FRANKLIN PARISH HIGH SCHOOL

Schoolwide Plan

2019 - 2020

Mission Statement

EXCELLENCE FOR EVERYONE EVERY DAY

District Goals

GOAL 1: All students in the Franklin Parish School District will meet or exceed state expectations in:

- Core subject areas (ELA, math, science, and social studies) using a Tier I Curriculum.

- Student Attendance

GOAL 2: Increase Parent Involvement.

GOAL 3: Provide a safe and orderly school climate that is conducive to learning.

Campus Goals

GOAL 1: **All students at FPHS will meet or exceed state expectations in core subject areas and attendance.**

GOAL 2: **Parents, community members and educators at FPHS will be active partners in the education of our students.**

GOAL 3: **Franklin Parish High School will have a safe, orderly environment that promotes successful student learning.**

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. *42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001*

Campus Schoolwide Committee

Brian Gunter, Chairperson

Parent Members   **Business Members**   **Community Members**

Mary Ann Hatfield

Elected Members   **Appointed Members**

Comprehensive Needs Assessment

FRANKLIN PARISH HIGH SCHOOL conducted a comprehensive needs assessment based on test data, including LEAP and other test data, attendance rates, dropout rates, high school completion rates, and ACT data. Other sources used in the comprehensive needs assessment were parent involvement records, safe and orderly school climate evaluation, federal program guidelines, and district policies. Data were disaggregated for all student groups served on the campus, including categories of ethnicity, socioeconomic status, gender, and all populations served by special programs. Individual student's strengths and weaknesses were identified by disaggregating LEAP data by grade levels, subject areas, and objectives. Because our campus exceeds 40% economically disadvantaged students, we are classified as a Title I Schoolwide campus.

Needs were identified in the six areas of planning, curriculum/instruction, staffing, staff development, school organization, and budgeting, and goals were focused on the Effective Schools Correlates (Instructional Focus, High Expectations, School Climate, and Parental Involvement).

Surveys were disseminated to faculty, staff, and parents, including business and community representatives serving on the Schoolwide Planning Committee. The Schoolwide Plan for the 2018-2019 school year was reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2019-2020 Schoolwide Plan includes all identified priority needs.

Goal 1

All students at FRANKLIN PARISH HIGH SCHOOL will achieve the following state standards:

- Student achievement will meet the state standard in all subject areas.
- Student attendance will meet or exceed the **94%** state standard.
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High School Subgoals
- The district dropout rate will remain below the state standard of **3.3%.**

- ACT Testing:
    o **100%** taking the SAT/ACT
    o **20%** scoring at or above the criterion (ACT = 21)

Performance Objectives
- Student achievement will improve from **40.0** in 2019 to **45.0** in 2020. (Refer to *Chart of Expectations*)
- Student attendance will improve from **86.6%** in 2019 to **94.0%** in 2020.
- Student referrals will decrease from **51.9%%** in 2019 to **46.5%%** in 2020.
(High School Objectives)
- The dropout rate will decrease from **0.40%** to **0%**.
- The percent of students taking the ACT will increase from **100%** to **100%** in 2020.
- The school will increase the percent of students scoring at or above the ACT criterion from **15%** to **20%** or more in 2020.

Summative Evaluations
LEAP, Special Programs Annual Evaluations
Other State Assessments

