

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Mandeville Middle



St. Tammany Parish Public Schools

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

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
Our highest school index score is the 2018 Student Growth to Mastery Index at 90.2 points.	Our school Assessment Index decreased over the past three years from 92.1 points in 2016, to 88.1 points in 2017, to 86.8 points in 2018.
Our 4th grade ELA Assessment Index is our strength because it has increased from 94.8 points in 2017 to 104.1 points in 2018.	Based on the 5th grade Assessment Index data, there is a decline in every subject area. In Grade 5 ELA 2016- 93.4 points, 2017- 95.1 points, 2018- 91.1 points. In Grade 5 Math 2016 -92.7 points, 2017- 88.5 points, 2018 -77.0 points. In Grade 5 Social Studies 2016 -69.6points, 2017- 79.4 points, 2018- 69.6 points.
Based on the Assessment Index from 2017 to 2018, our 4th grade is our area of strength. (Overall 90.2 points versus 5th grade 81.6 points and 6th grade 88.9 points.)	Based on the Assessment Index from 2016 to 2018, 5th grade is our area of weakness with a decrease in overall points. (2016- 91.5 points, 2017- 89.7 points, and 2018- 81.6 points.)
The 4th grade ELA Subcategory Proficiency in Written Expression was 58% proficient in 2017 and increased to 81% in 2018. The 6th grade Math Subcategory Proficiency in Expressing Mathematical Reasoning was 50% proficient in 2017 and increased to 63% in 2018.	The 4th grade Math Subcategory Proficiency in Expressing Mathematical Reasoning was 58% proficient in 2017 and decreased to 50% in 2018. The 5th grade Math Subcategory Proficiency in Modeling and Application was 61% proficient in 2017 and decreased to 45% in 2018.
For the past two or more years the White subgroup showed a strength in both ELA and Math in their Assessment Index. (ELA in 2016 was 95.9 points, in 2017 was 96.4 points, and 2018 was 96.6 points; and Math in 2016 was 95.6 points, 2017 was 87.1 points, and 2018 was 82.8 points).	For the past two or more years the Students with Disabilities subgroup showed a weakness in both ELA and Math in their Assessment Index. (ELA in 2016 was 67.4 points, in 2017 was 71.9 points, and 2018 was 61.1 points and Math in 2016 was 61.3 points, 2017 was 58.9 points, and 2018 was 43.6 points).
The Hispanic subgroup increased their Assessment Index in Math from 69.8 points in 2017 to 78.6 points in 2018. The Hispanic subgroup consistently increased their Assessment Index in ELA with 80.5 points in 2016, 92.1 points in 2017, and 93.1 points in 2018.	According to the Assessment Index, the Students with Disabilities subgroup decreased from 71.9 points in 2017 to 61.1 points in 2018.
The achievement gap has decreased in the Black subgroup and the Hispanic subgroup for the past three years in ELA. (Black subgroup 2016- 35.6 points, 2017- 24.8 points, and 2018- 21.2 points and the Hispanic subgroup 2016- 15.4 points, 2017- 4.3 points, and 2018- 3.5points.)	The achievement gap has increased in the Black subgroup and the Economically Disadvantaged subgroups for the past three years in Math. (Black subgroup 2016- 22.5 points, 2017- 28.0 points, and 2018- 31.4 points and the Economically Disadvantaged subgroup 2016-17.9 points, 2017- 18.4 points, and 2018- 23.9 points.)

