

**2018-2019  
SCHOOL IMPROVEMENT PLAN**

**Mandeville  
Junior High**



**St. Tammany Parish Public Schools**

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

3/15/2019

## 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
<p>Our Dropout Credit Accumulation Index for 8th grade is the highest school index. There has been continuous growth in this index with 2016 having an index of 137.9 points, 140.4 points in 2017, and 141.6 points in 2018.</p>	<p>While our lowest School Index Score is the LEAP 2025 Assessment Index, there was an increase from 83.2 points in 2017 to 94 points in 2018.</p>
<p>The LEAP 2025 Math and Social Studies indexes have grown. The 2017 Assessment Index Score of 79.1 points grew to 88.4 points in 2018 for Math and 90.2 points in 2017 to 96.1 points in 2018 for Social Studies. The same cohort of students grew 9.3 points in Math and 5.9 points in Social Studies.</p>	<p>The overall School Improvement Score (SPS) has decreased steadily over the past three years in 2016 the SPS was 109.9. It dropped to 109.1 points in 2017, and further decreased to 97.3 points in Assessment Index (LEAP/EOC) Trend Data 2018, which is a -11.8 point change.</p>
<p>7th grade ELA has an Assessment Index of 102.4 points. The area of Reading Subcategory strength is Literary Text with a percentage score of 76% students scoring at Mastery and the Writing Subcategory of Knowledge and Use of Language Conventions at 74% students scoring at Mastery.</p>	<p>8th grade Math has an Assessment Index of 88.4 points. The areas of Major Content Subcategories for improvement are Analyze Proportional Relationships and Solve Problems with 32% and Expressions, Inequalities, and Equations with 37%.</p>
<p>A potential Subgroup strength is Asian/Pacific Islander in ELA. For 2018, their Subgroup Index Score for ELA is 111.0 points. This has increased since 2017 where their ELA Subgroup Index Score is 105.0.</p>	<p>The Assessment Index of 7th grade Math is 87.5 and 8th grade is 88.4. Math Subcategory weakness 7th Analyze Proportional Relationships and Solve Problems with 48% and Expressions, Inequalities, and Equations with 47% students at Mastery. 8th Math is Radicals, Integer Exponents, and Scientific Notation 34% at Mastery.</p>
<p>The Black Subgroup has increased in both ELA and Math from 2017 to 2018. In 2017, the Assessment Index for ELA was 58.8 points and increased to 65.5 points in 2018. The 2017 Assessment Index for Math is 46.8 points and increased to 51.2 in 2018.</p>	<p>A potential Subgroup weakness is with Students with Disabilities. For 2018, their Subgroup Index Score for ELA is 36.3 points and Math is 40.0 points. This has been a continuous decline. In 2016 ELA 51.4 points, Math 41.8 points. In 2017 ELA 41.1, Math points 33.5 points.</p>
<p>Students who are Economically Disadvantaged are closing the Achievement Gap. In 2016, in ELA the gap is 41.1 points, then it decreased to 36.5 points in 2017, and in 2018 it decreased to 35.1 points. In 2016, in Math, the gap is 54.4 points, then it decreased to 45.0 points in 2017, and in 2018 it decreased to 26.4 points.</p>	<p>The Hispanic Subgroup has decreased in both ELA and Math from 2016 to 2018. In 2016, the Assessment Index for ELA was 92.7 points, in 2017 78.0 points and decreased again in 2018 to 74.8 points. The 2016 Assessment Index for Math is 85.5 points, in 2017, 78.7 points and decreased to 64.5 in 2018.</p>

