

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Mandeville Middle



St. Tammany Parish Public Schools

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

Mandeville Middle

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
CRT Assessment Index in 2015 -16 grew 5.5 points from 2014-15. This is the highest increase in the past 5 years.	CRT Assessment Index in 2014-15 declined 3.4 points from 2013-14. This was the lowest decline in the past 5 years.
Grade 4 ELA Index has trended up by at least one point since 2014-15. Grade 6 ELA Index from 2012 - 2016 has trended up by at least one point.	Grade 6 Science and Social Studies Indexes have been in decline, with the exception of the 2015-16 school year. Grade 4 Social Studies Index declined 5 points from 2015-16 to 2016-17. New standards may be a potential reason for decline.
Grade 6 has only one index under 100 from 2012 to 2017. 6th highest ELA subclaim is Knowledge and Use of Language Conventions; Math is Additional and Supporting Content. 4th grade strength in ELA is Written Expression; Math is Modeling & Application. Grade 5 is Written Expression; Math is Major Content.	Grade 5 Math Index was the lowest by an average of 4.04 points compared to grades 4 and 5. The lowest 4th Math subclaim Expressions and Reasoning. 5th ELA Index was the lowest by an average of 1.86 points compared to 4th & 6th. The lowest subclaim was Vocabulary. Grade 4 ELA: Vocab, Math: Expressing
Grade 4 - ELA Index has been over 100 for the past 5 years. 4th ELA Subclaim: Written Expression is the highest; Grade 5- ELA Index has been over 100 for past 5 years. 5th ELA Subclaim: Written Expression. Grade 6- Social Studies Index, with the exception of 2016-17, was above 107 for the past five years.	Grade 4: Math Index dropped from 117.4 in 15-16 to 100.8 in 16-17. Lowest Subclaim: Mathematical Reasoning; Grade 5: Math Index dropped from 109 in 15-16 to 107.7. Lowest Subclaim: Expressing Mathematical Reasoning; Grade 6- Math Index; dropped 3.3. points in 15-16 Lowest Subclaim: Major Content
The White subgroup has been the highest performing subgroup in both ELA and Math consistently. (Grade 4 ELA - White 94.2%; Math - White 88.9% Grade 5 ELA- White 96.6% Math- White 92.9% Grade 6 ELA- White 93.7% Math- White 83.5%)	The lowest performing subgroup in ELA and Math in 16-17 was the Black subgroup. (Grade 4 ELA- Black 50%; and Math- Black 25% Grade 5 ELA- Black - 76.9% and Math- Black 61.5% Grade 6 ELA - SWD 78.6% and Math SWD- 64.3%)
The Hispanic subgroup has steadily increased in ELA proficiency the past two years (2014-2016) from 75.6% to 92.9%. (17.3% increase). The SWD subgroup has steadily increased the past two years in Math (2014-2016) from 61.2% to 80% (18.8% increase).	The Black subgroup has steadily declined in Math since 2014 from 82.9% to 59.4% (23.5% difference). The Hispanic subgroup has steadily declined in Math since 2014 from 91.4% to 71.4% (20% difference).
Since 2014, the Economically Disadvantaged subgroup ELA achievement gap went from 19.8% to 10.7%, for a decrease of 9.1%.	Since 2014, the Hispanic subgroup achievement gap in Math went from 1.9% to 28.6% for a increase of 26.7%. Compared to the highest subgroup (White) the amount of increase is 17.3% difference. The Whole School in Math achievement gap showed an increase by 13.9% from 1.2%.

Mandeville Middle

The Black and Hispanic subgroups have performed higher in Math than ELA (3 out of 5 years).	The SWD and White subgroups have been lower in Math than ELA (4 out of 5 years). (SWD - 8.2% lower and White 4.4% lower on average)
---	---

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

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. From Spring 2017 to the Spring 2018, each cohort of students in grades 4-6 will increase the percentage of students achieving Mastery or Above by 3% in Written Expression Subclaim in ELA on LEAP.
4th – 43% to 47%
5th – 58% to 63%
6th- 49% to 53%
2. From Spring 2017 to the Spring 2018, each cohort of students in grades 4-6 will increase the percentage of students achieving Mastery or Above by 3% in Expressing Mathematical Reasoning Subclaim in Math on LEAP.
4th – 76% to 83%
5th – 58% to 63%
3. 6th- 56% to 61%
4. From Spring 2017 to Spring 2018, the students in the subgroup Students with Disabilities for the Whole School will increase their percent proficient by 2% in Math and ELA.
ELA – 80% to 85%
Math - 69.5% to 73.5%

