

**Mandeville Middle School**  
**Fourth – Sixth Grade**  
**Mary Hart, Principal**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
ELA is increasing whole school	1	School Data Analysis
6 <sup>th</sup> grade is highest in Science and SS	2	School Data Analysis
Maintaining a 0% expulsion rate. Low % (<5%) rate of suspensions	3	School Data Analysis
Asians and Whites highest subgroups	4	School Data Analysis
4 <sup>th</sup> Grade overall is increasing with exception of Math	5	School Data Analysis

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
Math as whole school in decline	1	School Data Analysis
5 <sup>th</sup> grade is consistently in decline all subjects	2	School Data Analysis
Overall suspension rate is increasing	3	School Data Analysis
SWD, Blacks are lowest subgroups	4	School Data Analysis
Science has the lowest scores last three years	5	School Data Analysis

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 Improve Math scores and decrease achievement gap
2 Improve 5 <sup>th</sup> grade scores in all subject areas
3 Decrease suspension rate through the PBIS program
4 Increase subgroup performance in all subject areas
5 Improve Science scores

**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 \_\_\_\_91%\_\_\_\_

- 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.

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>Professional Learning Communities (PLCs)</u></b></p> <ul style="list-style-type: none"> <li>•Principal, Assistant Principal, TRT, Teachers</li> <li>•Curriculum Specialists (as needed)</li> <li>•Guest Presenters (as needed)</li> </ul> <p>Teachers plan Common Formal Assessments (CFA), analyze data from the completed CFAs and plan intervention strategies for students who need additional support. Teachers meet weekly for collaboration to plan engaging lessons for their students.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Stipends</li> <li>•Copies</li> <li>•Materials</li> <li>•Stipends</li> </ul>
<p><i>If you have an <b><u>Instructional Coach</u></b>, describe in detail her duties and responsibilities</i></p> <p>N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ SRCL          ___ IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state-mandated trainings</li> <li>•Parish required PD days – Record Keeping days</li> <li>•After-school and district sponsored professional development</li> <li>•Leadership Meetings</li> <li>•New Teacher Meetings</li> <li>•Grade-Level Meetings</li> <li>•Learning Walks</li> <li>•Visits to other schools</li> <li>•Guaranteed Curriculum Review</li> <li>•Teacher Surveys</li> <li>•SPED Team Meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Office Supplies</li> <li>•Stipends</li> <li>• Books- book study</li> <li>• Stipends</li> </ul>

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**2015-2016**

<ul style="list-style-type: none"> <li>•Book Study</li> <li>•Assistive Technology Core Team Meetings</li> <li>•Mentor program for new teachers</li> <li>•BOOST workshops for new teachers</li> <li>•TRT presents updates on curriculum and standardized testing</li> </ul>	
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

<p><b>6. PARENTAL INVOLVEMENT:</b> 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>		
<ul style="list-style-type: none"> <li>◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</li> <li>•Parents receive weekly updates regarding curriculum and assessment through the teachers' websites and newsletters.</li> <li>•Teachers hold parent conferences to discuss individual student progress and proficiency levels.</li> <li>•A quarterly newsletter, sponsored by the PTA, contains current curriculum information for each grade level. This newsletter is published on the Mandeville Middle website.</li> <li>•Parents are also invited to attend curriculum night events held throughout the school year.</li> <li>◆ Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents.</li> <li>•SAT meetings</li> <li>•TAT meetings</li> <li>•504 meetings</li> <li>•IEP meetings</li> <li>•Parent Conferences</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I</p> <p><u> x </u> GFF</p> <p>___ SRCL</p> <p>___ Title II</p> <p>___ LA4</p> <p>___ IDEA</p> <p>___ Title III</p> <p>___ Bond Money</p> <p><u> x </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>•TeacherWeb subscription for all teachers</li> <li>•Office Supplies</li> <li>•Materials</li> </ul>

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**2015-2016**

<ul style="list-style-type: none"> <li>•PTA Meetings</li> <li>•QAR Meeting</li>   <li>◆List specific school events that include parent involvement and training activities. <ul style="list-style-type: none"> <li>•Open House</li> <li>•Back to School Stop and Drop</li> <li>•Curriculum Nights</li> <li>•PTA Volunteer Tea</li> <li>•Monthly Food Drives</li> <li>•Student of the Month Breakfasts - monthly</li> <li>•Pizza with Dad</li> <li>•Ability Awareness Day</li> <li>•PBIS Celebrations – held quarterly</li> <li>•Harvest Hullabaloo Night Event</li> <li>•Field Day</li> <li>•Veterans Day Breakfast</li> <li>•Grandparents Day</li> <li>•Schoolwide Book Fair</li> <li>•Junior Achievement Day</li> <li>•Mozzarella with Mom</li> <li>•Literacy Night</li> <li>•Teacher Appreciation Week</li> <li>•Holiday and End of Year Band/Chorus performances</li> <li>•Holiday Parties</li> <li>•Parents are invited to volunteer in the school office and at the various events held throughout the school year.</li> </ul> </li>   <li>◆Identify parent communication strategies used at your school. <ul style="list-style-type: none"> <li>•Teachers’ websites</li> <li>•Weekly communication/progress folders</li> <li>•Agendas</li> <li>•Notes from the teacher</li> <li>•Parent Phone Calls</li> <li>•Parent and Teacher Conferences</li> <li>•RoboCalls – administration</li> <li>•Newsletter/website</li> <li>•First Day Packets</li> <li>•Parent Guides for test results</li> </ul> </li> </ul>		
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<p>◆ In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>● Office supplies</li> <li>● Refreshments</li> </ul>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents. 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.</p>	<p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Printing supplies-</li> </ul>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students</p> <ul style="list-style-type: none"> <li>● Feeder School Visits - Spring</li> <li>● Third Grade Saturday</li> <li>● Stop and Drop</li> <li>● Newcomers Celebration</li> <li>● Special Ed transition meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Refreshments</li> <li>● Office Supplies</li> </ul>
<p>Outgoing students</p> <ul style="list-style-type: none"> <li>● Visit to LMJH</li> <li>● Junior High Day</li> <li>● Guidance Counselor presentations regarding transitioning to junior high</li> <li>● Special Ed Transition meetings</li> <li>● Junior High Parent Nights</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Field trip transport via school buses</li> </ul>