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<p>ELA is a consistent Subgroup Area of Strength. ELA Index data for 2016 is 100.8 points, for 2017, 96.2 points, and 2018, 97.6 points.</p>	<p>The Hispanic Subgroup is consistently below the Whole School Index score and the Achievement Gap is increasing. In ELA for 2016, the Achievement Gap is 32.6 points, 2017, 36.0 points, 2018, 36.2 points.</p>
	<p>Math is a consistent Subgroup Area of Weakness. The Math Index data for 2016 is 97.9 points, for 2017, 88.6 points, and 2018, 87.9 points.</p>
<p><b>DATA SOURCES:</b> 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</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. Our overall Math Index score for 7<sup>th</sup> and 8<sup>th</sup> grade will increase to 89.5 points by 2019.</p>	
<p>2. Our 8<sup>th</sup> grade ELA Index score will increase to 102.5 points by 2019.</p>	
<p>3. The Subgroup of Students with Disabilities will increase their overall Math Index Score to 42 points by 2019. The overall ELA Index Score will increase to 40 points by 2019.</p>	

**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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTA President attends district SIP planning meeting</li> <li>• Discuss the SIP at the Nov 15 PTA Meeting</li> <li>• PTA Newsflash</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Participation from the feedback button will be used to evaluate effectiveness.</li> </ul>	<p><b>Goal(s):</b></p> <p>The goal is to involve parents in the planning and implementing of the SIP</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>The effectiveness of parental involvement in the SIP process increases can be measured by attendance at meetings and parental input.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• The SIP will be placed on the school’s website with a feedback button</li> </ul>	<p><b>Goal(s):</b></p> <p>The goal is to involve parents and stakeholders in the planning and</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>The effectiveness of parental involvement in the SIP process increases can be measured by attendance at meetings and parental input.</p>

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<ul style="list-style-type: none"> <li>The PTA eBlast will include information in how to give feedback</li> </ul>	implementing of the SIP	<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		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>In compliance with ACT 436, parents now have access to view the Guaranteed Curriculum. There is a link on our school's website to the Guaranteed Curriculum</li> <li>Electronic Communication- The school will provide information to parents through various mediums including the school's Website, Robocalls and PTA Social Media sites and newsletters.</li> <li>IEP and IAP meetings- Annual meetings will be held for students with special education, LEP and 504 services. Students with IEPs will receive quarterly progress reports.</li> <li>Student Progress Center- Teachers will improve communication with parents via the Student Progress Center. All teachers will have an online grade book and enter grades in a timely manner.</li> <li>School and teacher websites- Teachers will improve communication with parents via Website. All teachers will have a TeacherWeb Site and keep the site updated.</li> <li>Monthly PTA newsletter- The PTA publishes a monthly newsletter</li> <li>PTA eBlast- The PTA sends periodic electronic announcements.</li> <li>Report cards- Report cards are sent home quarterly</li> <li>Parent conferences- Teachers will hold parent conferences as necessary.</li> </ul>	<p><b>Goal(s):</b> The goal is to involve parents progress of their students and the education.</p>	<p><b>Budgets</b> used to support this activity:</p> <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><b>Items Needed:</b> Support of the PTA</p>	<p><b>Effectiveness Measure:</b> Parent feedback.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>E-mails- Teachers and school personnel will communicate electronically with parents as necessary.</li> <li>Patriots On Parade, a schoolwide celebration of student success, will be held in the spring. This will allow all stakeholders to see student successes.</li> </ul>				
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> TO provide effective communication with the parents.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Translator</p>	<p><b>Effectiveness Measure:</b> Parent feedback.</p> <hr/> <p><b>Effectiveness Results:</b></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.*

<b>Parent Family Engagement Activity 1:</b>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity:	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
<ul style="list-style-type: none"> <li>6<sup>th</sup> Grade Parent Night March 12, 2019</li> </ul> <p>6th grade visit and parent night- The parents of students from our feeder schools are invited to Mandeville Junior High to meet teachers of electives and clubs. The parents are given descriptions of electives offered and the parents are given the opportunity to meet the teachers and ask questions about the classes offered to 7th grade students.</p>	<p>Introduce parents to Core and elective teachers to get a better understanding of course offerings to make scheduling decisions.</p>	<p>used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Flyers and teacher participation</p>	<p>Parent and student feedback and attendance</p> <hr/> <p><b>Effectiveness Results:</b></p>
<ul style="list-style-type: none"> <li>New Parent Welcome to Junior High Meeting August 6, 2019</li> </ul>	<p>Introduce parents to Core and elective teachers to get a better understanding of course offerings. Differences between Middle and Jr. high school. To help with transitions and review</p>	<p>used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Flyers to advertise</p>	<p>Parent feedback and attendance</p> <hr/> <p><b>Effectiveness Results:</b></p>