Mandeville Middle

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"> • Monthly PTA Board Meetings – December meeting to discuss SIP plan. • Surveys for feedback through school’s website • Quarterly Parental Advisory Committee – meet with administration to discuss progress of goals of the SIP plan. Parents and community stakeholders, who reflect the demographic composition of the school, including at-risk students, are included as a part of this committee. 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> • Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Feedback from Surveys and Parental Advisory Committee Meetings <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 meetings to addresses important decisions of the school. 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</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:</p> <ul style="list-style-type: none"> • Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Surveys • Tickets Out the Door

Mandeville Middle

<ul style="list-style-type: none"> • Encourage to join and participate in PTA – PTA Membership Drive, Grandparents Breakfast and Dinner with Mom and Dad events. All school families and key community stakeholders are invited to join the PTA. • PTA Meetings – general meetings to make decisions concerning school needs. General Meetings are held a minimum of three times per year. All families and community stakeholders are invited to attend. • Surveys – to collect feedback from parents and community stakeholders as needed • Teacher Parent Conferences – ongoing with parents • SAT Meetings – Student Assistance Team (SAT) meets once per week. The team strategizes ways to support academically and/or behaviorally at-risk students. • Individualized Education Plan (IEP) –federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. An IEP meeting will be held a minimum of one time per year to address each child’s unique learning issues and include specific educational goals. Any member of the IEP team can request a meeting, if deemed necessary, to address the needs of the student. 		<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>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"> • Robo-Calls – Automated phone calls by principal to keep all parents informed of school events and curriculum. • Weekly Teacher Newsletters – Include information pertaining to curriculum, assessments, and events • Teacher Websites – Include information pertaining to curriculum, assessments, and events • School Website – Includes information pertaining to curriculum and events • PTA Meetings – Board and General- to communicate important information and upcoming events 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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 type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parental Feedback <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

<ul style="list-style-type: none">• Weekly Graded Folders – to keep parents informed of student progress• Reports Cards- to keep parents informed of student progress• Interims - to keep parents informed of student progress• Meet and Greet – beginning of school year for students and parents to bring supplies and to meet teacher.• Open House – to inform parents of curriculum and school events• Special Education Transition Meetings – Special Education teachers meet with parents to give information regarding school year transitions and curriculum.• PTA Quarterly Newsletters – inform parents of school events and curriculum, and includes photos of activities during the school year.• Student Progress Center – All parents can access the progress center via school’s website to keep informed of student academic progress.• Parent Support Toolbox- Louisiana State Department of Education Website; The Library contains data, documents, forms and other information about education in Louisiana. Families can find more information about the many choices offered by Louisiana to prepare their students for college and careers.• Parent and Teacher Conferences - to keep parents informed of student progress. Conferences are held as needed- parent or teacher request.• Parent Phone Calls and Notes home- to keep parents informed of student progress on an as needed basis.				
---	--	--	--	--

Mandeville Middle

<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 meetings. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Ticket Out the Door
<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): Goals 1,2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> Miscellaneous supplies as needed Copies of translated items, if necessary 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parental Feedback

Mandeville Middle

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"> STEM Night – Science, Technology, Engineering, and Mathematics Night; Parents, students, and teachers will explore the components of STEM by engaging in a meaningful night of activities. The activities will focus on science and math investigations, but will also emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend STEM night. MMS PTA received a STEM grant for the 2017-2018 school year. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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 - PTA 	<p>Items Needed:</p> <ul style="list-style-type: none"> STEM Kits or materials for the investigations Miscellaneous supplies Food and Drinks available for purchase 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent and Student Ticket Out the Door
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Curriculum Night – Regular education and special education teachers inform parents of strategies, assessment rubrics, and other techniques used in the classroom. This will allow the parents to assist their students with homework and/or projects and to reinforce what is being taught in the classroom. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent Ticket Out the Door

Mandeville Middle

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Family Game Night - Parents, students, and teachers will engage in a meaningful night of activities focusing on ELA, Math, Science, and Social Studies curriculum. The games and activities will emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend Family Game night. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> Game Night Materials Miscellaneous supplies Food and Drinks available for purchase 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent and Student Ticket Out the Door <hr/> <p>Effectiveness Results:</p>
--	---	---	--	--

