Classroom Management Plan
- Behavior Contracts
- FBA and BIP
- Crisis Intervention Plans and Services
- CSoC referral
- FINS referral
- Weekly

Team Reflection:

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<p>Parent conferences, student conferences</p> <ul style="list-style-type: none"> ● <u>Triad of Instruction:</u> <ul style="list-style-type: none"> ○ Behavior Contracts ○ Mental Health Counseling Services Individual ● ● Triad of Instruction <ul style="list-style-type: none"> ○ Targeted social skills instruction, student specific reinforcement system, behavior contracts, mental health counseling services individual and group, small group counseling groups, check in/check out 	<p>Monitoring Sheets</p>	
<p>Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● Referrals to wrap around community supports, homeschool plans to improve relationships and create proactive plans ● Triad of Instruction <ul style="list-style-type: none"> ○ FBA & BIP, Safety Plan, Crisis Intervention Plan, Mental Health Counseling Services Individual and Group, Crisis Intervention Services, FINS (Families in need of services referral) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Counselor section of the website to share parenting strategies, resources, and interventions. ● 	<p>Resources needed: Resources needed:</p> <ul style="list-style-type: none"> ● School Website ● Parenting Strategies, Resources, and interventions 	<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"> ● Articles posted on CHS Teacher Google Classroom for teachers to review and discuss in PLCs as needed. <ul style="list-style-type: none"> ○ Self-management ○ Positive Reinforcement ○ Behavior Management 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● CHS Teacher Google Classroom ● Articles ● Observations ● Classroom 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ○ Stress Management ○ Classroom Management Plan 	Management Plans													
Follow Up and Support: <ul style="list-style-type: none"> ● Behavior Coach, social emotional google classroom and classroom management plan, 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: <ul style="list-style-type: none"> ● 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, surveys 														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES

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

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ____ points each year as follows:

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

Describe policies and practices to identify disabilities early and accurately:

- II intervention resources identified within the “Triad of Instruction”.

Team Reflection:

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Describe structures to increase collaboration amongst general and special education teachers: <ul style="list-style-type: none"> ● Professional Learning Communities ● Professional Learning Communities with the SPED coordinator/SPED instructors involved in student work analysis. ● Team-Teaching Opportunities: 2021-2022 School Year Biology Inclusion; 2022-2023 School Year Algebra I/Math Essentials Block Inclusion and English I Inclusion. 		<u>Team Reflection:</u>
Supports and Strategies in Tier 1 (Core Instruction): <ul style="list-style-type: none"> ● (School-wide) IRLA, Guidebooks, Achieve 3000, Ready, i-Ready, Ready Gen, Unique Learning and News 2 You, Amplify Reading, Writing Revolution 	Resources needed:	<u>Team Reflection:</u>
Supports and Strategies in Tier 2 (Targeted Prevention): <ul style="list-style-type: none"> ● Guidebook Support, Achieve 3000 (print materials - small group), Reflex Math Ready Math, Amplify Instruction, IRLA, S.P.I.R.E. (Pilots), Project Read (Small Group), Fast ForWord 		
Supports and Strategies in Tier 3 (Intensive Individual): <ul style="list-style-type: none"> ● Achieve 3000 ● Guidebooks English I, II, III, IV curriculum 		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Open House - Administrators and counselors inform parents of curriculum requirements, school wide expectations, and annual testing updates. ● Scheduling Nights - Counselors and administrators meet with parents to assist them in making informed decisions for their students' 	Resources needed: <ul style="list-style-type: none"> ● Robocall ● School website ● IEP Meetings ● IAP Meetings ● EL Meetings 	<u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u>

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<p>academic progress.</p> <ul style="list-style-type: none">● College and Career Fair● Parent/Student Freshman Orientation● IEP, IAP, and EL Meetings● Parent/Teacher/Student Conferences●							<ul style="list-style-type: none">● Open House Night● Scheduling Night● College and Career Fair● Freshman Orientation● Conference paperwork								
<p>Professional Development:</p> <ul style="list-style-type: none">● ELA Content Leader● Guidebook● Achieve 3000/Actively Learn● SER, FBA, BIP trainings● Monthly SWE consultant meetings● Monthly school based SWE meetings							<p>Resources needed:</p> <ul style="list-style-type: none">● District provided PD:<ul style="list-style-type: none">○ ELA Content Leader, Guidebook, Achieve 3000/Actively Learn, SER, FBA, BIP● Monthly SWE meetings (school and district)● Progress Monitoring Forms● Walk through and Look-fors documents● Assessments				<p><u>Feedback from Teachers:</u></p>				
<p>Follow Up and Support:</p> <ul style="list-style-type: none">● Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)<ul style="list-style-type: none">○ ELA Content Leader Module support and training;○ 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.●															
<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	

Data used to Evaluate Goal: <ul style="list-style-type: none"> • EOY-LEAP 2025 • Progress Monitoring: LEAP 360 Diagnostic and Interim 																
Middle of the Year Monitoring Results/Areas for Improvement:																
End of the Year Results:																

- 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.