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<p>According to the Assessment Index, the Black subgroup increased in ELA from 60.3 points in 2016, 71.6 in 2017, and 75.4 points in 2018.</p>	<p>According to the Assessment Index, the Students with Disabilities subgroup decreased in Math from 61.3 points in 2016, 58.9 points in 2017, and 43.6 points in 2018.</p>
<p>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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <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> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From spring 2018 to Spring 2019 the school LEAP 2025 Assessment Index in Math in grades 4-6 will increase by 3 Index points. 4th grade- 81.1 points to 84.1 points 5th grade- 77.0 points to 80 points 6th grade- 84.8 points to 87.8 points</p>	
<p>2. From spring 2018 to Spring 2019 the 5th and 6th grade ELA LEAP 2025 Assessment Index in grades 5th and 6th will increase by 3 Index points. 5th grade- 91.1 points to 94.1 points 6th grade- 89.8 points to 92.8 points</p>	
<p>3. From Spring 2018 to Spring 2019 the students in the subgroup “Students will Disabilities for the Whole School” will increase their Assessment Index on LEAP 2025 as follows: ELA: Increase by at least 1 Index point from a 61.1 to a 62.1 Math: Increase by at least 1 Index point from a 43.6 to 44.6</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>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>Design:</p> <ul style="list-style-type: none"> • Monthly PTA Board Meetings-approximately 15 people • Strengths and weaknesses stakeholder survey • Link to the SIP on the school website <p>Evaluation:</p> <ul style="list-style-type: none"> • Surveys for feedback through school’s website • Semi-Annual Parental Advisory Committee – meet with administration to discuss progress of goals of the SIP plan. Parents and community members, who reflect the demographic composition of the school are included as a part of this committee. 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Feedback from Surveys and Parental Advisory Committee Meetings <hr/> <p>Effectiveness Results:</p>

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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"> • PTA Board Meetings – Monthly meetings to address important decisions of the school. • Encourage to join and participate in PTA – PTA Membership Drive, Grandparents Breakfast and Dinner with Mom and Dad events. All school families and key community stakeholders are invited to join the PTA. • PTA Meetings –general meetings to make decisions concerning school needs. General Meetings are held a minimum of three times per year. All families and community stakeholders are invited to attend. • Surveys – to collect feedback from parents and community stakeholders as needed • Teacher Parent Conferences – ongoing with parents • TAT Meetings- Teacher Assistance Team (TAT) provide teachers with researched based interventions to be used with struggling students • SAT Meetings – Student Assistance Team (SAT) meets once per week. The team strategizes ways to support academically and/or behaviorally at-risk students. • Individualized Education Plan (IEP) –federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. An IEP meeting will be held a minimum of one time per year to address each child’s unique learning issues and include specific educational goals. Any member of the IEP team can request a meeting, if deemed necessary, to address the needs of the student. • 504 Meetings- Initial and reviews 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other- PTA funds 	<p>Items Needed: Miscellaneous supplies as needed</p>	<p>Effectiveness Measure: Surveys when appropriate</p>
				<p>Effectiveness Results:</p>

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<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"> • Robo-Calls – Automated phone calls by principal to keep all parents informed of school events and curriculum. • Weekly Teacher Newsletters – Include information pertaining to curriculum, assessments, and events • Teacher Websites – Include information pertaining to curriculum, assessments, and events • School Website – Includes information pertaining to curriculum and events • PTA Meetings – Board and General- to communicate important information and upcoming events • Weekly Graded Folders – to keep parents informed of student progress • Reports Cards- to keep parents informed of student progress • Interims - to keep parents informed of student progress • Meet and Greet – beginning of school year for students and parents to bring supplies and to meet teacher. • Open House – to inform parents of curriculum and school events • Special Education Transition Meetings – Special Education teachers meet with parents to give information regarding school year transitions and curriculum. • PTA Quarterly Newsletters – inform parents of school events and curriculum, and includes photos of activities during the school year. • Student Progress Center – All parents can access the progress center via school’s website to keep informed of student academic progress. • Parent Support Toolbox- Louisiana State Department of Education Website; The Library contains data, documents, forms and other information about education in Louisiana. Families can find more 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other- PTA funds 	<p>Items Needed: Miscellaneous supplies as needed</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parental Feedback <hr/> <p>Effectiveness Results:</p>
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<p>information about the many choices offered by Louisiana to prepare their students for college and careers.</p> <ul style="list-style-type: none"> • Parent and Teacher Conferences - to keep parents informed of student progress. Conferences are held as needed- parent or teacher request. • Parent Phone Calls and Notes home- to keep parents informed of student progress on an as needed basis. 				
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): Goals 1, 2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input 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: Miscellaneous supplies as needed</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parental Feedback <hr/> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. 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"> • STEM Night – Science, Technology, Engineering, and Mathematics Night. • Parents, students, and teachers will explore the components of STEM by engaging in a meaningful night of activities. The activities will focus on science and math investigations, but will also emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend STEM night. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other- PTA funds 	<p>Items Needed:</p> <ul style="list-style-type: none"> • STEM Kits or materials for the investigations • Miscellaneous supplies • Food and Drinks available for purchase 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent and Student Ticket Out the Door
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Curriculum Night – Regular education and special education teachers inform parents of strategies, assessment rubrics, and other techniques used in the classroom. This will allow the parents to assist their students with homework and/or projects and to reinforce what is being taught in the classroom. (Social Studies sources and Math-parents as students) 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Parent and Student Ticket Out the Door