Mandeville Middle

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 – all teachers implement the St. Tammany Parish School’s Guaranteed Curriculum to help ensure uniform, high quality instruction in the classroom. The G.C. is based on Louisiana State Standards. • Guidebooks 2.0 for ELA – Teachers have implemented the Louisiana State Department of Education’s Guidebook 2.0 unit for the second nine weeks as a part of their curriculum for English Language Arts. The Guidebook 2.0 units ensure all students can read, understand, and express their understanding of complex, grade-level texts. • Achieve 3000 – ELA and Social Studies: Achieve 3000 program provides differentiated instruction for nonfiction reading and writing that’s tailored to each student’s Lexile reading level. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</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> <ul style="list-style-type: none"> • Guaranteed Curriculum materials • Guidebooks 2.0 Materials • Achieve 3000 Subscription 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2017 – 2018 LEAP scores • Achieve 3000 Student Lexile Level growth reports <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360- The LEAP 360 program is designed to determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals; given at the start of the school year or course. LEAP 360 is designed to provide teachers and students with “real time” results in detailed reports that allow for immediate curricular and instructional adjustments as needed. • LEAP 2025- state wide assessment that measure Louisiana's current standards. This assessment is used to measure student growth and progress during the academic school year. • Student Learning Targets- Teachers set goals at the beginning of the year to establish a vision for what students should know or be able to do at the end of the year. These goals then guide instruction throughout the year. • Unit Pre and Post Assessments- pre-tests and post-tests as formative assessments developed by either the district or teacher. Teachers use the assessments to get a quick read on students' varying readiness for a new lesson or unit and then show progress by the end of the lesson or unit. The pre-test enables the teacher to adjust the lessons and to differentiate the assignments. Upon reviewing the post assessment data, the teachers compare their strategies and determine what worked best. The teachers work with the students on remediation of skills and concepts if necessary. • Common Formal Assessments (CFAs) - Common Formal Assessments are tests that systematically measure how well a student has mastered learning outcomes. Created by grade-level team members, they are used to identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</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> <ul style="list-style-type: none"> • Miscellaneous supplies • Up-To-Date Technology, such as student computers, to support LEAP 360 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2017- 2018 LEAP scores • CFA results • Pre and Post Assessment results <hr/> <p>Effectiveness Results:</p>
---	--	--	---	--

Mandeville Middle

<p>adjustments can be made to lessons, instructional techniques, and academic support.</p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students are identified for participation in interventions according to the following criteria: <ul style="list-style-type: none"> ○ LEAP scores – Approaching Basic or Unsatisfactory ○ Classified SPED – Resource or Co-teaching Classrooms ○ Classified 504- Dyslexia or Math Calculation ○ LEP students ○ SAT students – teacher and/or parent referrals <p>Student progress is monitored in the following ways:</p> <ul style="list-style-type: none"> ○ Achieve 3000 and Reflex Math Diagnostic Reports ○ Student Progress Reports ○ Progress Monitoring Forms (IRP-3 forms) 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</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> <ul style="list-style-type: none"> • Achieve 3000 • Reflex Math • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - 2017- 2018 LEAP scores - Achieve 3000 Student Lexile Level growth reports - IRP-3 Forms <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level. • Reflex Math- The program offers individualized experience with explicit instruction and coaching to maximize mathematical understanding. It also provides intuitive reports for educators to monitor and support student progress. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</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 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Achieve 3000 license • Math Reflex • Fast ForWord 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - 2017- 2018 LEAP scores - Achieve 3000 Student Lexile Level growth reports - 2017- 2018 LEAP scores - IRP3 data

Mandeville Middle

<ul style="list-style-type: none"> • Fast For Word- improves learning and reading difficulties by targeting the underlying cognitive skill gaps. • SAT students- individualized interventions monitored by SAT team members. Interventions are based off of the student’s weaknesses in Math, ELA, and/or behavior. 		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Students who continue to experience difficulty after receiving additional classroom support through interventions receive the following additional support:</p> <ul style="list-style-type: none"> - Teacher Assistance Team (TAT meeting) - TAT members are composed of the following individuals: Administration, TRT, Guidance Counselor, Speech Therapist, Special Education Teacher, and Regular Education Teacher. The team strategizes ways to help the student to become more academically and/or behaviorally successful. - Student Assistance Team (SAT meeting)- SAT members are composed of the following people: Administration, TRT, Pupil Appraisal Representative, Speech Therapist, Guidance Counselor, Special Education Teacher, Regular Education Teacher, and Parent. The team develops more intensive interventions to help the student become more successful in the classroom. - 504 Meeting – If a student who is identified 504 is experiencing difficulty with interventions, the 504 plan can be revisited in order to address additional needs through accommodations. - IEP Meeting- If a student is identified with an IEP and is experiencing difficulty with interventions, the IEP can be revisited in order to address additional needs through accommodations and modifications. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</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 type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - 2017- 2018 LEAP scores - IRP3 data <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

