

Mandeville Junior High
7th and 8th Grades
Mary Ann Cucchiara
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

COMPREHENSIVE NEEDS ASSESSMENT

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
MJH currently offers 9 classes for Carnegie Units	1	Master Schedule
7 th grade ELA scores show growth	2	SPS Scores
Parental Involvement	3	PTA Membership Report
	4	
	5	

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Student readiness for technology based testing	1	Teacher input
Scores have declined in math, science and social studies	2	School data analysis report
Students with disabilities have low scores and large gap	3	SPS subgroup score
Black and Hispanic students have large gaps in scores	4	SPS subgroup score
	5	

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1Provide professional development on differentiated instruction.
2Teachers provide opportunities for students to test electronically.
3Increase communication with feeder schools (grade 6 and 9) for vertical alignment of curriculum.
4Create a test bank in core subject areas with rigorous questions that mirror state assessments.
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2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

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3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 88%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<p><u>Professional Development:</u></p> <p>WOW-Participation in district WOW meetings and relaying the material back to the faculty in meetings. Topics addressed at the meetings include literacy strategies, vocabulary and changes in the curriculum. Needs assessment will be made from school data and surveys. Student engagement is a main goal.</p> <p>PBIS- Monthly PBIS meetings each month. The committee chooses target behaviors based on the data and create and action plan to address those issues. The committee is comprised of a variety of teachers, a parent and administrative representative.</p> <p>Assessments-Professional development to help teachers create weekly assessments that mirror state technology based assessment. Curriculum specialists and the TRT with assist with this.</p> <p>Differentiated instruction- Professional development to help teachers with differentiated instruction. Curriculum specialists and the TRT with assist with this.</p> <p>Department Meetings- Departments will hold monthly departmental meetings to align curriculum and address departmental needs. At the end of the month, the department chairs will meet with the assistant principal and TRT to discuss the meetings and address the needs of each department.</p>	<p>GFF</p>	<p>Supplies for “make and take” activities. Copy materials Supplementary teaching materials Subs</p>

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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>Activity/Strategy</p>	<p>BUDGETS used to support this activity:</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Parental Involvement:</u></p> <p>PTA Meetings- Monthly PTA meetings will be held to discuss ways that the PTA and the school can work together to support all students at MJH.</p> <p>Patriots On Parade- Patriots On Parade, a school-wide celebration of student success, will be held in the spring. This will allow all stakeholders to see student successes.</p> <p>TeacherWeb- Teachers will improve communication with parents via Website. All teachers will have a TeacherWeb Site and keep the site updated.</p> <p>Student Progress Center- Teachers will improve communication with parents via the Student Progress Center. All teachers will have an online grade book and enter grades in a timely manner.</p> <p>Electronic Communication- The school will provide information to parents through various mediums including the school's Website, Robocalls and PTA NewsFlash and newsletters.</p> <p>Act 436 Compliance- The school will provide access to the Guaranteed Curriculum in accordance to compliance with ACT 436. Parents will be reminded of this several times throughout the school year. Examples of such notifications, a link to the Guaranteed Curriculum will be placed on the school's Website, in the PTA newsletter, parents will be reminded at PTA meetings, Open House, 6th Grade Parent Night and New Student Orientation.</p>	<p>PTA Funds GFF</p>	<p>Copy materials Decorations Paper for advertising School license for TeacherWeb Paper for newsletter Printing supplies-GFF Postage-</p>

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<p><i>The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail.</i></p> <p><i>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</i></p>		
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<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school? Be sure to list at least one for incoming and one for outgoing students.</p>		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<p><u>Transition Activities:</u></p> <p><i>Incoming Students</i> The 7th grade teachers will meet with the 6th grade teachers from the main feeder school, Tchefuncte Middle School, to discuss strategies to support all incoming 7th grade students.</p> <p><i>Outgoing Students-</i> The 8th grade teachers will meet with the 9th grade teachers from Mandeville High to discuss strategies to support all outgoing 8th grade students to transition to high school.</p> <p><i>Outgoing Students-</i> The 8th grade special education teachers will meet with the 9th grade special education teachers from Mandeville High to help schedule the students who will be Freshman the next year.</p>	<p>Title II</p>	<p>Subs provided for participating teachers</p>

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<p><u>Use of Academic Assessments:</u></p> <p><i>Rosters-</i> All core subject teachers are provided with a complete roster of test scores broken down by strand so that they may analyze test scores and be able to focus on student weaknesses. This information is available on JPAMS.</p> <p><i>Department Meetings-</i> Departments will meet monthly and include the discussion of the use of academic assessments. A STPSB curriculum specialist will be in attendance for at least one meeting to aid in the discussion. Department chairs will meet monthly with the Assistant Principal and TRT to discuss the monthly meetings.</p> <p><i>SLT Tests-</i> Teachers will use their pretest and mid-mastery SLT test results to make decisions about lessons.</p>	<p>GFF</p> <p>Copy materials</p>	

9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<p><u>Mental Health Providers</u></p> <p>MHP: Due to the transient and often unstable environments that many of Mandeville Junior High students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Mandeville Junior High) will monitor implementation of the MHP program. Due</p>		

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<p>to the confidential nature of student involvement in the MHP program, Mandeville Junior High will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur. The Guidance Counselor will monitor implementation of the MHP program. Students will be referred to the MHP through the SAT process and receive services based on the recommendation of the SAT Committee. Due to the confidential nature of student involvement in the MHP program, the schools' Guidance Counselor will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of student data will occur.</p>		
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> PBIS- The PBIS Committee meets monthly and reviews trends in student discipline data. The committee chooses target behaviors based on the data and create and action plan to address those issues. Some programs to target specific areas are the following: Tier 1- TOT and EXCEL -The TOT and EXCEL programs are both designed to reduce student absenteeism. The TOT program is for Teens On Time and promotes being at school on time by rewarding students with zero to-school tardies. The EXCEL program rewards students with zero missed instructional minutes. Patriot Bucks – Patriot Bucks are the school's token reward system to reward good behavior. The students earn Patriot Bucks by displaying good behavior and the students redeem the bucks for tangible rewards.</p>	<p>PTA Funds GFF</p>	<p>Paper supplies. Rewards for PBIS incentives and rewards.</p>