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.1 Disaggregate LEAP ELA objectives for <u>All Students</u>, including special education students, and focus on the weaknesses below <u>80%</u> answered correctly, including special education students. (TIA 14.1, 14.2, 14.9) **GRADES 3-8** • Basic Understanding • Applying Knowledge of Literary Elements • Using Strategies to Analyze • Applying Critical-Thinking Skills o Provide opportunities for extended learning opportunities and enrichment activities	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers JPAMS Data Management System	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule
1.2 Disaggregate LEAP ELA objectives for <u>Special Education students</u> and focus on the weaknesses below <u>80%</u> answered correctly. **GRADES 3-8** • Basic Understanding • Applying Knowledge of Literary Elements) • Using Strategies to Analyze • Applying Critical-Thinking Skills o Provide opportunities for extended learning opportunities and enrichment activities	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers JPAMS Data Management System	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.3 Disaggregate LEAP Math objectives for <u>All Students,</u> including Special Education students, and focus on weaknesses below <u>80%</u> answered correctly. **GRADES 3-8** • Numbers, Operations, and Quantitative Reasoning • Patterns, Relationships, and Algebraic Reasoning • Geometry and Spatial Reasoning) • Concepts and Uses of Measurement • Probability and Statistics • Mathematical Processes and Tools **GRADES 9, 10, and 11** • Functional Relationships • Properties and Attributes of Functions • Linear Functions • Linear Equations and Inequalities • Quadratic and Other Nonlinear Functions • Geometric Relationships and Spatial Reasoning • Two- and Three-Dimensional Representations • Measurement and Similarity (9, 10, 11) • Parents/Proportions/Probability/Statistics • Mathematical Processes and Tools	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers JPAMS Data Management System	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.4 Disaggregate LEAP Math objectives for <u>Special Education students</u> and focus on weaknesses below <u>80%</u> answered correctly. **GRADES 3-8** • Numbers, Operations, and Quantitative Reasoning • Patterns, Relationships, and Algebraic Reasoning • Geometry and Spatial Reasoning • Concepts and Uses of Measurement • Probability and Statistics • Mathematical Processes and Tools **GRADES 9, 10, and 11** • Functional Relationships • Properties and Attributes of Functions • Linear Functions • Linear Equations and Inequalities • Quadratic and Other Nonlinear Functions • Geometric Relationships and Spatial Reasoning • Two- and Three-Dimensional Representations • Measurement and Similarity • Parents/Proportions/Probability/Statistics • Mathematical Processes and Tools	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.5 Disaggregate LEAP Science objectives for <u>All Students</u>, including Special Education students, and focus on weaknesses below <u>80%</u> answered correctly. **GRADE 5** • Nature of Sciences • Life Sciences • Physical Sciences • Earth Sciences **GRADE 10 and 11** • Nature of Science • Organization of Living Systems • Interdependence of Organisms and the Environment • Structures and Properties of Matter • Motion, Forces, and Energy	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule
1.6 Disaggregate LEAP Science objectives for <u>Special Education</u> <u>students</u> and focus on weaknesses below <u>80%</u> answered correctly. **GRADE 5** • Nature of Sciences • Life Sciences • Physical Sciences • Earth Sciences **GRADE 10 and 11** • Nature of Science • Organization of Living Systems • Interdependence of Organisms and the Environment • Structures and Properties of Matter • Motion, Forces, and Energy	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.7 Disaggregate LEAP Social Studies objectives for <u>All</u> <u>Students</u>, including Special Education students, and focus on weaknesses below <u>80%</u> answered correctly. **GRADES 8, 10, and 11** • Issues and Events in U.S. History • Geographic Influences on History • Economic and Social Influences on History • Political Influences on History • Critical-Thinking Skills	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule
1.8 Disaggregate LEAP Social Studies objectives for <u>Special Education</u> students and focus on weaknesses below <u>80%</u> answered correctly. **GRADES 8, 10, and 11** • Issues and Events in U.S. History • Geographic Influences on History • Economic and Social Influences on History • Political Influences on History • Critical-Thinking Skills	Principal Assistant Superintendent Curriculum Director	LEAP District Grade-Level Summary Reports Principals/Teachers	Lesson Plans Benchmark Tests Released LEAP ADM Analysis	Weekly Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES

1.9 Improve services for At-Risk students.
 	
 • Disaggregate LEAP and other student data
 • Provide the following program/services:
 	
  o Certified Teachers
  o Tutorial sessions (Extra-Duty Pay)
  o At-Risk Remediation
  o Staff Development
  o Supplies
  o Instructional Aides
  o Computer Labs
  o Summer School
 	
 • Monitor discrepancies between the performance of at-risk students and non at-risk students.
 • Monitor the high school completion rate of at-risk students and non at-risk students.
	Principal
	
	 Assistant Superintendent
	
	 Curriculum Director
	
	 Federal Programs Director
		Title I, Part A Funds
		
		 FTE: Full-Time Equivalent (Title I personnel)
		
