

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Mandeville High



St. Tammany Parish Public Schools

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

3/15/2019

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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
From 2013 to 2018, the ACT Reading sub-score has been one of the highest sub-scores for five consecutive years, with the highest being 23.2 in 2017.	From 2015 to 2018, the ACT Composite of students scoring 20 or below increased by 2.6%. The 2018 ACT Composite score is 21.6.
The highest potential strength in school index scores for the past three years is Strength of Diploma at 107.2 points in 2016, 107.1 points in 2017, and 103.6 in 2018.	The potential weakness in school index scores for the past three years is the LEAP2025/EOC Assessment Index: 103.9 points in 2016, 102.6 points in 2017, and 94.6 points in 2018.
From 2016 to 2018, the Biology EOC Assessment Index increased 6.9 points ranging from 96.3 points to 103.2 points.	From 2016 to 2018, LEAP2025/EOC Assessment Index decreased 9.3 points ranging from 103.9 points to 94.6 points.
From 2016 to 2017, the Assessment Index Comparison increased from Algebra I by 1.1 points (2016 at 97.0 points) to Geometry (2017 at 98.1 points).	Between English II to English III in 2017 to 2018, the Assessment Index Comparison for Student Growth declined 24.5 points. In 2018, the index is 84.3 points for English III.
HS Diploma Plus (150 points) has increased from 2016 to 2018 from 14,850 to 16,200 points with a total increase of 1,350 points.	The number of Regular High School Diploma students (100 points) has not increased to the next level of High School Diploma Plus (110 points) over the last 3 years (2016 - 13,860 points, 2017 - 11,440 points, and 2018 - 13,750 points).
The Asian/Pacific Islander subgroup in Biology (133.3) is the strongest subgroup index area.	The English Learners subgroup in English II (11.4) is the weakest subgroup index data.
In the whole school, the Two or More Races subgroup (English) has steadily increased their index score by 21.9 points from 2016 to 2018 (101.9).	The Economically Disadvantaged subgroup is the lowest index in English for the past three years (94.5, 83.4, and 20.0).
In 2018, the achievement gap for the Asian Pacific Islanders subgroup in the Math index was 22.9 which is the lowest gap index in 2018.	The English Learners subgroup has the largest achievement gap in ELA at 91.2 points in 2018.
The Two or More Races and White subgroups in ELA are performing higher than the Whole School index of 95.6. The Two or More Races subgroup is performing 6.3 points higher than the Whole School subgroup. The White subgroup is performing 2.4 points higher than the Whole School subgroup.	The English Learners subgroup has the lowest index in ELA with only 10.7 points.

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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 Category/Subcategory 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*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2018 to Spring 2019 the English II LEAP 2025 assessment index will increase by at least 3 points from 94.6 points to 97.6 points for all testers.
2. From Spring 2018 to Spring 2019 the number of Regular High School Diploma students (100 points) will increase to High School Diploma Plus students (110 points) by 500 points to 14,250 points.
3. From Spring 2018 to Spring 2019 the Economically Disadvantaged subgroup index score in English will increase 15 points from 20 to 35.

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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Monthly PTSA meetings for awareness and evaluation of SIP • Utilization of Mandeville High website to provide ongoing feedback of SIP <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • School report card will reveal results of SIP 	<p>Goal(s): #1 #2 #3</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 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>N/A</p>	<p>Effectiveness Measure: Exit tickets at PTSA meetings</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • Eighth Grade Scheduling Night determines course choice for freshman year • Professional community members' willingness to serve as mentors for internship program • District meeting for parents of Economically Disadvantaged Students to inform and discuss Diploma Pathways (November, 2018) 	<p>Goal(s): #1 #2 #3</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 type="checkbox"/> Other 	<p>Items Needed: Scheduling Card Invitation</p>	<p>Effectiveness Measure: Attendance Number of mentors Communication from parents</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Student Progress Center • Course Description Guide • Monthly Skipper Scoop, Mandeville High School website, MHS Compass (EFlyer) from PTSA, and robo calls highlight activities and important dates • Open House • Monthly PTSA meetings • Senior Parent Night • 8th Grade Scheduling Night • Email communication from grade level counselors, School to Work Coordinator, and Special Education Coordinator • SAT and IEP meetings 	<p>Goal(s): #1 #2 #3</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: N/A</p>	<p>Effectiveness Measure: Attendance Ongoing feedback from parents</p> <hr/> <p>Effectiveness Results:</p>