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<p>Positive Behavior Referral- Teachers can recognize students who go above and beyond and should be recognized for outstanding behavior using the Positive Behavior Referral.</p> <p>Tier 2-</p> <p>Prepared Patriots- Struggling students who are recommended by teachers or have parents request assistance can be placed in the Prepared Patriots Program, which is the PBIS Check In/Check Out Program.</p>		
<p><u>Instructional Program Enhancements</u></p> <p>Paraprofessionals are utilized throughout the special education department in numerous ways. The TLC lab is staffed by a paraprofessional full time. Classes with a large population of special education students will sometimes have a para to assist the regular education teacher.</p>		
<p><u>Technology Resources and Personnel:</u></p> <p><u>General Technology</u></p> <p>Technology is utilized to increase student engagement. All core teachers have Promethean Boards in their classrooms. There are three sets of ActivExpressions and one set of ActivVotes that are available for checkout in the library. There are numerous flip cameras as well. There are four computer labs available for scheduling. Each lab is outfitted with 32 student computers and 1 teacher computer.</p> <p><u>Technology Personnel</u></p> <p>TRT: The school’s Technology Resource Teacher will monitor purchases that will aid in the delivery of the curriculum. A systematic way to report and correct technology issues and provide technical support will be implemented. The TRT will provide professional development on topics based on the faculty and staff needs.</p> <p><u>Technology Interventions/Progress Monitoring</u></p> <p>ACHIEVE 3000- The ACHIEVE 3000 software program is designed to support struggling readers. Students identified by standardized test scores from the previous year showing Below Basic in Reading or Below Basic in ELA are invited to use the online</p>	<p>GFF</p>	<p>Technology to prepare for upcoming state mandated online testing.</p> <p>Technology support Paraprofessional</p>

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based program during or after school. There are teachers who are trained in Achieve 3000 who monitor their progress in the program. Students who participate in Achieve 3000 receive data on student progress through the program. Progress is monitored by a teacher.

ALEKs- The ALEKs software program is designed to support students with gaps in knowledge. Students identified by standardized test scores from the previous year showing Below Basic in math are invited to use the online based program during or after school.

Students who participate in ALEKs receive extensive data on student progress through the program. Progress is monitored by a teacher.

FAST FORWARD- Fast Forward is an elective class offered to students identified with language deficits. Students use this computer-based program to increase literacy skills.

Students who participate in Fast Forward receive extensive data on student progress through the program. Progress is monitored by a teacher.

Read & Write Gold- This is a computer based program that offers text to speech functions and includes a customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. This program is available to all students as part as a district wide initiative.

Reflex Math-The Reflex Math is an online program is designed to support students with math fluency. The program focuses on basic math computation. Students who have calculator as an accommodation are required to participate as an RTI.

Students who participate in Reflex Math receive data on student progress through the program. Progress is monitored by a teacher.

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<p>TLC Lab- The TLC is a bank of 10 computers used to assure students with an IEP or IAP receive their accommodations. All computers are equipped with Read & Write Gold to assist with literacy mapping, small group and tests read aloud. A paraprofessional is assigned to the room to assist students who go to the TLC lab for assistance.</p>		
<p><u>Special Education Program Design</u> This year we have a large population of moderate students who need additional support and would be unsuccessful in the regular education setting. Therefore three of the special education teachers are devoted to resource classes for math, ELA and social studies. There are two teachers who teach Reduced Numbers Class. There are two teachers for self-contained; one class is for moderate and one class is severe.</p>		
<p><u>Student Assistance Team (SAT):</u> When a parent or teacher is concerned about a student's progress, the SAT process is begun. The teacher begins with a parent conference. The teacher tries various interventions and some paperwork to track progress. The SAT Committee (which meets weekly) contacts the parents and places some RTIs in place that are appropriate for that student. Several meetings are dedicated to meeting about the student some with the parents present. A diagnostician completes academic testing. These results are shared with the parent and a determination of eligibility for services is made.</p>		
<p><u>Classroom Size Reduction Teachers</u> Classroom Size Reduction Teachers YES Class- The YES class is a self-contained regular education class for 8th students who are struggling, but do not qualify for special education services. The class size is limited to 15 students. Students are identified through teacher and SAT recommendation based on</p>		
<p><u>Other Programs</u> Test Prep Elective and Study Skills- Test Prep Elective is an elective class offered to students identified with low scores on standardized tests. Basic skills are addressed in this class. Students</p>		

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<p>who are enrolled in Test Prep participate in Achieve 3000 and ALEKs.</p> <p>Project Read- 504 students with a diagnosis with Dyslexia are required to participate in this research based multi-sensory program a minimum of 2 hours each week. Teachers trained in this program will provide this service.</p>		
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10. COORDINATION OF PROGRAMS		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. 	<p>GFF IDEA Title I Title III</p>	

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
Activity/Strategy	BUDGETS used to support this activity:	Item(s) to be purchased to support this activity:
<p>Selected teacher leaders were selected to serve on the School Improvement Committee. These leaders included department chairs, Design Team Members, the Assistant Principal and TRT. The committee met and reviewed data from the Data Analysis Report provided by STPSB.</p>	<p>Title II</p>	
<p>The School Improvement Plan is available for viewing by visiting the school directory on the STPSB Website.</p>		