		 Praxis Reimbursement
		 Tuition Reimbursement
			Programmatic Assessments
			
			 Benchmark Tests
			
			 Released LEAP
				Six Weeks
				
				 Campus Schedule
				
				 Fall and Spring
				
				 6 weeks

1.10 Address identified needs for Limited English Proficient (LEP) students. • Disaggregation of data by LEAP objective • Training in English as a Second Language methodology and endorsement for all regular education teachers • Narrow the gap in LEAP performance between LEP students and non-LEP students • Reduce parental denials • LEP tutoring	Principal Assistant Superintendent Curriculum Director Mrs. Blackson	Principals SBLC Local Funds Consultant	Programmatic Assessments Benchmark Tests Released LEAP	Six Weeks Campus Schedule Fall and Spring Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.11 Address identified needs in the CATE program. • Analyze and evaluate data from Interest/Aptitude Assessments to provide appropriate career guidance for students. • Continue to provide vocational class opportunities for all students through Delta Community College. • Continue to provide the opportunity for students to enroll in the welding program at Delta Community College. • Expand offerings in computer-related courses. • Provide training and stipends for additional teacher certification in career and technology courses. • Improve Reading & Math scores of students in Career Education program.	Principal Assistant Superintendent Curriculum Director Supervisor of Child Welfare & Attendance	Career & Technology Education (CATE) Carl Perkins Grant Local Funds JAG Program	Personnel Records Master Schedule Off-campus participation in career and tech courses	Semester Semester Semester
1.12 Improve services for 504 students. • Revise District dyslexia plan and 504 plan. • Provide update training to all campus faculties and staff in District identification procedures and recognizing students with characteristics of dyslexia and/or related disorders. • Provide services through intervention, modifications, and/or accommodations.	Principal Assistant Superintendent Special Education Director (504 Coordinator)	Principals Counselors Teachers Dyslexia Method Name SBLC Local Funds Special Education Funds	Revised 504 Plan Revised Dyslexia Plan Staff Development Calendar Lesson Plans Benchmark Tests	August 2018 Spring 2019 Weekly Campus Schedule

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.13 Address identified needs in the Gifted and Talented (GT) program. • Develop G/T Scope and Sequence. • Continue 30-hour and 6-hour G/T training for all teachers. • Revise District G/T Plan, including G/T matrix. • Align staff development with G/T needs assessment.	Principal Assistant Superintendent Curriculum Director	Local funds SBLC Leader	Staff Development Calendar G/T Scope and Sequence development meetings Data verification	As scheduled Monthly Fall 2018

1.14 Address identified needs in the Special Education program.
 	
• Identify areas of needs from the 5 CAP components:
  o Initial Evaluations
  o Re-evaluations
  o Least Restrictive Environment (LRE)
  o Related Services
  o Transition
• Expand the implementation of the Life Skills curriculum for students with disabilities where appropriate.
• Expand transition services and options for students by working with and accessing community resources.
• Provide options for behaviorally challenged students to learn appropriate behaviors in the least-restricted environment (LRE).
	Principal
	
	Special Ed. Director
		Principals
		
		Special Ed. teachers
		
		Diagnosticians
		
		SBLC
		
		Special Education funds
		
		Community Resources (i.e., Rehabilitation Commission, Work Force)
		
		Special Ed. funds (state)
		
		Special Ed. funds (federal)
			Lesson Plans
			
			IEPs
			
			Staff development calendar
			
			Benchmark tests
				Weekly
				
				6 weeks
				
				As scheduled
				
				Campus scheduled

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.15 Recruit, attract, and retain highly qualified staff. • Ensure that paraprofessionals meet requirements of 2 years of college, 48 college hours, or pass a district-approved proficiency test to serve as instructional aides. • Use motivational activities throughout the school year to ensure the well being of the faculty and staff members. • Recognize teachers/staff before the 2nd Board Meeting for outstanding achievement, accomplishments, and perfect attendance. • Post all professional job openings by district website, direct mail, or fax to university placement centers. • Placement of student teachers • Praxis Reimbursement • Course Reimbursement for certification	Principal Assistant Superintendent Personnel Director	Job Fairs Title I, Part A funds Title II, Part A funds Local funds	Recruitment Logs Job postings Telephone log Paraprofessional training (agendas, certificates of completion) Number of certified teaches	Fall 2018 Spring 2019 As needed Monthly Summer 2019