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<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</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input 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: N/A</p>	<p>Effectiveness Measure: #1 #2 #3</p>
				<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. Include the month that the activity will take place if applicable.

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>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> • 8th Grade Scheduling Night • Parents and students are invited to an evening program to choose courses. Principal gives brief overview of Diploma Pathway options. Student requests are mailed home in May for an opportunity to make schedule changes. 	<p>Goal(s): #1 #2 #3</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"> Scheduling Card Course Description Guide Postage 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attendance Feedback <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Senior Parent Night • Senior Class Sponsors provide written information on all dates pertinent to seniors from ordering graduation announcements to senior trip and graduation. The Senior Counselor presents information on the FAFSA and other scholarship opportunities. The representative from Graduate Supply Company presents information on ordering senior supplies 	<p>Goal(s): #1 #2 #3</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> <p>N/A</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attendance Feedback <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Open House • Open House is an opportunity for parents to meet teachers and obtain course syllabi. 	<p>Goal(s): #1 #2 #3</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: N/A</p>	<p>Effectiveness Measure: Attendance Feedback</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> • SELU College Fair for Students and Parents • SELU College fair is a chance for parent and students to view prospective universities/community colleges to explore majors & careers 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <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 	<p>Items Needed: School Posters</p>	<p>Effectiveness Measure: Attendance Feedback from parents</p> <hr/> <p>Effectiveness Results:</p>

