

**JOHNSON BAYOU
HIGH SCHOOL**

School Improvement Plan

School Year: 2016-2017

**Cameron Parish
Johnson Bayou High School**

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Introduction

Johnson Bayou High School is located on the shores of the Gulf of Mexico in southwest Louisiana. This small rural community is home to bayous, marshes, wildlife, and coastal living at its finest. The community itself along with the students, parents, teachers, and administrators work diligently to maintain a high quality of education. More recently because of global natural gas expansions, our community has grown in population. This growth has brought in families and community members from around the world. This expansion will allow our students to attain local job opportunities that were not available just five years ago. We at Johnson Bayou High School feel morally and ethically responsible for providing a high quality education, which will prepare our students for college, citizenship, jobs, life, and the global society, which they are an integral part of today and the future. Joint cooperative efforts of the home, the school, and the community will help us to attain these goals, so that our students are able to maximize their physical, intellectual, and psychological growth. Our school is determined to prepare our students, academically and socially, to meet their present and future needs. We are determined to provide equitable opportunities, through an academically sound curriculum, to all students, so that each student with proper guidance can grow toward fulfilling his/her own personal goals. Johnson Bayou High School hopes to motivate each student to work diligently at maintaining high values as an informed, disciplined, responsible member of society.

Vision, Mission, and Beliefs

Vision Statement

Johnson Bayou High School is committed to excellence in education. We feel it is necessary to provide highly effective teaching and learning experiences designed to meet the individual needs, interest, and abilities for all students. The combined efforts of the students, parents, community, and staff contribute to a learning environment that ensures equitable opportunities for all students to pursue excellence in all endeavors as responsible, productive citizens.

Mission Statement

Provide students with opportunities to achieve excellence.

Beliefs Statement

We the students, parents, community members, and staff of Johnson Bayou High School strongly believe the following:

1. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.
2. Students learn best when they are actively engaged in the learning process.
3. Students' learning needs should be the primary focus of all decisions affecting the work of the school.
4. Students need to apply their learning in meaningful contexts.
5. Technology is a very important part of our curriculum, which ensures that our students will be able to compete in the marketplace. In addition, students will be involved in a one-to-one iPad initiative.
6. A variety of teaching styles and assessment techniques are incorporated in daily lessons to ensure all students' needs are met.
7. A safe and orderly environment promotes student learning.
8. Each student is a valued individual with unique physical, social, emotional and intellectual needs.
9. Students need not only to demonstrate their understanding of essential knowledge and skills, but also to be actively involved in solving problems and producing quality work.

Goals

Goal 1: To improve school performance score (SPS).

Rationale Statement: Mathematics is a weakness in most areas at Johnson Bayou High School. Teachers are utilizing the Louisiana Believes website in addition to Eureka Math to increase mastery of the standards. The Louisiana Believes website includes resources such as student standards for Math, student standards by domain, teacher companion documents, remediation guides, crosswalks for each grade level, rigor and focus documents, Eureka guides, and sample year plans. Eureka Math is the only tier 1 program recognized by the Louisiana Department of Education. English Language Arts is our school's strength, however we feel that it is essential to continually improve and focus our attention on both core content classes.

Measurable Objective 1:

By the end of the 2016-2017 school year, the school performance score as measured by the 3rd-8th LEAP/iLEAP assessments and high school EOC assessments, will meet or exceed 96.4. In the 2015-2016 school year, the school performance score was 95.6.

Strategy 1:

Ensure high quality curriculum and instructional strategies are being utilized in Math and English Language Arts classrooms.

- Provide teachers with on-going support for successful implementation of the Louisiana State Standards in Math and English Language Arts.
- Provide teachers with relevant professional development opportunities that highlight best practices in Math and English Language Arts, as well as high quality Math and English Language Arts instruction.
- Provide mentoring and coaching opportunities for teachers struggling with implementation of the Math and English Language Arts curriculum and instructional strategies.

Research Cited:

[Louisiana Believes \(LDoE\)](#)

[Teacher Support Tool Box](#)

[Louisiana Standards](#)

[K-12 Math Crosswalk](#)

[K-12 English Crosswalk](#)

Activities:

Activity: Provide Support	<ul style="list-style-type: none">• Facilitate PLCs that will help teachers to become more knowledgeable and to gain a better understanding of the rigor of Louisiana Math and English Language Arts Standards, of what they mean, and of what the instruction should look like to successfully meet the standards.• Provide on-going support to teachers who struggle with teaching Eureka Math and Guidebooks 2.0.• Help teachers to locate supplemental materials that meet the rigor of the standards.• Help teachers to define where gaps in learning have occurred and to develop ways to bridge those gaps, such as through helping teachers with the development of a math intervention program and maintain english language arts intervention program.
Activity Type:	Academic Support Program
Begin Date:	September 2016
End Date:	May 2017
Source of Funding:	General
Staff Responsible:	Brenda Sanders

Goal 2: To improve proficiency in high school End of Course Algebra I and Geometry assessments.