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	<p>expectations junior high.</p>			
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Open House (August 2019)</li> </ul>	<p><b>Goal(s):</b> Parents follow their child’s schedule to meet and greet their child’s teachers. Parents gain individual classroom goals and objectives. Teachers review specific classroom management.</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Flyers to advertise</p>	<p><b>Effectiveness Measure:</b> Parent feedback.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Patriots on Parade – March 20, 2019 Patriots of Parade (POP) Our schoolwide student showcase gives parents and community members the opportunity to see what the students have learned and to see what our school has to offer.</li> </ul>	<p><b>Goal(s):</b> Showcase student academic achievement. Parents,</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> City permit and teacher and student participation.</p>	<p><b>Effectiveness Measure:</b> Parent, student and community members feedback</p>



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	students, and community members visit classrooms to enjoy engaging activities.	<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		<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 5:</b> <ul style="list-style-type: none"> <li>High school Special Education Coordinator visits the junior high at least once for an parent meeting in the evening to speak to parents of special needs students about Act 833 and the transition to high school.</li> </ul>	<b>Goal(s):</b> The goal is to prepare parents of students with disabilities about programs available to them at the high school and to start preparing them in the junior high	<b>Budgets</b> 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	<b>Items Needed:</b> Handouts Special Education Coordinator	<b>Effectiveness Measure:</b> The effectiveness measurement will be based on parent input (ticket out of the door) and sign in sheet of the meeting.  <b>Effectiveness Results:</b>

### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• STPPS Guaranteed Curriculum- The Guaranteed Curriculum is provided by the STPPS via Blackboard and is the curriculum that all teachers are expected to follow.</li> <li>• Guidebooks 2.0- Guidebooks 2.0 is a curriculum for whole class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex grade-level texts. Teachers across the state</li> <li>• ATA- ATA is an accelerated math class that prepares students in the 7th grade to take Algebra I in 8th grade. The first half of the year is the 7th grade curriculum and the 2nd half of the year is the 8th grade curriculum.</li> <li>• Carnegie Unit Classes- 10 classes for Carnegie Units are offered such as Algebra I, Art I, Band I, Chorus I, Family and Consumer Sciences, French I, Basic Career Readiness, Keyboard and Apps, Piano Keyboarding, and Spanish I.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide rigorous, Standards-Based Curriculum to prepare students for life beyond junior high.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Student materials</p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Weekly classroom assessments- Weekly classroom assessments will gauge student progress.</li> <li>• LEAP 2025-All core subject teachers have access to a complete roster of test scores broken down by strand so that they may analyze test scores and be able to focus on student weaknesses. This information is available on JPAMS.</li> <li>• Readiness/Diagnostic/Checkpoints- Teachers will use their Readiness/Diagnostic/Checkpoints test results to make decisions about lessons.</li> <li>• Department Meetings and PLCs- Departments will meet monthly and include the discussion of the use of academic assessments. A STPSB curriculum specialist will be in attendance for at least one meeting to aid in the discussion. Department chairs will meet monthly with the Assistant Principal and TRT to discuss the monthly meetings.</li> </ul>	<p><b>Goal(s):</b> The goal is to use academic assessments to adjust instruction to improve instruction.</p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Project Read- This multi-sensory program is used with students Dyslexia. The program is delivered during Study Skills.</li> <li>• Resource Classes- Students with disabilities may qualify for Resource Classes in ELA and Math.</li> <li>• Paraprofessionals- Students with disabilities may require the support of a paraprofessional.</li> <li>• TLC- Students with small group and/or test read aloud may utilize “The Learning Center” as a resource.</li> <li>• Unique Learning- This is the curriculum used with the Connect students in the Moderate setting.</li> <li>• Fast Forward- This computer based literacy program is used with students with severe language needs.</li> <li>• Adaptive Novels- Adaptive novels are used with students who are reading well below grade level.</li> </ul>	<p><b>Goal(s):</b> The goal is to support students who are struggling so they can be successful.</p>	<p><b>Budgets used to support this activity:</b></p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Title IV  <input type="checkbox"/> Perkins  <input type="checkbox"/> JAG  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Access to data of enrolled students</p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>Applied Classes- Connect students enrolled in regular classes may use the applied standards to help them meet their standards.</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>There is a part-time ESL teacher and a part time tutor to work with the LA Connectors.</li> <li>LA Connectors utilize Achieve Boost to help with reading comprehension.</li> </ul>	<p><b>Goal(s):</b> The goal is to prepare students who are not have a native language other than English for life beyond junior high school.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computer access and License for Achieve</p>	<p><b>Effectiveness Measure:</b> The effectiveness measure will be based in progress monitored by the ESL teacher based on data from Achieve and the results from the ELPT.</p> <hr/> <p><b>Effectiveness Results:</b></p>