<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. LEP Program – ELL tutor provides additional support through a pull-out/push-in program. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" 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>	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> 2017- 2018 LEAP scores <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"> Professional Learning Community (PLCs) – groups include regular education, special education, and gifted teachers. The groups strategize ways to meet the needs of all students in the classroom. The special education and gifted teachers provide support to their students while in the regular education classroom. Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to raise student achievement. LEP Program – ELL tutor provides additional support through a pull-out/push-in program. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity: <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>	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> 2017- 2018 LEAP scores PLC Surveys from Teachers – teacher input <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 School Year – Students with Disabilities have the opportunity to participate in the Extended School Year program. This program provides academic instruction throughout the summer to help bridge the 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies School buses for field trips 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP Connect Scores

Mandeville Middle

<p>gap between grade levels. This provides for additional support and a smoother transition from one school year to another.</p> <ul style="list-style-type: none"> Field Trips- Grade Level Field Trips include: Mandeville Water Treatment Facility, Mile Branch Settlement, LIGO, Contemporary Arts Center, and Destrehan Plantation. Teachers use field trips as extension lessons for their Math, Science, and ELA curriculum. All students, regular and special education, are invited to participate in field trips. F.U.N. Classes (Find Your Niche Classes) – F.U.N Classes are offered twice per year. Classes focus on a variety of activities to enrich students’ academic success. Examples include: Coding, Forensics, Sign Language, and Breakout EDU. Classes meet grade level standards in all subject areas. All students, regular and special education students, are invited to participate in F.U.N. Classes. 		<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	<ul style="list-style-type: none"> Stipend pay for teachers who participate in F.U.N. classes 	<p>Effectiveness Results:</p> <ul style="list-style-type: none"> 2017- 2018 LEAP scores Ticket Out the Door- F.U.N. Class Participants
<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):</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:</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • PBIS Program – Quarterly PBIS celebrations reinforce positive behavior, and all students are invited to attend. Activities include field-day type games, team-building activities, movies, snacks and rewards. Students may use their Seagull Slips, (slips are earned for “positive behavior”) that they have accumulated from the nine weeks to “purchase” snacks and to enter in raffles for rewards and prizes. • Tier Two Program – This program is a check-in/out system that allows for students to meet with a behavior mentor (coach) to discuss student goals for behavior. Positive outcomes result in rewards for the student, with the ultimate goal being to exit the Tier 2 program. All students, including special education students, are eligible to be identified for this support. • Social Skills Group – The guidance counselor meets with selected groups of students to address and target. All students, including special education students, are eligible to be identified for this support. • Principal/Assistant Principal Awards – quarterly awards given to students who exhibit exemplary behavior throughout the nine weeks. All students, including special education students, are eligible to be identified for this support. • Student of the Month – Each month, each teacher selects a student who has exhibited model behavior and/or academic improvement throughout the month. A breakfast and awards ceremony is held for family members to attend and celebrate the accomplishments of each Student of the Month. All students, including 	<p>Goals 1,2 and 3 of SIP plan will be addressed</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 	<ul style="list-style-type: none"> • Rewards for PBIS celebrations, Tier Two Program, Principal/Assistant Principal Awards, and Social Groups • Snacks for PBIS celebrations and Student of the Month breakfast • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Analysis of Behavior Referrals - Student Surveys <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

<p>special education students, are eligible to be identified for this support.</p>				
--	--	--	--	--

Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> - Feeder School Visits – In the springtime, third grade students from MMS feeder schools, will visit for a tour of the school. Likewise, the sixth grade students will visit their respective junior high schools. The junior high school administrators also visit our school to provide scheduling information to the students. - Third Grade Afternoon – Incoming fourth graders are invited to participate in an afterschool program to “Get to Know MMS”. - Meet and Greet – before school opens; “Meet the Teacher” night - Newcomers’ Celebration- Students new to MMS, out of parish or from private school, are invited to a social, hosted by the guidance counselor, as a way to meet each other and new people. - Special Education transition meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level. - Students entering mid-year will be assigned school buddies and a teacher buddy to assist in the transition. <p>Outgoing Students:</p> <ul style="list-style-type: none"> - Visit to LMJH – Sixth grade students visit their perspective junior high school. 	<p>Goal(s):</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> <ul style="list-style-type: none"> • Refreshments • School Buses for transportation • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Input from Parents and Students – Ticket Out of the Door <hr/> <p>Effectiveness Results:</p>
---	------------------------	--	---	--