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Family Game Night - Parents, students, and teachers will engage in a meaningful night of activities focusing on ELA, Math, Science, and Social Studies curriculum. The games and activities will emphasize written expression and mathematical reasoning. Modified activities will be available for students in order to meet the needs of all learners who attend Family Game night. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Game Night Materials Miscellaneous supplies Food and Drinks available for purchase 	<p>Effectiveness Measure: Parent and Student Ticket Out the Door</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Grandparents Breakfast- Grandparents or special friends of our students are invited to our school each September to eat breakfast, attend the book fair and take picture with their students. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other- PTA funds 	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parental Feedback <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Canvas and Cookies with Mom Pizza with Dad- These are two PTA sponsored events where students are able to share some time with their parents while doing a fun activity. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies as needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parental Feedback

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 – all teachers implement the St. Tammany Parish School’s Guaranteed Curriculum to help ensure uniform, high quality instruction in the classroom. The G.C. is based on Louisiana State Standards. • Guidebooks 2.0 for ELA – Teachers have implemented the Louisiana State Department of Education’s Guidebook 2.0 units for this year as a part of their curriculum for English Language Arts. The Guidebook 2.0 units ensure all students can read, understand, and express their understanding of complex, grade-level texts. • Teachers are implementing Eureka strategies that support the Math Guaranteed Curriculum. These strategies are to address Tier II and Tier III questions. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum materials • Guidebooks 2.0 Materials • Eureka Materials 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360- The LEAP 360 program is designed to determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals; given at the start of the school year or course. LEAP 360 is designed to provide teachers and students with “real time” results in detailed reports that allow for immediate curricular and instructional adjustments as needed. • LEAP 2025- statewide assessment that measure Louisiana's current standards. This assessment is used to measure student growth and progress during the academic school year. • Unit Pre and Post Assessments- pre-tests and post-tests as formative assessments developed by either the district or teacher. Teachers use the assessments to get a quick read on students’ varying readiness for a new lesson or unit and then show progress by the end of the lesson or unit. The pre-test enables the teacher to adjust the lessons and to differentiate the assignments. Upon reviewing the post assessment data, the teachers compare their strategies and determine what worked best. The teachers work with the students on remediation of skills and concepts if necessary. • Common Formal Assessments (CFAs) - Common Formal Assessments are tests that systematically measure how well a student has mastered learning outcomes. Created by grade-level team members, they are used to identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. Through Professional Learning Communities (PLC’s) teachers work together to analyze data to address student needs. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores • CFA results Pre and Post Assessment results • LEAP 360 data • Exit Ticket data <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> Math teachers collect data from exit tickets as informal assessments. The teachers use this data daily to determine which students need small group instruction in order to master the standards. 				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> Special Education models include inclusion, resource, moderate, and moderate/severe. In addition to the Guaranteed Curriculum for all students, special education students receive scaffolded lessons and assessments as needed. Some students in the moderate and moderate/severe settings participate in LEAP Connect assessments. Paras are assigned to all Special Education classrooms as well as being assigned to individual students when necessary. Special Education student progress is monitored throughout the year through teacher communication logs, progress reports, and the results of all assessments. Special Education students receive specialized instruction through the use of SRA Corrective Reading, Project Read, Fast4Word, Reflex Math, Achieve3000 Boost, Gizmos, Thinking Maps, and Read Write Gold. Strategies include RACE, CER, RDW, KWL, CUBES, RICE, graphic organizers, sentence stems, sentence and paragraph frames, and writing templates. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Progress Reports Built in reports from various programs <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. <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 Program – EL tutor provides additional support through a pull-out/push-in program. <p>Describe the support personnel you have for ESL students.</p> <ul style="list-style-type: none"> ESL Instructional Aide 3 days a week working one on one or within groups of students in 20 – 45 minute blocks depending on student’s English proficiency level. ESL Integration Specialist available to assist classroom teachers as needed. <p>How is instruction provided to the students by support personnel?</p> <ul style="list-style-type: none"> Instruction is provided by either a push-in or pullout model depending on the English proficiency of the student, as reflected by the ELPS or ELPT, and/or the content area that the student is working to comprehend. <p>Is it a push-in or pullout instructional model? What core instruction are these students missing if they are pulled out?</p> <ul style="list-style-type: none"> The instructional model is a combination of push-in and pullout sessions created to scaffold content to provide growth in language proficiency. The ESL Instructional Aide pushes-in with students to provide additional support within the regular classroom. The ESL Instructional Aide pulls-out with Newcomers (1st and 2nd year students in the U.S.). Core instruction missed for students over two years in the U.S. is targeted to Science and/or Social Studies. However, if a student does not understand the content 	<p>Goal(s): Goals 1 and 2 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies 	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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within the classroom, the student may be briefly pulled at the time of instruction to breakdown the content for the student to achieve comprehension.