### ***Interventions for At-Risk Students***

<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Classroom assessments- Students who continually perform poorly on classroom assessments may show an indication that interventions are necessary. Teachers use this data in the decision making process.</li> <li>• Assistive Technology- A school-based AT team assesses the need for students who requires AT as part of their IEP or IAP.</li> <li>• Project Read- This multi-sensory program is used with students Dyslexia. The program is delivered during Study Skills.</li> <li>• Resource Classes- Students with disabilities may qualify for Resource Classes in ELA and Math.</li> <li>• Unique Learning- This is the curriculum used with the Connect students in the Moderate setting.</li> <li>• Adaptive Novels- Adaptive novels are used with students who are reading well below grade level.</li> <li>• Applied Classes- Connect students enrolled in regular classes may use the applied standards to help them meet their standards.</li> </ul>	<p><b>Goal(s):</b> The goal is to support students who are struggling so they can be successful.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Fast Forward- This computer based literacy program is used with students with severe language needs.</li> <li>• Achieve 3000- The ACHIEVE 3000 software program is designed to support struggling readers. Students identified by standardized test scores from the previous year showing Below Basic in Reading or Below Basic in ELA are invited to use the online based program during or after school. There are teachers who are trained in Achieve 3000 who monitor their progress in the program. Students who participate in Achieve 3000 receive data on student progress through the program. Progress is monitored by a teacher.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support and interventions for students who are struggling and not performing on grade level.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computer licenses, Para Professional to staff TLC, computer access, data from instructional intervention programs</p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data provided by programs such as Achieve, ALEKS, Fast Forward, Reflex Math , etc</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• ALEKS- The ALEKS software program is designed to support students with gaps in knowledge. Students identified by standardized test scores from the previous year showing Below Basic in math are invited to use the online based program during or after school. Students who participate in ALEKS receive extensive data on student progress through the program. Progress is monitored by a teacher.</li> <li>• Test Prep Elective and Study Skills- Test Prep Elective is an elective class offered to students identified with low scores on standardized tests. Basic skills are addressed in this class. Students Mandeville Junior High 7th and 8th grades who are enrolled in Test Prep participate in Achieve 3000 and ALEKS.</li> <li>• YES Class- The YES class is a self-contained regular education class for 8th students who are struggling, but do not qualify for special education services. The class size is limited to 15 students. Students are identified through teacher and SAT recommendation based on student need.</li> <li>• Read &amp; Write Gold- This is a computer based program that offers text to speech functions and includes a customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. This program is available to all students as part as a district wide initiative. Process to Identify Students Who Are Con</li> </ul>				
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<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>SAT- When a parent or teacher is concerned about a student’s progress, the SAT process is begun. The teacher begins with a parent conference. The teacher tries various interventions and some paperwork to track progress. The SAT Committee (which meets weekly) contacts the parents and places some RTIs in place that are appropriate for that student. Several meetings are dedicated to meeting about the student some with the parents present. A diagnostician completes academic testing. These results are shared with the parent and a determination of eligibility for services is made.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support and interventions for students who are struggling.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data provided by programs such as Achieve, ALEKS, Fast Forward, Reflex Math , etc</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>Project Read- This multi-sensory program is used with students Dyslexia. The program is delivered during Study Skills.</li> <li>Assistive Technology- A school-based AT team assesses the need for students who requires AT as part of their IEP or IAP.</li> <li>Unique Learning- This is the curriculum used with the Connect students in the Moderate setting.</li> <li>Adaptive Novels- Adaptive novels are used with students who are reading well below grade level.</li> <li>Applied Classes- Connect students enrolled in regular classes may use the applied standards to help them meet their standards.</li> <li>Reflex Math-The Reflex Math is an online program is designed to support students with math fluency. The program focuses on basic math computation. Students who have calculator as an accommodation are required to participate as an RTI.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support and interventions for students who are struggling.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• LA Connectors utilize Achieve Boost to help with reading comprehension.</li> <li>• There is a part-time ESL teacher and a part time tutor to work with the LA Connectors.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support and interventions for students who are ELL.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> The effectiveness measure will be based in progress monitored by the ESL teacher based on data from Achieve and the results from the ELPT.</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Gifted Program- Students with a classification of Gifted may take classes to achieve their IEP goals. Gifted classes are offered in ELA, Math, Science, and Social Studies.</li> <li>• Talented Program- Students with a classification of Talented may take classes to achieve their IEP goals. Talented classes are offered in Art, Music, and Drama.</li> <li>• Speech Services- Students with a classification of Speech may receive services with the Speech Pathologist to achieve their IEP goals.</li> <li>• Test Prep Elective and Study Skills- Test Prep Elective is an elective class offered to students identified with low scores on standardized tests. Basic skills are addressed in this class. Students Mandeville Junior High 7th and 8th grades who are enrolled in Test Prep participate in Achieve 3000 and ALEKs.</li> <li>• ATA- ATA is an accelerated math class that prepares students in the 7th grade to take Algebra I in 8th grade. The</li> </ul>	<p><b>Goal(s):</b> Provide support for students who have other needs.</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments, state assessments, and performance tasks.</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p>first half of the year is the 7th grade curriculum and the 2nd half of the year is the 8th grade curriculum.</p> <ul style="list-style-type: none"> <li>KIT tutors are offered to students who are homeless and have academic needs.</li> </ul>				
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>Community Based Learning opportunities for students in the Mild/Moderate and Moderate Severe classes. These weekly trips help students with life skills with the real world setting.</li> <li>KIT tutors are offered to students who are homeless and have academic needs.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support for all students regardless of academic level or financial status.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