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**2015-2016**

<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed.</li> <li>•Teachers have lists of their at-risk students and students on the cusp of achievement levels (above or below). They receive re-rostered scores for the students they taught last year and the current students in their classes.</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Stipends for after school PLC sessions</li> <li>•Office Supplies</li> <li>•Technology programs for intervention support</li> <li>•Refreshments</li> </ul>
<p>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <ul style="list-style-type: none"> <li>•EAGLE Assessments</li> <li>•Accelerated Reader/STAR assessments</li> <li>•Beginning-mid-year-end of year assessments</li> <li>•Guaranteed Curriculum Assessments</li> <li>•Teacher created CFAs</li> <li>•Math Reflex Intervention Program</li> <li>•Achieve 3000 Intervention Program</li> <li>•Unit Pre and Post Tests</li> <li>•Fast Forward</li> <li>•PARCC and LEAP/iLEAP assessment scores</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Technology based programs</li> <li>•Printing/copy supplies</li> <li>•Rewards/incentives for students who reach teacher and/or student created goals</li> </ul>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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**2015-2016**

<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> 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.</p>		
<p><b><u>Mental Health Providers</u></b>  <b>MHP:</b> Due to the transient and often unstable environments that many of Mandeville Middle students experience, a Mental Health Provider will work with students for 15 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 will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, TAT/SAT team 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <ul style="list-style-type: none"> <li>•Quarterly PBIS Celebrations</li> <li>•Seagull positive behavior slips</li> <li>•Student of the Month Breakfast</li> <li>•Principal/Assistant Princ. Award - quarterly</li> <li>•FUN Classes – after school</li> <li>•Amplify/Pride</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          x ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          x ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Refreshments/snacks</li> <li>•Office supplies</li> <li>•Supplies based on specific class (FUN)</li> </ul>
<p><b><u>Instructional Program Enhancements</u></b>          Where applicable discuss how your <b>teachers, paraprofessionals, timesheet employees, tutors, etc.</b> are used to improve the academic performance of lower achieving students.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          x ___ GFF          ___ SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Stipends</li> <li>•Incentives for</li> </ul>

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**2015-2016**

<ul style="list-style-type: none"> <li>•Achieve Club- at-risk 4<sup>th</sup> graders</li> <li>•MAZE</li> <li>•After school Tutoring</li> <li>•Paraprofessionals provide individual and small group support during classroom instruction</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other         </p>	<p style="text-align: center;">students who have met student/teacher created goals</p> <ul style="list-style-type: none"> <li>•Technology based programs</li> <li>•Refreshments</li> </ul>
<p><b><u>Tutoring Programs-Pull out</u></b></p> <ul style="list-style-type: none"> <li>•Students are identified based on the prior year’s test scores, grades and teacher input.</li> <li>•Students are progressed monitored through the TAT/SAT committee and TRT.</li> <li>•Pre assessments results are collected at the beginning of the program. The students are progressed monitored through the school year. End of the year assessment data is collected to measure student progress.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other         </p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Tutoring/Helping Hands-Push-in</u></b></p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other         </p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Technology Resources and Personnel:</u></b></p> <p>Teachers and other personnel will facilitate the use of:          Activeboards, Activotes, ActivExpressions, iPads, computers, printers, laptops, document cameras, and video recorders, Promethean Boards and other technology.</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>•Fast Forward- SPED/IEP decision</li> <li>•Math Reflex – student’s academic math performance</li> <li>•Achieve 3000 – student’s academic reading comprehension performance</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other         </p>	<p>Item(s) to be purchased to support this activity:</p> <p>Update technology as needed throughout the school year</p> <p>Technology-based intervention programs</p>

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<p><b><u>Special Education Program Design</u></b>  Data shows that our SWD scores continue to decrease. Because of this, we have started a co-teaching model in 4<sup>th</sup> grade. Our Moderate – Moderate/Severe population is growing each year.  Our Special Education department consists of the following:  Co-Teaching Model in 4<sup>th</sup> grade  Resource classes in 5<sup>th</sup> and 6<sup>th</sup> grade  Inclusion classrooms in all three grades  Moderate class – approximately 5 students  Moderate/Severe class – approximately 7 students</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Student Assistance Team (SAT):</u></b>  Our SAT team meets once per week, usually on Wednesdays, to support teachers, students and families with any student concerns. The Team provides research-based interventions, additional assistance, referrals, and screenings as need to support the students’ and teachers’ needs.</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:   Office and copy supplies</p>
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable) Title I or Title II  State grade and how data supports this decision for this position and how it will be utilized to address student needs.   N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Add additional activities implemented to address students experiencing difficulties as needed.</p>		

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<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•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.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<b><u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u></b>		
<p><i>The SIP Committee</i></p> <p>The MMS SIP Committee meets and discusses school programs implemented, as outlined in the school improvement plan, to determine effectiveness and to assist in planning for the upcoming school year. The committee analyzes school data to determine areas of strengths and weaknesses in student performance. The committee sets a plan of action to help strengthen the areas of weakness.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>The results of the SIP assessment is reported to the faculty during a faculty meeting. Parents will be reported the results in the PTA newsletter and during the PTA board meeting.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>