

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Mandeville Elementary



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Over the years 12-13 to 15-16, Second grade had highest percentage of Benchmark from Fall to Spring by at least 1% as measured by DIBELS.	Three out of five years, second grade has the highest percentage of At Risk by at least 2% as measured by DIBELS.
The CRT Assessment Index Score has increased from 2012-2013 to 2015-16 by 5.4 points to 105.4.	For the 2016-17 year, the CRT Assessment Index dropped 2.3 points from 105.4 to 103.1.
Over the past 5 years, the ELA Index has increased 6.1 points.	The Science Index has shown a 4.4 point decrease for the last two years.
Math - highest subclaims are Major Content (81% proficient) and Expressing Mathematical Reasoning (82% proficient).	ELA - lowest subclaim is Written Expression (77% proficient)
Four of the last five years, Math has had the highest CRT index by at least 1.9 points.	Four of the last five years, the Social Studies Index has had the lowest CRT index by at least 0.2 points.
ELA - 4 of the last 5 years, the White subgroup has scored the highest percent proficient; Math - 4 of the last 5 years, the White subgroup has scored the highest percent proficient;	ELA (2012 - 2015) SWD scored lowest; 2016 - 2017 the Hispanic subgroup scored lowest with no historical data; Math (2014 - 2016) the Black subgroup scored lowest; 2016 - 2017, the Hispanic subgroup scored lowest with no historical data
ELA - White and ED subgroups have steadily improved over the past 2 - 3 years.	Hispanic subgroup has no historical data - percent proficient is lowest in ELA and math for the current year. Math for White, ED, SWD has steadily declined over the last 5 years.
ELA Achievement Gap - ED subgroup (2015 - 2017) 4.1 point decrease.	ELA Achievement Gap - Black subgroup (2014 - 2016) gap increased by 44.5%; ED subgroup (2013 - 2015) gap increased by 11.7%; SWD (2013 - 2015) gap increased by 27.3%; Math Achievement Gap - Black subgroup (2014 - 2016) 41.7% increase; SWD (2015 - 2017) 17.3% increase.
Math % Proficient scores were typically higher for the Whole-School, White, Economically Disadvantaged, and SWD subgroups.	ELA % proficient scores were typically lower for Whole School, White, ED, and SWD subgroups.
DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. Third grade students will increase percent proficient in the subclaim of written expression by 5% from Spring 2017 to Spring 2018: 77% to 82%.
2. Third grade students will increase Social Studies CRT index by 10 points from Spring 2017 to Spring 2018: 94.9 to 104.9.
3. From Spring 2017 to Spring 2018 the students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index by at least 6 points from 64.0 to a 70.0 on LEAP.
4. From Spring 2017 to Spring 2018 the students in the subgroup Hispanic for the Whole School will increase their Assessment Index by at least points 4.3 points from 55.7 to 60.0 points on LEAP.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA Board Meetings (Monthly October 2017-April 2018) • General PTA Meetings (November and December 2017, April 2018) • Volunteers for school-sponsored curriculum-related events (End of unit culminating activities, Family Learning Night, Cultural Arts Day, Louisiana Day) • Website link with feedback opportunity 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: LEAP 2018 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Board Meetings (Monthly October 2017-April 2018) • General PTA Meetings (November and December 2017, April 2018) • Volunteers for school-sponsored curriculum-related 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: LEAP 2018 scores Parent Survey Agendas Sign-In Sheet</p>

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<p>events (End of unit culminating activities, Family Learning Night, Cultural Arts Day, Louisiana Day)</p> <ul style="list-style-type: none"> • Website link with feedback opportunity • SAT Meetings • IEP Meetings • Teacher Parent Conferences • Meet and Greet • Open House 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Weekly Teacher Newsletters • Monthly PTA Newsletter • Pre K and Kindergarten Parent Breakfast • Grandparents Day • School Website • Teacher Websites • Parent/Teacher Conferences • School Progress Center • Meet and Greet • Open House • PTA Meetings • “What Happens After Kindergarten” Meeting 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Materials needed for events</p>	<p>Effectiveness Measure: LEAP 2018 scores Parent Survey Agendas Sign-In Sheet</p>
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA 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 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: Materials needed for events</p>	<p>Effectiveness Measure: LEAP 2018 scores Parent Survey Agendas Sign-In Sheet</p>