Supports and Strategies in Tier 1 (Core Instruction):

Grades 9-12: scheduling ESL class time up to three periods for high school, depending on the needs of each student.

- The English Language Proficiency Screener is used to determine a student's level of proficiency and to decide which language services and supports the student will need to fully participate in core content classes.
- High Quality Instruction
- Achieve 3000

- ESL Teacher
- ELP Screener
- Achieve 3000
- Language Power
- Rosetta Stone

No.	Name	Sex	Age	Date	Time	Place	Remarks	No.	Name	Sex	Age	Date	Time	Place	Remarks	
1	John	M	25	1900	10	10	10	1	John	M	25	1900	10	10	10	10
2	John	M	25	1900	10	10	10	2	John	M	25	1900	10	10	10	10
3	John	M	25	1900	10	10	10	3	John	M	25	1900	10	10	10	10
4	John	M	25	1900	10	10	10	4	John	M	25	1900	10	10	10	10
5	John	M	25	1900	10	10	10	5	John	M	25	1900	10	10	10	10
6	John	M	25	1900	10	10	10	6	John	M	25	1900	10	10	10	10
7	John	M	25	1900	10	10	10	7	John	M	25	1900	10	10	10	10
8	John	M	25	1900	10	10	10	8	John	M	25	1900	10	10	10	10
9	John	M	25	1900	10	10	10	9	John	M	25	1900	10	10	10	10
10	John	M	25	1900	10	10	10	10	John	M	25	1900	10	10	10	10
11	John	M	25	1900	10	10	10	11	John	M	25	1900	10	10	10	10
12	John	M	25	1900	10	10	10	12	John	M	25	1900	10	10	10	10
13	John	M	25	1900	10	10	10	13	John	M	25	1900	10	10	10	10
14	John	M	25	1900	10	10	10	14	John	M	25	1900	10	10	10	10
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17	John	M	25	1900	10	10	10	17	John	M	25	1900	10	10	10	10
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22	John	M	25	1900	10	10	10	22	John	M	25	1900	10	10	10	10
23	John	M	25	1900	10	10	10	23	John	M	25	1900	10	10	10	10
24	John	M	25	1900	10	10	10	24	John	M	25	1900	10	10	10	10
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26	John	M	25	1900	10	10	10	26	John	M	25	1900	10	10	10	10
27	John	M	25	1900	10	10	10	27	John	M	25	1900	10	10	10	10
28	John	M	25	1900	10	10	10	28	John	M	25	1900	10	10	10	10
29	John	M	25	1900	10	10	10	29	John	M	25	1900	10	10	10	10
30	John	M	25	1900	10	10	10	30	John	M	25	1900	10	10	10</	

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<ul style="list-style-type: none"> ● Rosetta Stone ● Language Power 		
Supports and Strategies in Tier 2 (Targeted Prevention): <ul style="list-style-type: none"> ● Programs listed above ● Small Group Instruction ● 		
Supports and Strategies in Tier 3 (Intensive Individual): <ul style="list-style-type: none"> ● 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: ● Project Read ● IRLA 		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Intentional efforts to welcome EL families into the schools: EL Breakfast; EL Parent night; LEAP presentations; additional resources to supplement learning at home 	Resources needed: EL Outreach documents for families, i.e., provide school information in parents' native language, robocalls, and summer learning brochure	<u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</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 	Resources needed:	<u>Feedback from Teachers:</u>

Covington High 2021-2024

<ul style="list-style-type: none"> SBLC Considerations for English language learners (environmental, language and cultural) 																																
<p>Follow Up and Support:</p> <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 class observations Small group observations (based on previous ELPT achievement scores) EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q&A during PLCs ESL integration Specialists meet with classroom teachers upon request to provide interventions for the classroom 																																
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <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> <tr> <td></td><td>x</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> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		x													
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	x																															
<p>Data used to Evaluate Goal:</p> <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 																																
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																																
<p>End of the Year Results:</p>																																