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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum • Guidebook 2.0 (English I, English II in 2nd & 3rd 9 weeks) • iHub Guidebook for Biology I beginning 1st 9 weeks • Resource courses for students with IEP • Tools for Success course for MAE students • ACT Prep course • Achieve 3000 in Study Skills course to improve Reading comprehension for all grade levels • T9 curriculum • ESL curriculum 	<p>Goal(s): #1 #2 #3</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 checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Guidebooks Computer labs</p>	<p>Effectiveness Measure: Improved EOC/LEAP 2025 scores Improved ACT scores Graduation Rate College and Career Readiness Use scores to monitor individual student growth</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Departmentalized semester exams • EOC/LEAP 2025 • Advanced Placement exams • Dual Enrollment exams • CLEP tests • ACT tests 	<p>Goal(s): #1 #2 #3</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 checked="" 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: Test Materials</p>	<p>Effectiveness Measure: Use scores to monitor individual student growth College and Career Readiness</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Achieve 3000 in Study Skills courses • iHUb Guidebooks for Biology I • Guaranteed curriculum • Guidebook 2.0 in ELA • Guidebook 2.0 written to appropriate reading level • LEAP Connect Standards • Resource courses for students with IEP's • Unique Learning software • Tools for Success course for MAE students • LEAP 360 	<p>Goal(s): #1 #2 #3</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 checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computer labs Guidebooks Software Teacher training Student training</p>	<p>Effectiveness Measure: Improved ACT scores Graduation rate Diploma type Increased number of Industry Based Credentials/Certifications</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Assessment through the ELPT used to measure performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the students will need to fully participate in core content classes. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • EL students have support through separate courses including ESL I/II/III • Pull out testing provided by ESL teacher 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <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 checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Carnegie units earned ELPT Assessment</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students may be identified by parents, counselors, or teachers to determine if classroom interventions are needed • IEP determines ACT 833 eligibility • Student Assistance Team (SAT) meets after a parent/teacher conference is held and interventions are implemented to determine a plan of action. The plan of action could result in an IAP or IEP plan being created 	<p>Goal(s): #1 #2 #3</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: Test scores/grades from previous years Medical diagnosis if applicable</p>	<p>Effectiveness Measure: Academic student performance at the end of each grading period College and Career Readiness</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Graduation Coach tracks at risk student progress weekly • Grade level counselors track student grades each 9 weeks • Mental Health Provider tracks students with emotional needs • EOC/LEAP remediation during the school day for students who have scored unsatisfactory on one or more EOC tests • Career Counselor Corner provides students access to opportunities after high school • Jumpstart team including the School to Work Coordinator works with students who are pursuing the TOPS TECH Diploma pathway 	<p>Goal(s): #1 #2 #3</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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Student Progress Reports Laptop computers</p>	<p>Effectiveness Measure: Improvement in student grades and EOC/LEAP scores Positive change in student behavior Reduction in number of referrals and detentions</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • Referral to Student Assistance Team (SAT) to screen for possible IAP (504 plan) or IEP evaluation • Provide alternative programs to parents for completion of a high school equivalency diploma via HISET or Youth Challenge Program • Meet with Graduation Coach and/or Mental Health Provider for support 	<p>Goal(s): #1 #2 #3</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: Progress Report District Pupil Appraisal Evaluation Reports</p>	<p>Effectiveness Measure: Improvement in student grades Student achievement and reduction in number of referrals</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Reconvene IEP team to determine if accommodations are appropriate/working • Pull out for LEAP 2025 tutoring • Paraprofessional support for Students with Disabilities 	<p>Goal(s): #1 #2 #3</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: Laptop computers Software</p>	<p>Effectiveness Measure: Improvement in student grades Improvement in LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to English Learners:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. EL teacher and tutor serve all grade levels 3 periods per day. EL teacher works with regular education teachers to provide additional support. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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>Items Needed: Regular Ed curriculum</p>	<p>Effectiveness Measure: EL student grades each 9 weeks</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></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"> IAP meetings and IEP meetings where teams meet yearly to discuss student progress MAE teacher provides support for students with behavioral needs Gifted/talented teachers provide support for gifted/talented learners EL program supports EL learners KIT Support 	<p>Goal(s): #1 #2 #3</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 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>Items Needed: Transcript data</p>	<p>Effectiveness Measure: Attendance Student Progress Report College and Career Readiness Graduation</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"> Free school wide tutoring is provided twice per week after school. Tutoring is supervised by faculty members with peer tutors to work within small groups. 	<p>Goal(s): #1 #2 #3</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 	<p>Items Needed: Transcript data</p>	<p>Effectiveness Measure: Attendance Student Progress Report College and Career Readiness Graduation Reflections</p>