What curriculum, program, strategies and assessments are the EL teacher or Para providing for Core Support?

- Newcomers (1st and 2nd year students in the U.S.) use the Access Newcomers Curriculum program during pullout sessions and Rosetta Stone within the classroom.
- Project Read Phonics and Fast ForWord are also available for EL students. For students over two years in the U.S., the ESL Instructional Aide targets the areas the student is weakest in due to their English Language proficiency and works with the classroom teacher to create a strategy that will guide the student to make growth. Study skills, phonics study, reading and writing modeling are a few examples of strategies that may be implemented.

Describe the ELPT assessment. How is it used?

- The ELPT is used to measure the performance of the 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 student will need to fully participate in core content classes.

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Assessments to determine which students need interventions can include: <ul style="list-style-type: none"> ○ Curriculum Based Assessments (CBA's) ○ Sivaroli ○ Formal and informal assessments ○ Writing samples ○ Lexile levels/Achieve3000 Level Set ○ LEAP 360 results ○ LEAP 2025 scores – Approaching Basic or Unsatisfactory • Students are identified for participation in interventions according to the following criteria: <ul style="list-style-type: none"> ○ Classified SPED – Inclusion, Resource, Moderate, or Moderate/Severe Models ○ Classified 504 ○ EL students ○ Students in the TAT/SAT process – teacher and/or parent referrals • Student progress is monitored in the following ways: <ul style="list-style-type: none"> ○ Achieve 3000 and Reflex Math Diagnostic Reports ○ Student Progress Reports ○ Progress Monitoring Forms (IRP-3 forms) 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Achieve 3000 • Reflex Math • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores • Achieve 3000 Student Lexile Level growth reports • IRP-3 Forms <hr/> <p>Effectiveness Results:</p>
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Mandeville Middle 2018-2019