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.:

- The school communicates through JPAMS, the Covington High website, the School Counseling department webpage, report cards, and the School Advancement Plan.
- School Counselors 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 students' post high school opportunities.
- Parent/Teacher conferences are held on a requested or as-needed basis.
- Signed IGPs are completed by students and signed by parents

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

- PTSA board members invited to evaluate SIP and make recommendations at monthly committee meetings. Board members will relay information regarding SIP to parents at regularly scheduled PTSA meeting.
- Website – SIP will be posted for all parents to review with link for feedback
- PTSA board members will relay information regarding SIP to parents at regularly scheduled PTSA meetings.
- Student Advisory Panel invited to evaluate SIP and make recommendations.
- Robocalls will be used to inform and remind parents of upcoming events.
- The Jumbotron is used to advertise upcoming PTSA and/or academic events.

Resources Needed to Support Parent and Family Engagement:

- Paper and copy machine to use for handouts, translators,

Budgets used to support this activity:

Covington High 2021-2024

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	x														
<u>Team Reflection:</u>															

5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- SBLC Committee- identifies students who are at-risk with the help of teachers, pupil appraisal, administration, and counselors. Committee puts accommodations in place and gathers information to determine needs of students. Committee monitors progress and works with students and parents to reach academic and social goals.
- Counselors, Graduation Coach, and Teachers- evaluate testing data and historical background to identify and monitor students that need additional differentiation in and outside of classroom settings.
- MHP and Counselors- work together to identify and monitor student social and mental health needs and interventions.
- Freshman Academy- all core 9th grade teachers work together to identify students at-risk, put interventions into place, reward students, and increase communication between parents and teachers.
- ZAP- lunch remediation program for 9th grade students. Freshman Academy Teachers assign students to attend lunch remediation when they don't understand a concept and need more help, are missing work or tests, and/or have had multiple absences and need opportunity to catch up.
-

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

- Interventions are monitored regularly and updated as data shows need. These interventions occur within the classroom setting or during a time that is not class time as to not interrupt instruction but to aid core instruction.
-

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

- Freshman Academies- 9th grade
- ZAP Lunch Remediation Program- 9th grade
- National Honor Society and BETA Club Tutoring- 9th-12th grades
- Inclusion classes- currently offering Biology inclusion. Plan to add additional core class inclusion in the next two years. 9th-12th grade
- Academic Clinic After School - 9th-12th grades
- SWE- 9th-12th grades

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- 504-9th-12th grades
- EL-9th-12th grades
- T-9- 9th grade
-

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

- Progress Reports
- Freshman Academy Meetings to review student progress
- Learning walks

Budgets used to support this activity:

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

Resources Needed to Support Interventions:

SBLC Committee

- Freshman Academy
- ELL Program
- LEAP Remediation Teachers

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

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

Students participate in various educational and leadership activities throughout the year, such as:

- ASVAB Testing: aptitude test offered twice a year to students who are interested in possibly joining the military or discovering job aptitude.
- PSAT Testing- allows 10th and 11th grade students to measure their readiness for college, scholarship opportunities, and practice for the SAT.
- Pre-ACT Testing: 9th and 10th grade students all take the Pre-ACT to mimic ACT testing environment, provide students, parents, and teachers with practice for ACT and prediction of ACT score. Students are also allowed to enroll in Dual Enrollment courses if they meet a certain score on the Pre-ACT.
- ACT Testing: provides students with a free ACT test during the school day. Allows students, parents, and teachers to evaluate if a student is prepared for college. Test also includes an aptitude test to help guide students and parents to possible college and career pathways.
- CLEP Testing: allows students to earn college credits for knowledge they already have for a cheaper cost than college classes.
- Gifted Department: Annual department-wide field trips consisting of educational enrichment in at least two core content areas per year
- NJROTC: Annual Area 8 Marksmanship Competition, Drill Competition, and Uniform Inspection
- Special Olympics- Allows students with exceptionalities to participate in athletic competition within the school system.
- Choral: Large Ensemble Festival
- Agricultural Science:
 - Annual Career and Leadership Development Events
 - Class Speakers (i.e. State AG officers and industry leaders)

Resources needed:

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<ul style="list-style-type: none"> ● Quest for Success Course: Class Speakers from multiple different industries. ● Jumpstart Credentialing ● College and Career Fair ● Poetry Out Loud Events ● Talented Arts Program: <ul style="list-style-type: none"> ○ Music: <ul style="list-style-type: none"> ▪ Annual National Association of Teachers of Singing Competition ▪ Lunch time outdoor concerts ○ Theater: <ul style="list-style-type: none"> ▪ Annual Matinee Performance for feeder schools ○ Art: <ul style="list-style-type: none"> ▪ Annual National Portfolio Day Competition ▪ Art Competitions ▪ Annual Senior Art Show ● 	
<p>Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):</p> <ul style="list-style-type: none"> ● Academic Clinic offers tutoring in major content areas. Students can also Google Meet from an off campus location. ● Literary Rally ● Summer LEAP 2025 Remediation ● ACT preparation: available to students on select Saturdays, and before and after school. ● A3 Credit Recovery Program: provided for students on an as-needed basis ● After school tutoring is available to students on a weekly basis in both English and Math. 	<p>Resources needed:</p>

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- Band and Color Guard:
- Chorus:
 - Choral Festival with feeder school
 - Spring Choral Concerts
- Theater:
 - Multiple productions a year that involve after school and weekend participation.
 - Teaches the art of theater, team work, speaking skills, and set building skills.
- NJROTC:
 - Annual Area 8 Marksmanship Competition, Drill Competition, and Uniform Inspection.
 - Summer Camp
 - Summer Program
- Cheer Team
 - Teaches sportsmanship, competition, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.
- Dance Team
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.
- Swimming
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability.
- Wrestling

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- Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability.
- Powerlifting
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Program
- Volleyball
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.
 - Summer League
- Track
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability.
- Cross Country
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Offers Summer Running Program
- Boy's and Girl's Basketball
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.
 - Summer League
- Baseball and Softball-
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round.
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.

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- Summer League
- Football
 - Teaches sportsmanship, teambuilding, healthy lifestyles, and builds athletic ability year round
 - Summer Camp- provides students with the opportunity to go to college campus, experience dorm life, and be coached by college coaches.
 - Summer Program

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													

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

- ACT Prep ACT scores of students who participate pre and post.
- LEAP2025 Remediation Program- LEAP2025 scores of students who participate pre and post.
- A3 program Credit Recovery - grades of students who participate.
- End of Year Review of all Athletic and Performing Arts Programs
-

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

Services Provided by Mental Health Provider(s):

- Counseling Minutes for SWE

Resources needed:

Say Something Program

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<ul style="list-style-type: none">● Suicide Awareness Talk through 10th grade Health classes● Crisis Intervention● TOV/SI, Safety Plan● Student Mediations● Manifestation Meetings																															
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none">● Academic support, social/emotional, career counseling services● Toilet Talks for Mental Health● Counselor Tip of the Week through c-4 News● Mental Health Moment in the cafeteria● Motivational Mondays● Grade Level Presentations● FAFSA Completion Night● Why Apply Day● Parent/Teacher Conferences● Student and Faculty Needs Assessment● Crisis Intervention● TOV/SI, Safety Plan● Student Mediations	<p>Resources needed:</p> <p>Toilet Talk Flyers, Microphone, Camera, Laptop, Table Tents, Google Drive, Projector, Google Classroom, College/Technical School/Military Information, Paper, Google Forms</p>																														
<p>Budgets used to support this activity:</p> <table><tr><td>Title I</td><td>GFF</td><td>Title II</td><td>LA4</td><td>IDEA</td><td>Title III</td><td>Title IV</td><td>Perkins</td><td>JAG</td><td>Bonds</td><td>DSS</td><td>CDF</td><td>ESSER</td><td>SCA</td><td>Other</td></tr><tr><td></td><td>X</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></table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X													
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	X																														

Team Reflection:**8. TRANSITION ACTIVITIES**

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

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

Transition Activities for Students:

- At the end of January/early February, current 9th, 10th, and 11th graders and their parents attend scheduling informational nights. Counselors and administrators present information on TOPS University Diploma, TOPS Tech Diploma and different pathways, TOPS Scholarship requirements, Dual Enrollment courses, AP courses, CLEP testing, and IBC opportunities.
- In early February, incoming 9th grade students and their families attend Freshman Scheduling Night. Information is presented by counselors and administrators about TOPS University Diploma and TOPS Tech Diploma and pathways. Counselors and administrators assist students in scheduling their classes for the upcoming year.
- The Club and Sport Expo at Freshman Orientation encourages incoming Freshmen to join extracurricular activities; it provides opportunities for them to view various clubs, athletic teams, and organizations available to them at the high school; they are able to meet current members and coaches/sponsors, ask questions, and sign up to participate.
- During Freshmen Orientation, incoming Freshmen are led on a guided tour of our facility by upperclassmen volunteers; after a brief “meet and greet” session, they tour various buildings to familiarize themselves with the high school campus; they also participate in a question-answer session, and end with a complimentary meal, provided by the FFA Organization.
- Throughout the school year, seniors participate in presentations given by representatives of various post-secondary institutions, such as military, university, and technical colleges; students are presented with information on various career paths offered by the institution, requirements for admission, as well as

Resources needed:

- Sign In Sheets
- Student Surveys
- Scheduling Nights
- Freshman Orientation
- Powerpoint Presentations
- Visits from post-secondary institutions, military, and industry.

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financial aid available to them. •																															
Parent and Family Engagement Activity: <ul style="list-style-type: none"> • At scheduling information nights, families are presented with information to help guide their students to pick the correct diploma and courses of study. Additional information is provided on IBC certification courses, Dual Enrollment Courses, AP Courses, and CLEP testing. • 	Resources needed: <ul style="list-style-type: none"> • Sign In Sheets • Invitation • Robo Call • Letters • Website • Postage 																														
<u>Participation Results:</u> <u>Feedback from Parents/Families:</u>																															
Budgets used to support this activity:																															
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	x	x																													

9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- Core courses taught by more than one teacher (English I, English II, Government, U.S. History, Algebra I, Geometry, Biology) have a common planning period built into the master schedule. Teachers are required to meet once a week to identify strengths and weaknesses of students, plan common lessons and tests, evaluate and compare data, and create a plan of action to grow our students from where they are academically.
-

Resources needed:

- Common Planning Period
- Professional Learning Committee agenda
- Data
- Curriculum

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

- Once a week during planning period for 54 minutes.
-

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

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

Other Professional Development:

- Google Classroom - new tools and activities to enhance student learning
- Annotating
- LEAP2025/ACT Style Bell Ringers
- Understanding the Geometry LEAP2025
- Understanding the Biology LEAP2025
- School Advancement Plan
-

Resources needed:

- Google Classroom
- Examples of LEAP2025/ACT style Bell Ringers
- Math Supervisor presentation
- Biology Supervisor presentation
- Professional Learning communities
- Professional Development Days
- Annotating Handouts

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
		x												

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

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

- Parent Surveys- December and April
- PTSA Meetings- August, September, October, November, December, January, February, March, April, May
-

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

- Faculty Meetings- October meeting discussed the breakdown of the School Performance Score, past scores, grade/score changes in next few years, predicted score, and the role it plays in our 3 year school-wide plan. This is connected to our school wide initiative for LEAP/ACT Bell Ringers to promote exposure to the two different styles of questions found on these tests. November Meeting will address the 2021 SPS score and our goals for the current year SAP and SPS.
- School Website- plan will be posted on our website along with announcements of events designed to help our school meet our goals outlined in the SAP
- Parent Letters- Letter will go out to all parents encouraging them to look at our SAP and encouraging them to get involved in our school.
- Robo Calls- Robo Call will go out about directing parents to review the SAP on our website and to alert them of the different events planned to meet our school goals outlined in the SAP
-

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

Covington High 2021-2024

- AP committee will meet at the end of each 9 weeks to discuss where we are, what's been accomplished, what we need to do next, and adjustments to the SAP.
- Leadership team will also meet to set up the dates and activities outlined in the SAP to accomplish our goals.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Joyce Davis, Jennifer Clark, Brennan Mccurley
- Teacher: Steve Turner (Biology)
- Teacher: Lynn Burton (Fine Arts)
- School Counselor: Heather Stewart
- Parent/Family: Samantha Doyle
- Parent/Family: Jeanne Spell
- Community Member:
- Teacher: Ronald Rollins (Geometry)
- Students: Aaliyah Abdullah and Grace Burns

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: John Boudreaux, Larry Favre, Joyce Davis
- Teacher: Vance Lynch (CTE)
- Teacher: Melissa Cefalu (Chemistry)
- Teacher: Wendy Picard (ELL)
- Parent/Family: Jennifer Hudmon (CTE)
- Parent/Family: Jeff Bethel (AP)/Math)

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