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meetings.		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Agendas Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House is scheduled near the beginning of the school year to introduce parents and families in understanding the curriculum including ELA writing rubrics and Social Studies primary and secondary resources. Teachers also share how a weekly newsletter will be sent home with strategies and activities to address student learning across curriculum areas. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: LEAP 2018 Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Family Learning Night is held in the second nine weeks to educate parents and families to better understand curriculum through engaging learning opportunities. Examples of opportunities include writing, fluency, social studies resources, and math strategies. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Materials for each activity</p>	<p>Effectiveness Measure: LEAP 2018 Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • “What Happens After Kindergarten?” meeting is held in the spring of each year to ease the transition for parents from Kindergarten parents. A representative teacher from Kindergarten, Transitional First, and First grade discuss the curriculum expectations for each grade. A former transitional first parent discuss the successes of participating in T1. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum-district level resources and strategies along with scope and sequence to ensure alignment in all classrooms • Guidebooks 2.0-Rigorous ELA curriculum designed by the LA Department of Education for third grade using the novel <u>Because of Winn Dixie</u> and providing multiple opportunities for writing • Transitional First Grade-students to have additional time to grow developmentally between Kindergarten and First Grade • Math Models-strategies used to help make math concepts more concrete to support student understanding • Tutoring-small group tutoring including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS scores; certified teachers pulling students out of the classroom for 40 minutes three times per week • Brain Pop Jr., Typing Agent, Raz Kids, IXL Math-computer based programs which allow for students to work on their independent level and earn points for mastery 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Computer based programs Graphic Arts Voyager Tutors</p>	<p>Effectiveness Measure: Weekly Assessments Writing Rubric DIBELS Computer Based Program Reports</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • STEAM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom through writing 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly Classroom Assessments-grade level teachers collaborate to create assessments to determine mastery of content and future instruction • SLT Assessments-district created assessments administered two-three times per year to determine mastery of content and future instruction • DIBELS-administered several times per year, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • DRDP-observational rubric for kindergarten students to demonstrate current level of functioning and growth over the school year and used to guide instruction • My Teaching Strategies-observational rubric for Pre K students to demonstrate current level of functioning and growth over the school year and used to guide instruction • LEAP 2025-standardized test for third grade students to measure mastery of content and used to guide instruction for future years 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Graphic Arts</p>	<p>Effectiveness Measure: LEAP 2025 DRDP SLT Assessments Weekly Classroom Assessments DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS- DIBELS-administered several times per year, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • TAT/SAT-school based team which meets to determine 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p>	<p>Effectiveness Measure: DIBELS Running Records Report Cards</p>

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<p>appropriate interventions and/or screenings to meet individual student needs</p> <ul style="list-style-type: none"> Running Records-process which includes students reading aloud and retelling in order to determine the level of fluency and comprehension Student Progress Center/Weekly Grades/Report Cards 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> Individual Interventions by Classroom Teachers Tutoring-small group tutoring including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS scores; certified teachers pulling students out of the classroom for 40 minutes three times per week Fast ForWord-computer based program to improve cognitive skills of memory, attention, and processing speed SAT-Directed Interventions-monitored through the use of IRP-3 KIT Tutors-small group tutoring to target specific student needs 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: KIT Tutors</p>	<p>Effectiveness Measure: DIBELS Fast ForWord Report</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> Student Assistance Team (SAT)-school based team which meets weekly to determine appropriate interventions and/or screenings to meet individual student needs; Team includes SAT chair, teacher, parent, speech pathologist, Pupil Appraisal representative 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: SAT Log</p> <hr/> <p>Effectiveness Results:</p>