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<ul style="list-style-type: none"> • Credit recovery opportunities through STPSB A^3 Virtual Academy • Robotics Team • Internship opportunities • Field trips such as LSU Day with the Doctors • World War II Museum visits • Holocaust Museum at MHS Library • Jazz Band • ProStart Competitions and luncheons • MHS Band competitions • Spring Musicals • Theatre Productions • Evening with the Arts Program • PTSA sponsored writing competitions • Guest speakers • MHS Broadcasting students create videos for homeroom for Prevention of Bullying, Drug & Alcohol abuse, Suicide Prevention and varied topics • Advertisement & coordination of student summer programs for area hospitals and Channel 13 		<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 align="right">Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<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 full-time Mental Health Provider (MHP) will work with students. 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</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input 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 type="checkbox"/> Other 		<p>Effectiveness Measure: Improved student grades and behavior MHP tracking logs Decrease in number of discipline referrals</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> Full time MHP in every school Graduation coach Grade level counselors Testing Coordinator School to Work Coordinator Kids in Transition tutoring Student Assistance Team Committee 	<p>Goal(s): #1 #2 #3</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: N/A</p>	<p>Effectiveness Measure: Improved student grades and behavior MHP tracking logs Decrease in number of discipline referrals</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Teacher parent conferences to address behavior • Positive Behavior Intervention Support includes Skipper Salutes, Student of the Month, Breakfast of Champions, WE Believe Program • Paraprofessionals support students with behavior intervention plans. Students who are expelled from our campus are assigned to Project Team West or Project Believe. 	<p>Goal(s): #1 #2 #3</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> <p>Skipper Sail Cards Certificates PBIS incentives PBIS Carnival Skipper Salutes mailed home Student of the Month bulletin board</p>	<p>Effectiveness Measure:</p> <p>Reduce behavior referrals Tracking Sail cards redemption</p> <hr/> <p>Effectiveness Results:</p>
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"> • Incoming students are invited to New Student Orientation held in August prior to opening day. Incoming freshmen visit the school during the day prior to Freshman Scheduling Night. • Outgoing students attend their graduation ceremonies in May. Annual meeting is held with Louisiana Rehabilitative Services (LRS) for graduating Special Education Students. College and Career Fair is held annually at Southeastern Louisiana University. • Internships are provided for outgoing seniors for career exploration 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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 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>Posters Flyers Schedule Cards</p>	<p>Effectiveness Measure:</p> <p>Promotion Rate Attendance</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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"> • ELA and Mathematics teachers are required to participate in Professional Learning Community (PLC) sessions to review Guidebooks, departmental exams, scope and sequence and student data. 	<p>Goal(s): #1 #2 #3</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: EOC/LEAP 2025 data Increase in assessment scores Increase in course offerings team building</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • ACT • Guidebooks 2.0 • Career Technical Education (CTE) meetings • Moodle • Teacher led staff development • Teacher Wire website training • Super Summer Institute for teacher training for certifications in order for students to become certified • “Stop the Bleed” teacher training • CPR/AED teacher training • School wide Safety Drills conducted with Mandeville PD 	<p>Goal(s): #1 #2 #3</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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Computers Handouts Variety of teacher Expertise in teaching strategies</p>	<p>Effectiveness Measure: Staff retention</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.
- 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:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Automotive Service • Construction • ProStart • Certified Nursing Assistant • Emergency Medical Technician • Business Management • Manufacturing Construction Crafts • Digital Media • Information Technology • Technology Specialist • Hospitality/Tourism/Retail • Health Science Patient Care and Management • Public Service 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input checked="" type="checkbox"/> Title IV</p> <p><input checked="" type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Certified personnel</p> <p>Student course work</p> <p>Supplies</p>	<p>Effectiveness Measure:</p> <p>IBC Credential</p> <p>Earning credentials</p> <p>High School Graduation</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • Dual Enrollment transferrable credit • AP credit courses • Certifications for possible transferrable credit 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Successful completion of course</p>	<p>Effectiveness Measure:</p> <p>Successful completion of course</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
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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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- Review test scores and develop programs such as USA Test Prep, EAGLE, ACHIEVE 3000, Read Write Gold, ACT Prep, and Professional Development for teachers targeted to improve student achievement.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The Instructional Leadership Team reviews data throughout the year and has collaborative meetings during the year. PBIS develops an ongoing action plan for the years. PLC teacher meet once per month.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- PTSA monthly meetings, Grade Level parent meetings in the evening to disseminate information, Faculty Meetings, MHS Friday Compass(E-flyers), Skipper Scoop and school website.

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Bruce Bundy
- Student: Bailey Smoorenburg
- Teacher: Marguerite Dietrich
- Teacher: Michele Bache
- Parent/Family: Diana Matherne
- Parent/Family: Laura Smoorenburg
- Community Member: Terri Ezell

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Bruce Bundy
- Student: Karlee Mott
- Teacher: Katie Hooker
- Teacher: Margot Polley
- Parent/Family: Michael Scelfo
- Parent/Family: Melissa LeCompte
- Parent/Family: Kelly Tveit