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level. • Reflex Math- The program offers individualized experience with explicit instruction and coaching to maximize mathematical understanding. It also provides intuitive reports for educators to monitor and support student progress. • SAT students- individualized interventions monitored by SAT team members. Interventions are based off of the student’s weaknesses in Math, ELA, and/or behavior. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores • Achieve 3000 Student Lexile Level growth reports • 2018- 2019 LEAP scores • IRP3 data <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students who continue to experience difficulty after receiving additional classroom support through interventions receive the following additional support: <ul style="list-style-type: none"> ○ Teacher Assistance Team (TAT meeting) - TAT members are composed of the following individuals: Administration, TRT, Guidance Counselor, Speech Therapist, Special Education Teacher, and Regular Education Teacher. The team strategizes ways to help the student to become more academically and/or behaviorally successful. ○ Student Assistance Team (SAT meeting)- SAT members are composed of the following people: Administration, TRT, Pupil Appraisal Representative, Speech Therapist, Guidance Counselor, Special Education Teacher, Regular Education Teacher, and Parent. The team 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores • IRP3 data <hr/> <p>Effectiveness Results:</p>

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<p>develops more intensive interventions to help the student become more successful in the classroom.</p> <ul style="list-style-type: none"> ○ 504 Meeting – If a student who is identified 504 is experiencing difficulty with interventions, the 504 plan can be revisited in order to address additional needs through accommodations. ○ IEP Meeting- If a student is identified with an IEP and is experiencing difficulty with interventions, the IEP can be revisited in order to address additional needs through accommodations and modifications. 				
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> ● Achieve 3000 Boost - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level. ● Reflex Math- The program offers individualized experience with explicit instruction and coaching to maximize mathematical understanding. It also provides intuitive reports for educators to monitor and support student progress. ● Fast4Word- improves learning and reading difficulties by targeting the underlying cognitive skill gaps. ● SAT students- individualized interventions monitored by SAT team members. Interventions are based off of the student’s weaknesses in Math, ELA, and/or behavior. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> ● Achieve 3000 reports ● Reflex Math reports ● Fast4Word reports <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>: What interventions are being provided specifically to the EL students at each of your grade levels?</p> <ul style="list-style-type: none"> • Access Newcomers, Rosetta Stone, Achieve 3000, Project Read, Fast ForWord, ESL Instructional Aide individual or group sessions. <p>In which type of setting is this intervention being provided?</p> <ul style="list-style-type: none"> • The intervention follows either a push-in or pullout model determined by needs of the individual LEP student. <p>How do you decide which intervention a student should receive?</p> <ul style="list-style-type: none"> • Interventions per student are determined by ELPS/ELPT scores, quarterly grades, LEAP 2025 results. <p>What is the purpose of the interventions? What is the focus on the interventions?</p> <ul style="list-style-type: none"> • The purpose and focus of the interventions is to provide students with the support needed to meet rigorous grade level expectations. <p>Who teaches the interventions?</p> <ul style="list-style-type: none"> • Interventions are implemented and monitored by classroom teachers, ESL Instructional Aide, ESL Integration Specialist, and/or data provided by educational computer programs. 	<p>Goal(s):</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:</p>	<p>Effectiveness Measure:</p>
				<p>Effectiveness Results:</p>