Rationale Statement: All areas of Algebra I and Geometry will be targeted. Eureka Math is the only Tier I math program in the state. The district has purchased the program so every teacher has the resources needed in order to implement the program. However, it is only partially implemented at the high school level because there are many gaps in the program. The district also has Accelerated Math, Study Island, and Glencoe Math that is used to supplement the Eureka Math.

Measurable Objective 1:

By the end of the 2017-2018 school year, the Algebra I and Geometry score as measured by the Algebra I and Geometry EOC assessments, will meet or exceed 40.3. In the 2015-2016 school year, the Algebra I and Geometry EOC scores were both 33.3.

Strategy 1:

Ensure high quality curriculum and instructional strategies are being utilized in Math classrooms.

- Provide teachers with on-going support for successful implementation of the Louisiana State Standards in Algebra I and Geometry.
- Provide teachers with relevant professional development opportunities that highlight best practices in Math and high quality instruction.
- Provide mentoring and coaching opportunities for teachers struggling with implementation of the Math curriculum and instructional strategies.

Research Cited:

[Louisiana Believes \(LDoE\)](#)

[Teacher Support Tool Box](#)

[Louisiana Standards](#)

[K-12 Math Crosswalk](#)

[Study Island](#)

[Accelerated Math](#)

Activities:

Activity: Provide Support	• Facilitate PLCs that will help teachers to become more knowledgeable and to gain a better understanding of the rigor of Louisiana Math Standards, of what they mean, and of what the instruction should look like to successfully meet the
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	standards. <ul style="list-style-type: none"> • Provide ongoing support to teachers who struggle with teaching Eureka Math. • Help teachers to locate supplemental materials that meet the rigor of the standards. • Help teachers to define where gaps in learning have occurred and to develop ways to bridge those gaps, such as through helping teachers with the development of a math intervention program.
Activity Type:	Academic Support Program
Begin Date:	March 2017
End Date:	May 2018
Source of Funding:	General
Staff Responsible:	Brenda Sanders

Additional Requirements

Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

Comprehensive needs assessment is based on information, which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as well as the results of the school surveys of staff, teachers, students, and community stakeholders.

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

Curriculum is aligned with State Comprehensive Curricula and the Grade Level Expectations. Teachers' lessons must reflect SCC and the GLEs. **CRAGS (Curriculum Resource Alignment Guides)** were developed by grade level and subject level teachers throughout the parish, along with a suggested timeline for teaching the Louisiana State Standards. After the LEAP and EOC results are received, the curriculum is revised to address weaknesses.

2. Describe how decisions about curriculum, instruction and assessment are made at this school and how all stakeholders are involved in the process.

Student data from DIBELS, LEAP, EOC, STAR Math, STAR Reading, and District Common Assessments are examined from a range of two to six weeks to determine

student progress. Data meetings are held monthly to review interventions and track high-risk students. All teachers, administrators, central office supervisors, review this data to determine the course of action. Letters, progress reports, Parent Command Center, student mentor programs, progress reports, and nine-week report cards then are sent home to inform parents.

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Alternative measures of assessment used are DIBELS, Accelerated Math, Accelerated Reader, Study Island, District Common Assessments, and teacher developed tests. Students are tested using these programs to determine their skill level and retested every two to three weeks to monitor student progress.

Students are pre-tested at the beginning of the year and then retested at mid-term and again at the end of the year using District Common Assessments.

Progress is monitored using DIBELS, and kindergarten through fifth grade students are tested every three weeks. Then students are placed in their intervention groups (RTI) based on the results of their DIBELS scores.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

All students and teachers have access to iPads with the one-to-one initiative by the parish. All classrooms have interactive white boards. Monthly to Bi-Monthly our technology coordinator hosts an afterschool technology training. He presents applications (apps), web 2.0 tools, and new technologies to the staff that can be directly aligned with our current curriculum. The coordinator monitors and provides additional resources and strategies teachers can implement based on individual classroom needs.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The Trend Data Calculator is updated annually and data is reviewed, analyzed, and tracked to reflect changes in student progress based on state mandated tests (LEAP and EOC) The SIP will be updated and reviewed annually based on information and data reviewed.

2. Describe how school and student information and progress will be shared with all stakeholders in a language that they can understand.

Student Progress Reports (every 4 ½ weeks), Report Cards (every nine weeks), Parent nights (Open House, Meet and Greet, Informational meetings), IEPs & IAPs/for special student populations, Parent Command Center, Annual School Report Card, Cameron Pilot/Southwest Daily News/Lake Charles American Press (Academic/Extra Curricular Achievements)

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies, and Activities included in the school improvement plan. School board members, school building administrators, teachers, and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the district's school improvement plans.