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.16 Provide high quality staff development. • Alternative certification coursework • Cross training of other staff members • PRAXIS coursework and fees • Curriculum in the four core areas • Vertical teaming • Alignment of District and Campus Plans • Classroom environments conducive to learning • Grade level and department meetings • Integration of technology • Involvement of parents to help their children learn to meet high standards • Manipulatives to teach concepts • Use of technology to access data and to develop curricula and instructional materials • Use of technology to enable teachers to use the internet and other technology to communicate with parents and school personnel • Research-based strategies to meet the diverse needs of students • Working with diverse populations and eliminating gender bias	Principal Assistant Superintendent Curriculum Director	Principals Contracted Consultants Area Network Team Title I, Part A Funds Title II, Part A Funds Striving Readers Comprehensive Literacy (SRCL) Grant	Staff development calendar Training sessions (agendas, attendance, evaluations, certificates)	As scheduled As scheduled
1.17 Provide innovative programs/strategies supported by Title V funds. • Spanish Teacher (FPHS) • Supplies and materials • Staff development	Principal Assistant Superintendent Curriculum Director Federal Programs Director	Principals Teachers Title V Innovative Funds	Purchase orders and invoices Staff Development agendas and attendance	Monthly As scheduled Semester

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.18 Ensure that Title I Schoolwide Plans include the following components • Comprehensive Needs Assessment • Reform Strategies • Quality Professional Development • Parental Involvement • Early School Transition Activities • Teacher Use of Assessments or Principals/Teachers Making Assessment Decisions • Timely Assistance/Early Intervention • Coordination of Local, State, and Federal Services/Funds	Principal Assistant Superintendent Curriculum Director Federal Programs Director	Title I, Part A Funds Title IV Funds Title II, Part A Funds Title V Funds Schoolwide Planning Committee	Schoolwide Plan Evaluation	Monthly
1.19 Implement a Comprehensive Guidance Plan Provide educational planning and career information at all levels. • Implement Character Education • Update the District Guidance/Counseling Plan.	Principal Assistant Superintendent Special Education Director	Assistant Superintendent Principals Counselors	Counselors' Logs Updated Guidance/Counseling Plan	Daily Spring 2019
1.20 Integrate technology throughout the instructional program at all grade levels and in all subject areas. • Staff development for Principals/Teachers • Integrate Compass Learning software with instructional program • Replace computers on a 3-year cycle. • Remediation and enrichment software programs.	Principal Assistant Superintendent District Technology Supervisor Curriculum Director	Title I, Part A Funds	Staff Development Calendar Lesson Plans Computer Lab Logs	As scheduled Weekly Daily

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.21 Increase the number of graduates taking the ACT. (State standard: 100%). **Improve the percentage of students scoring at or above the state standard of 21 on ACT.** • Counsel students to take college entrance exams and college credit courses through dual-credit and concurrent enrollment. • Continue Pre-AP, AP open enrollment policy at GP-HS/JH • Encourage students in all subgroups to enroll in Pre-AP courses at grades 7-10.	Principal Assistant Superintendent	Principal Counselors AP Teachers Library/Counseling Office Materials	ACT Test Registration Circulation Records	As scheduled Monthly Circulation Records
1.22 Improve student attendance to achieve state standards. • Provide attendance incentives for students and campuses with outstanding attendance records. • Provide electronic attendance for teachers with software	Principal Assistant Superintendent Supervisor of Child Welfare & Attendance	Local Funds Campus Activity Funds	Average Daily Attendance (ADA) Reports Parent Contacts Awards Programs	Weekly Daily As scheduled
1.23 Implement dropout prevention strategies. • Implement credit-recovery program. • Implement grade recovery program. • Provide homebound services. • Identify and monitor homeless students. • Identify and monitor foster care students. • Provide parenting skills. • HiSET Program (GED) & Delta Community College	Principal Assistant Superintendent Child Welfare & Attendance Point of Contact (POC) Federal Programs Director (Homeless Liaison)	JPAMS (Homeless codes) (Foster Care codes) Summer School Homebound Teacher Title I funds	ADA Reports Homeless & Foster Care Student Charts for Attendance and Grades Homebound Log JPAMS records HiSET completion	Monthly 6 weeks Semester 6 weeks Spring 2019