Support and Extended Learning

<p>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):</p> <ul style="list-style-type: none"> • Related services such as Speech, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology • Enrichment Classes, Gifted Classes, Talented Art, Drama, and Music • KIT Services provided for students who qualify • MHP and counseling services 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Reflections <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Extended School Year – Students with Disabilities have the opportunity to participate in the Extended School Year program. This program provides academic instruction throughout the summer to help bridge the gap between grade levels. This provides for additional support and a smoother transition from one school year to another. • Summer Camp- Students from ages 5-12 can attend summer camp. • Field Trips- Grade Level Field Trips include Honey Island Swamp Tours, Mile Branch Settlement, Turtle Cove Environmental Research Center, FHS Play of School House Rocks. Teachers use field trips as extension lessons for their Math, Science, and ELA curriculum. All students, regular and special education, are invited to participate in field trips. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies • School buses for field trips • Stipend pay for teachers who participate in F.U.N. classes 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • 2018- 2019 LEAP scores • Ticket Out the Door- F.U.N. Class Participants <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> F.U.N. Classes (Find Your Niche Classes) – F.U.N Classes are offered twice per year. Classes focus on a variety of activities to enrich students’ academic success. Examples include coding, Forensics, Sign Language, and Breakout EDU. Classes meet grade level standards in all subject areas. All students, regular and special education students are invited to register and participate in F.U.N. Classes in the fall and spring. 				
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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): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> MHP Outcome Chart/School Developed Evaluation <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> Individual, group (social skills, mindfulness), career counseling, growth mindset, crisis intervention, monitor safety plans, parent conferences, classroom observations, Functional Behavioral Analysis (FBA), parent-teacher conferences, participate in IEP, 504 meetings, create and monitor social goals, collaborate with teachers to implement classroom interventions (academic and behavioral) 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Counselor data tracking Discipline Reports <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"> PBIS Program – Quarterly PBIS celebrations reinforce positive behavior, and all students are invited to attend. Activities include field-day type games, team-building activities, movies, snacks and rewards. Students may use their Seagull Slips; (slips are earned for “positive behavior”) that they have accumulated from the nine weeks to “purchase” snacks and to enter in raffles for rewards and prizes. Principal/Assistant Principal Awards – quarterly awards given to students who exhibit exemplary behavior throughout the nine weeks. All students, including special education students, are eligible to be identified for this support. Student of the Month – Each month, each teacher selects a student who has exhibited model behavior and/or academic improvement throughout the month. A breakfast and awards ceremony is held for family members to attend and celebrate the accomplishments 	<p>Goal(s):</p> <p>Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Rewards for PBIS celebrations, Tier Two Program, Principal/Assistant Principal Awards, and Social Groups Snacks for PBIS celebrations and Student of the Month breakfast Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Analysis of Behavior Referrals Student Surveys <hr/> <p>Effectiveness Results:</p>
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<p>of each Student of the Month. All students, including special education students, are eligible to be identified for this support.</p> <ul style="list-style-type: none"> • Tier Two Program – This program is a check-in/out system that allows students to meet with a mentor (coach) to discuss student goals for behavior. Positive outcomes result in rewards for the student, with the ultimate goal being to exit the Tier 2 program. All students, including special education students, are eligible to be identified for this support. • Social Skills Group – The guidance counselor meets with selected groups of students to address the targeted area of need. • ISS/ISD- This program is designed as a consequence for the students who have made poor behavior choices. 				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> • Feeder School Visits – In the springtime, third grade students from MMS feeder schools, will visit for a tour of the school. Likewise, the sixth grade students will visit their respective junior high schools. The junior high school administrators also visit our school to provide scheduling information to the students. • Third Grade Afternoon – Incoming fourth graders are invited to participate in an afterschool program to “Get to Know MMS”. • Meet and Greet – before school opens; “Meet the Teacher” night • Newcomers’ Celebration- Students new to MMS, out of parish or from private school, are invited to a social, hosted by the guidance counselor, as a way to meet each other and new people. This event in August each year. • Special Education transition meetings- Special Education teachers meet with parents and students at the 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Refreshments • School Buses for transportation • Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Input from Parents and Students – Ticket Out of the Door <hr/> <p>Effectiveness Results:</p>