<b><i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i></b>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide mental health support for students who have needs in this area.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Data from the Outcomes Measurement tool will be used to measure the effectiveness.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>A full time Guidance Counselor is present on campus each day. The Guidance Counselor is available to assist students, with scheduling, counseling, Gifted and Talented screenings. This person also serves as SAT Chairperson, and is trained in school safety.</li> </ul>	<p><b>Goal(s):</b> The goal is to provide support for students.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Data from the Counselor's SLT will be used to measure the effectiveness.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS- The PBIS Committee meets monthly and reviews trends in student discipline data. The committee chooses target behaviors based on the data and create and action plan to address those issues. Some programs to target specific areas are the following: Tier 1- TOT and EXCEL –</li> <li>• The TOT and EXCEL programs are both designed to reduce student absenteeism. The TOT program is for Teens On Time and promotes being at school on time by rewarding students with zero to-school tardies. The EXCEL program rewards students with zero missed instructional minutes.</li> <li>• Patriot Bucks – Patriot Bucks are the school’s token reward system to reward good behavior. The students earn Patriot Bucks by displaying good behavior and the students redeem the bucks for tangible rewards.</li> <li>• Positive Behavior Referral- Teachers can recognize students who go above and beyond and should be recognized for outstanding behavior using the Positive</li> <li>• Behavior Referral. Tier 2- Prepared Patriots- Struggling students who are recommended by teachers or have parents request assistance can be placed in the Prepared Patriots Program, which is the PBIS Check In/Check Out Program.</li> <li>• PBIS events</li> <li>• Saturday Support</li> <li>• In School Support</li> </ul>	<p><b>Goal(s):</b> The goal is to prevent and address behavior problems so that learning can occur.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> PBIS Committee</p>	<p><b>Effectiveness Measure:</b> The effective measure will be based on data collected at the PBIS meeting regarding major and minor infractions.</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>6th grade student visit and parent night- The parents of students from our feeder schools are invited to Mandeville Junior High to meet teachers of electives and clubs. The parents are given descriptions of electives offered and the parents are given the opportunity to meet the teachers and ask questions about the classes offered to 7th grade students.</li> <li>High school visit- The 8th grade students take an annual trip to the high school to receive a presentation by students and administration. The students then tour the school. The following school day, students and parents go to the high school and complete a scheduling card.</li> <li>Special Education visits- The teachers of mild/moderate and moderate/severe populations bring those students on a series of visits to acclimate the students to their future environment.</li> </ul>	<p><b>Goal(s):</b> The goal is to make the transition from one school to the next easier.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Teacher participation</p>	<p><b>Effectiveness Measure:</b> The effectiveness will be measure by parent and student input.</p> <hr/> <p><b>Effectiveness Results:</b></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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Departmental PLCs are held monthly and is facilitated by the department chairs.</li> <li>• Interdepartmental PLCs will be held monthly</li> </ul>	<p><b>Goal(s):</b> The goal is to have teachers work collaboratively to improve instructional strategies within departments and across common curriculums.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Teacher participation</p>	<p><b>Effectiveness Measure:</b> Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• August/October Whole Faculty Professional Developments- There are two major professional development days. The focus of these professional development days varies on faculty needs. There are always updates to curriculum, COMPASS and a technology component.</li> <li>• Achieve training- Teachers utilizing the Achieve program will have district training with follow up sessions provided by Achieve.</li> <li>• SchoolWires Training- The teachers will receive onsite training for SchoolWires. Additional training and support will be provided throughout the year via Blackboard through videos provided by the district.</li> <li>• Guidebook Training- Lead teachers will be sent to various trainings provided by the district.</li> <li>• District Training Opportunities- Various training opportunities throughout the year will be provided by the</li> </ul>	<p><b>Goal(s):</b> The goal is to prepare teachers for changes in curriculum, standards and technology so that instruction can be optimal.</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> The effectiveness can be measured by attendance certificates for professional development experiences and data from assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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district. Summer Institute provides numerous opportunities for professional development.				
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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.