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
1.24 Implement the District Technology Plan • JCampus for attendance accounting and grading in grades 1-12 • Integrate technology into the instructional program. • Designate and train campus technology leaders to assist other faculty and staff.	Principal Assistant Superintendent Technology Supervisor	Local Funds District Technology Staff	Attendance and report card records Computer software and hardware inventories Lesson Plans Principal Walk-Throughs COMPASS Evaluations	Six weeks Semester Weekly Weekly Semester

Goal 2
Parents, community members and educators at Franklin Parish School District will be active partners in the education of our students.

Performance Objective:

Increase parent and community involvement by 10% from 50% in 2019 to 60% in 2020.

Summative Evaluations:
Attendance rosters, Campus Website, Parent/Community Involvement Rate

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
2.1 Issue and maintain School-Parent Compacts for every student on the campus.	Principal Federal Programs Director	Principal Teachers Parents	Random monitoring	Semester
2.2 Provide opportunities for parental involvement. • Schoolwide Planning Committee • Safe and Drug-Free Schools Committee • Title I Parent Expo	Principal Assistant Superintendent Curriculum Director	Title I Parent Involvement Funds Parent Centers	Agendas and Attendance Records	Semester
2.3 Promote business/community involvement. • Red Ribbon Week Activities • District Planning Committee • Safe and Drug Free Schools Committee	Principal Assistant Superintendent Curriculum Director	Principal Title IV Funds Local Funds	Agendas and Attendance Records	Semester

Improve communication with all stakeholders. • Maintain and improve district and campus websites to distribute timely information. • Provide materials in an understandable format and in the parents' primary language. • Develop and distribute a district brochure. • Provides individual student academic assessment results in the parents' primary language, including an interpretation of the test results.	Principal Technology Director Curriculum Director Administrative Assistant to Superintendent	Website	Dissemination of Materials and Information	Monthly As scheduled
2.4 Provide parent training sessions on each campus.	Principal	Counselors/Teachers	Agendas and Attendance Records	As scheduled

Goal 3
Franklin Parish School District will have a safe, orderly environment that promotes successful student learning.

Performance Objective:

- Discipline referrals will decrease from 1341 in 2019 to 1207 in 2020.
- Students assigned to In-School Suspension will decrease from 250 in 2019 to 225 in 2020.
- Students assigned to Horace G. White Alternative Center will decrease from 39 in 2019 to 35 in 2020.
- Tobacco, alcohol, and other drug offenses will decrease from 25 in 2019 to 22 in 2020.
- Incidents of violence will decrease from 42 in 2019 to 38 in 2020.

Summative Evaluations:
Discipline Referrals, Incident Reports, Alternative Education referrals (ISS, HG White), SDFSC Annual Program Evaluation

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES
3.1 Implement the Crisis Management Plan. • Conflict Resolution • Suicide Prevention • Violence Prevention • Terrorist Threats • Bomb Threats	Principal	Principal Counselors Title IV funds	Drills Incident Reports Chart of Drills	As scheduled As needed Monthly
3.2 Train faculty, staff, and students on expectations for crisis drills; then conduct drills on a regularly scheduled basis: • Fire drills • Disaster drills • Terroristic threat drills.	Principal	Principal Faculty and Staff	Activity logs for each drill	Monthly
3.3 Provide Alternative Education Program for grades 5-12 at Horace G. White Learning Center. • Personnel • Computer Software • Staff Development • Supplies • Substitute teachers • Curriculum	Coordinator Assistant Superintendent Supervisor of Child Welfare & Attendance	Campus Principals Supervisor of Child Welfare & Attendance Local funds	Number of Students Assigned Number of Days Served	Monthly Monthly