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<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. ESL Tutor-Tutor does a push in/push out program for three-days per week Tutoring-small group tutoring including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS scores; certified teachers pulling students out of the classroom for 40 minutes three times per week 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Voyager Tutors</p>	<p>Effectiveness Measure: Interventions DIBELS</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Inclusion/Resource-as defined in specific student IEPs Limited English Proficient (LEP) Program-tutor provided inside and outside of the classroom Management Alternatives in Education (MAE) Teachers Gifted Teachers 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: IEP</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Extended Day Teachers-provide opportunities for students to complete homework and receive extra support, as needed Extended School Year (ESY) Program-provided for qualifying 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: STEAM Lab Supplies</p>	<p>Effectiveness Measure: LEAP 2025 SLT</p>

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<p>SPED students</p> <ul style="list-style-type: none"> • Field Trips-curriculum-based, off campus learning opportunities • Before/After School Clubs-multiple opportunities for students to participate in after school activities, including Art Club, Kind Kids/Service Club, Chorus and Recorder Club • STEAM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom through writing 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP Tracking Log</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i></p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Support (PBIS) Program-multi-tiered approach to social, emotional, and behavioral support • Morning Meeting-entire school meets daily to allow students to lead activities to recognize successes, teach 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed: PBIS Rewards Bucket Filler Rewards</p>	<p>Effectiveness Measure: PBIS Data</p>

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<p>expectations, and share student work</p> <ul style="list-style-type: none"> • PBIS Events-grade level teams choose target behaviors for entire grade level to work toward • FISH daily-all faculty and staff recognize positive behavior with a FISH slip which students turn in and are recognized the following day • Bucket Fillers-all students and faculty/staff recognize positive behavior to help others which students turn in and are recognized weekly • Character Trait Lessons/Awards-weekly lessons and monthly awards which recognize positive student behavior related to the monthly character trait • Spout About Awards-all faculty and staff recognize positive behavior with a written out description that is shared with the parents via a positive phone call • Check In/Check Out-daily mentoring for students identified as needing additional behavioral support which includes data collection • Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support • Counseling and MHP Services-daily services for students identified as needing additional support throughout the school day 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Meet and Greet-yearly meeting to help incoming students and parents learn goals and expectations for the classroom and school • Pre K and Kindergarten Orientation Meeting-yearly meeting to help incoming Pre K and Kindergarten students learn goals and expectations for the classroom and school • Pre K to Kindergarten Transition Meeting-yearly meeting to help ease the transitions for families who are moving to a new school for kindergarten • 3rd Grade Middle School Visit-yearly visit for 3rd grade students moving to middle school to learn the goals and expectations for new schools • 3rd Grade Rite of Passage-celebration for 3rd grade families to recognize accomplishments throughout their years in elementary school 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Transportation to middle schools</p>	<p>Effectiveness Measure: Parent Survey Student Survey</p> <hr/> <p>Effectiveness Results:</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Monthly Grade Level meetings which follow the PLC protocol. Agendas for grade level meetings include behavior, Growth Mindset, mindfulness, student work, planning assessments, and data. • PLCs meet quarterly based on curriculum needs such as writing, Guidebooks 2.0, new science standards. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Substitutes</p>	<p>Effectiveness Measure: Writing Rubric SLT LEAP 2025 Weekly Assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Support from Curriculum Specialists with the introduction of Guidebooks and new science standards. • Project Read training • Required PRK workshops and training 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Substitutes</p>	<p>Effectiveness Measure: Writing Rubric Weekly Assessments LEAP 2025 SLTs</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attrition Compass Scores</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:				

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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, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- SIP Committee will meet monthly beginning in January through May, especially after important data gaining points (DIBELS, Guidebook Assessments, LEAP 2025)

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The SIP is monitored after MOY and EOY DIBELS data, Guidebook Assessments, and LEAP 2025.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Data is used to evaluate roster of students in tutoring program. Data is used for placement in classes. Data is used to plan daily instruction of students.

Describe how results of this assessment are reported to the school’s stakeholders:

- Assessment results are reported to stakeholders during PTA meetings, monthly parent newsletters, and school website, and teacher websites.