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<p>beginning of the school year to discuss the transition to the next grade level.</p> <ul style="list-style-type: none"> • Students entering mid-year will be assigned school buddies and a teacher buddy to assist in the transition. <p>Outgoing Students:</p> <ul style="list-style-type: none"> • Visit to LMJH – Sixth grade students visit their perspective junior high school. • Junior High Day- The sixth grade students participate in a “mock” junior high academic schedule in order to prepare them for junior high school. • Guidance Counselor and/or junior high administrator presentations regarding transitioning to junior high • Special Education Transition Meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level. • Junior High Parent Nights- Parent informational night at the respective junior high school. 				
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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"> Teachers in each grade-level meet weekly with their Professional Learning Communities to discuss data, plan for more rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the grade level in all subject areas and plan for additional instruction, and plan for upcoming State Testing. The Principal, Assistant Principal, Technology Resource Teacher, Instructional Coach, and Curriculum Specialists have attended these meetings to provide support and share strategies to enhance rigor and differentiate in all instruction. Special Education Team Meetings: The special education team meets once per month to collaborate and provide support to enhance student achievement. Student Data Meetings: Meetings are held to analyze student LEAP 2025 and LEAP 360 data. The data is used to create instructional goals to enhance achievement and differentiate for all students. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> PLC documentation Meeting agendas Sign-in sheets <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Summer Institute – Prior to the beginning of the school year, a Summer Institute provided by St. Tammany Parish School Board is conducted, offering seminars on various topics that will prepare teachers for the new school year. 	<p>Goal(s): Goals 1,2 and 3 of SIP plan will be addressed</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Substitutes Miscellaneous supplies 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> PD survey PD exit tickets

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<ul style="list-style-type: none"> • District Conferences – St. Tammany Parish School Board provides professional development opportunities throughout the year. Sessions are varied in topic, time, location, and delivery mode to address the needs and interests of the certificated as well as non-certificated employees. • School Level Professional Development Opportunities- These professional development opportunities are created to fulfill the varied needs of employees, the needs expressed in the school’s improvement plan, and district/state initiatives. • Regional and State Conferences- Teachers are chosen to attend regional and state conferences in the areas of English Language Arts, Mathematics, Science, and Technology. Teachers attend the conferences in order to fulfill the need of the teacher, the school improvement plan, and keep up-to-date with curriculum changes. Teachers share knowledge gained at the conferences with the other teachers at the school. • Teacher Leader Conference- During the summer, educators and content experts from across the state share their knowledge, learn new skills, and prepare for the next school year. Educators will have the opportunity to choose from a wide variety of sessions covering role-specific topics. At least one representative from Mandeville Middle School attends the Teacher Leader Conference. • Mentor Teacher Program – Program designed to support new teachers at MMS. The new teacher meets weekly with a grade level mentor to discuss student learning, strategies, and classroom management. The new teacher also meets with the TRT at least once a month, for additional support. New teachers also meet at the beginning of the school with the TRT and administration. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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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.

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:

- The SIP Committee meets quarterly to measure the results of the effectiveness of school programs that have occurred during the quarter. We use the results to plan for the next school year. The committee analyzes school data to determine areas of strengths and weaknesses in school performance, primarily focusing on the goals. The committee sets a plan of action to help strengthen the areas of weakness. The committee members, in turn, seek input from their respective grade or subject area colleagues during their weekly PLC meeting.
- The school improvement plan is monitored and revised to make necessary adjustments to increase student learning. The committee analyzes multiple types of data including, but not limited to: student learning targets, common formal assessment data, LEAP 360 data, statewide assessment data, including LEAP Connect, demographic data, surveys, and tickets out the door.

Describe how 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:

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

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

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

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal:** Mary Hart
- **Student:** Thomas McLaughlin
- **Teacher:** Stephanie Tipton
- **Teacher:** Ashley Willis
- **Teacher Resource Teacher:** Tonya Shoupe
- **Instructional Coach:** Christine Clement
- **Parent/Family:** Sallie McLaughlin
- **Parent/Family:** Lauren Rickels
- **Community Member:** Deputy Kenny Kustenmacher

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal:** Mary Hart
- **Student:** Thomas McLaughlin
- **Teacher:** Stephanie Tipton
- **Teacher:** Ashley Willis
- **Teacher Resource Teacher:** Tonya Shoupe
- **Instructional Coach:** Christine Clement
- **Parent/Family:** Sallie McLaughlin
- **Parent/Family:** Lauren Rickels
- **Community Member:** Deputy Kenny Kustenmacher