All Johnson Bayou High School stakeholders are provided the opportunity to review, discuss, make suggestions, and encouraged to participate in all School Improvement endeavors. Surveys are conducted to establish goals and objectives for Johnson Bayou High School. Community members are invited to attend events at the school, invited to attend health meetings, Pupil Progression Annual meeting, and school board meetings.

Assurances

1. Literacy and math are tested annually in grades 3-11:

Assessment Legislature

- Yes
 No

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this).

- Yes

Provide link if available:

[School Report Cards](#)

- No

Educational Development Plan

1. Our school has the 8th grade parent/state approved Individual Graduation Plans (IGPs) on file.

Yes

No

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Yes

No

Health and Safety

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary – whether you’ve completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our school has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

No written policy

Written policy, but not fully implemented

Written policy, fully implemented

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Yes

No

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Yes

No

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Yes

No

5. Our school has taken action on the Louisiana State Department of Education Policy on Comprehensive School Health Education.

No action taken

Reviewed policy, but not yet adopted

Adopted policy, but not fully implemented

Adopted policy, fully implemented

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Yes

No

7. The health education curriculum used in our school is the Louisiana Physical Education Comprehensive Curriculum.

Yes

No, but use a health education curriculum

No, do not use a health education curriculum

8. The health education curriculum used in our school involves student interaction with their families and their community.

- Yes
- No

9. Our school has taken action on the President's Physical Fitness Program.

- No action taken
- Reviewed policy, but not yet adopted
- Adopted policy, but not fully implemented
- Adopted policy, fully implemented

10. At our school, physical education teachers annually participate in professional development specific to physical education.

- Yes
- No

11. The physical education curriculum used in our school is:

- Louisiana Comprehensive Curriculum
- President's Physical Fitness Program
- No curriculum

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

- Yes
- No

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

- 150 minutes or more at elementary level, 225 minutes or more at middle/high level
- 91-149 minutes at elementary level, 136-224 minutes at middle/high level
- 60-90 minutes at elementary level, 106-135 minutes at middle/high level
- 59 minutes or less at elementary level, 105 minutes or less at middle/high level

14. Our school has taken action on the Louisiana State Department of Education Policy on Nutrition Standards.

- No action taken
- Reviewed policy, but not yet adopted
- Adopted policy, but not fully implemented
- Adopted policy, fully implemented

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

- Yes
- No

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

- Yes
- No

17. During the past 12 months, our school has followed DOE regulations and guidelines issued by the Pennington Biomedical Research Center in Baton Rouge, Louisiana, to help evaluate/improve school meals or foods offered in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

- Yes
- No

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending.

- Yes
- No

19. Our school has a health services provider or school nurse accessible to students.

- Yes, we have a health services provider or school nurse for every 650 students
- Yes, but we do not have a health services provider or school nurse for every 650 students
- No

20. Our school has a written policy on school safety that involves SHAC – School Health Advisory Council, Crisis Management, and stakeholders in collaborative efforts to help ensure a safe school environment.

- No written policy
- Written policy, but not fully implemented
- Written policy, fully implemented

21. Our school has a system in place for collecting relevant student medical information.

- Yes
- No

22. Our school has taken action on the Louisiana State Department of Education Positive Behavior Support Policy.

- No action taken
- Reviewed policy, but not yet adopted
- Adopted policy, but not fully implemented
- Adopted policy, fully implemented

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

- Yes
- No

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer-to-peer aggression.

- Yes
- No

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer-to-peer aggression.
- Yes
 No
26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.
- Yes
 No
27. Our school's mission statement includes the support of employee health and safety.
- Yes
 No
28. During the past year, our district supported staff participation in health promotion programs by having a budget for staff health promotion.
- Yes
 No
29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.
- Yes
 No
30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.
- No written policy
 Written policy, but not fully implemented
 Written policy, fully implemented

31. Our district has a parent education program.

- Yes-Adult GED classes parishwide, Adult Educ at Grand Lake School
- No

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

- Yes-SHAC – School Health Advisory Council includes parents
- No

33. During non-school hours, the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

- Access to all indoor facilities
- Access to some indoor facilities
- Access to no indoor facilities

Stakeholders

List the names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Brenda	Sanders	Principal	brenda_sanders@camsch.org
Mr.	Glenn	Duhon	Assistant Principal	glenn_duhon@camsch.org
Ms.	Andria	Monceaux	Interventionist/Parent	andria_monceaux@camsch.org
Mr.	Andrew	Monceaux	Teacher/Parent	andrew_monceaux@camsch.org
Mr.	Blair	Jinks	Teacher	blair_jinks@camsch.org
Mrs.			Parent	
			Student	

Statement of Non-Discrimination

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to

discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information:

Institutions are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Contact Name	Brenda Sanders
Position	Principal
Address	6304 Gulf Beach Highway Cameron, La 70631
Phone Number	(337) 569-2138

References

- Title VI of the Civil Rights Act of 1964
- Section 504 of the Rehabilitation Act of 1973
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen Prohibits Discrimination Against Religion