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<b>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b>				
<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• 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.</li> <li>• 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.</li> <li>• Placement of Student Teachers from local universities</li> <li>• 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.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> <li>• District Human Resources Coordinator serves on various College of Education department committees at local universities</li> </ul>	<p><b>Goal(s):</b></p> <p>The goal is to have a highly qualified faculty who is capable of delivering rigorous instruction highly effectively</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <p>Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Mandeville Junior High 2018-2019

### ***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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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:**

- The School Improvement plan is revisited several times throughout the year. As data is available from various assessments, the needs are addressed as necessary.

**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 School Improvement Committee will meet as necessary to determine effectiveness of the plan. At the minimum, the committee meets each quarter.

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

- The School Improvement Plan is included on a link on the school and district’s website. The PTA Newsletter communicates how the plan can be accessed.

**2018-2019 Committee Members**

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center">Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> <li>• Principal: Mary Ann Cucchiara</li> <li>• Assistant Principal: Gina DuRapau</li> <li>• TRT: Trish Picone</li> <li>• Teacher: Jessie Cooke</li> <li>• Parent/Family: Leslie Kyle</li> <li>• Parent/Family:</li> <li>• Community Member:</li> </ul>	<p>Members Include:</p> <ul style="list-style-type: none"> <li>• Principal: Mary Ann Cucchiara</li> <li>• Assistant Principal: Gina DuRapau</li> <li>• TRT: Trish Picone</li> <li>• Teacher: Jessie Cooke</li> <li>• Parent/Family: Leslie Kyle</li> <li>• Parent/Family:</li> <li>• Parent/Family:</li> </ul>