Mandeville Middle

<ul style="list-style-type: none"> - Junior High Day- The sixth grade students participate in a “mock” junior high academic schedule in order to prepare them for junior high school. - Guidance Counselor and/or junior high administrator presentations regarding transitioning to junior high - Special Education Transition Meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level. - Junior High Parent Nights- Parent informational night at the respective junior high school. 				
--	--	--	--	--

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): Teachers in each grade-level meet weekly with their Professional Learning Communities to discuss data, plan for more rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the grade level in all subject areas and plan for additional instruction, and plan for upcoming State Testing. The Principal, Assistant Principal, Technology Resource Teacher, and Curriculum Specialists have attended these meetings to provide support and share strategies to enhance rigor and differentiate in all instruction.</p> <p>Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to enhance student achievement.</p> <p>Student Data Meetings: Meetings are held to analyze student LEAP 2025 and LEAP 360 data. The data is used to create instructional goals to enhance achievement and differentiate for all students.</p>	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</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 type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Substitutes - Data from LEAP 2025 and LEAP 360 - Miscellaneous supplies 	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
--	---	---	---	---

Mandeville Middle

Other Professional Development:	Goal(s):	Budgets used to	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • Summer Institute – Prior to the beginning of the school year, a Summer Institute provided by St. Tammany Parish School Board is conducted, offering seminars on various topics that will prepare teachers for the new school year. • District Conferences – St. Tammany Parish School Board provides professional development opportunities throughout the year. Sessions are varied in topic, time, location, and delivery mode to address the needs and interests of the certificated as well as non-certificated employees. • School Level Professional Development Opportunities- These professional development opportunities are created to fulfill the varied needs of employees, the needs expressed in the school’s improvement plan, and district/state initiatives. • Regional and State Conferences- Teachers are chosen to attend regional and state conferences in the areas of English Language Arts, Mathematics, Science, and Technology. Teachers attend the conferences in order to fulfill the need of the teacher, the school improvement plan, and keep up-to-date with curriculum changes. Teachers share knowledge gained at the conferences with the other teachers at the school. • Teacher Leader Conference- During the summer, educators and content experts from across the state share their knowledge, learn new skills, and prepare for the next school year. Educators will have the opportunity to choose from a wide variety of sessions covering role-specific topics. At least one representative from Mandeville Middle School attends the Teacher Leader Conference. • Learning Walks- a brief classroom visit utilizing a researched-based tool that provides principals and teachers opportunities to reflect on what students are 	<p>Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>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 type="checkbox"/> Other 	<ul style="list-style-type: none"> - Substitutes - Miscellaneous supplies 	<p>Effectiveness Measure:</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

Mandeville Middle

<p>learning, learning strategies, student interaction with the content, and student engagement.</p> <ul style="list-style-type: none"> • Mentor Teacher Program – Program designed to support new teachers at MMS. The new teacher meets weekly with a grade level mentor to discuss student learning, strategies, and classroom management. The new teacher also meets with the TRT at least once a month, for additional support. New teachers also meet at the beginning of the school with the TRT and administration. 				
<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):</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:</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Middle

<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): n/a	Budgets used to support this activity: <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: n/a	Effectiveness Measure: n/a <hr/> Effectiveness Results: n/a
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> n/a 	Goal(s): n/a	Budgets used to support this activity: <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	Items Needed: n/a	Effectiveness Measure: n/a <hr/> Effectiveness Results: n/a

Mandeville Middle

		<input type="checkbox"/> Other		
--	--	--------------------------------	--	--

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

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:

- The SIP Committee meets quarterly to measure the results of the effectiveness of school programs that have occurred during the quarter. We use the results to plan for the next school year. The committee analyzes school data to determine areas of strengths and weaknesses in school performance, primarily focusing on the goals. The committee sets a plan of action to help strengthen the areas of weakness. The committee members, in turn, seek input from their respective grade or subject area colleagues during their weekly PLC meeting.

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 school improvement plan is monitored and revised to make necessary adjustments to increase student learning. The committee analyzes multiple types of data including, but not limited to: student learning targets, common formal assessment data, LEAP 360 data, statewide assessment data, including LEAP Connect, demographic data, surveys, and tickets out the door.

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:

- School leadership team, including family, community stakeholders, and teachers, regularly analyzes diagnostic, interim, and summative assessment data to evaluate instructional practices, determine patterns of achievement and growth, as well as changes in growth gaps across classrooms, grade levels, content areas, and subgroup performance.

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

- The results of the assessment are reported to the school stakeholders in the following ways:
 - Faculty Meeting
 - Quarterly Parental Advisory Committee
 - PTA Board and General Meeting
 - Front Office – results will be available upon request