

# **School Improvement Plan Mandeville Middle School St. Tammany Parish School System**

**Mandeville Middle School  
Grades 4, 5 and 6  
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Mandeville, Louisiana 70448  
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***December 10, 2010***

## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Math is consistently higher than ELA for all grade levels	1	CRT Indexes, NRT Indexes, Subgroup Analysis, School Report Cards, Learning Walk/Observation Data
Increase in the number of Mastery + students in ELA	2	CRT Indexes, NRT Indexes, Subgroup Analysis, School Report Cards, Learning Walk/Observation Data
The ELA achievement gap is closing with (SWD) and (ED) when compared to (W).	3	CRT Indexes, NRT Indexes, Subgroup Analysis, School Report Cards, Learning Walk/Observation Data
In both math and ELA indexes at all grades are at or above goal (120)	4	CRT Indexes, NRT Indexes, Subgroup Analysis, School Report Cards
The (W) subgroup has consistently been higher in all content areas	5	CRT Indexes, NRT Indexes, Subgroup Analysis, School Report Cards, Learning Walk/Observation Data

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>		Math is consistently higher than ELA for all grade levels	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Mastery + 57% 4th, 51% 5th, 47% 6th	LEAP/iLEAP School Performance Reports 2010	Cognitive
2.	Whole School Math % proficient increased or maintained since 04-05 85.8-86.9-89-88.7-89-92.3	Subgroup Trend Data Analysis 2004 - 2010	Cognitive
3.	Student attendance has increased or maintained for the past 4 years 113.3-116.6-118.3-118.3	Principal's Report Card 2005 -02009	Attitudinal

4.	Students are more engaged in learning	Observations 2009-2010	Behavioral
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<b>Contributing Factor 2</b>		Increase in the number of Mastery + students in ELA	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Subgroup index score growth in 3 of the 4 groups all grades for the last 3 years	Subgroup Trend Data Analysis 2010	Cognitive
2.	Whole Faculty Study Group Collaboration sharing best practices	WFSG logs/agendas	Attitudnal
3.	Teachers use the District's Guaranteed Curriculum which employs a variety of strategies to reach and teach the individual students	Observations 2009-2010	Behavioral
4.	4 <sup>th</sup> and 6 <sup>th</sup> grade CRT index scores have increased for the last 5 and 3 years respectively; 117.7-121.2-122-125.4-127 and 113.2-119.3-123.5 respectively.	CRT Index Trend Data 2010	Cognitive

<b>Contributing Factor 3</b>		The achievement gap in math and ELA is closing with (B), (SWD) and (ED) when compared to (W).	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	(W), (ED) and (SWD) subgroup index scores have improved each year for the past 3 years.	Principal's Report Card	Attitudnal
2.	4 <sup>th</sup> and 5 <sup>th</sup> grade Math index scores for (WS), (W), (ED) and (SWD) are higher compared to 6 <sup>th</sup> grade.	Subgroup Trend Data Analysis 2010	Cognitive
3.	6 <sup>th</sup> grade ELA index scores for (WS), (W), (ED) and (SWD) are higher compared to 4 <sup>th</sup> and 5 <sup>th</sup> grade.	Subgroup Trend Data Analysis 2010	Cognitive

\*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
ELA - specifically Read Analyze and Respond in 4th and for comprehension and responding all grades all subjects with emphasis on written response.	1	School Performance Reports 08, 09 and 10 strand analysis, ELA committee notes 09-10, Strand Analysis 2010 and Classroom Assessment
Math - specifically Measurement in 5th, Patterns, Relations, and Functions in 6th, and Number, Number realations for 5th and 6th	2	% Proficient Trend Data, SPS Index levels, Observations 2009-2010, Whole Faculty Study Group notes
Science - dropped overall from 2008-2009.	3	% Proficient Trend Data, CRT Index Trend Data 2010, Whole Faculty Study Group notes
Social Studies - specifically History in all grades	4	% Proficient Trend Data, CRT Index Trend Data 2010

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>		ELA - specifically Read Analyze and Respond in 4th and for comprehension and responding in all grades all subjects with emphasis on written response	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	4 <sup>th</sup> grade read analyze and respond to literature % proficient scores are inconsistent for the last 3 years. 57-67-59. This is not assessed in 5 <sup>th</sup> or 6 <sup>th</sup> .	School Performance Reports 08, 09 and 10 strand analysis	Cognitive
2.	Writing competently on an essay topic - % proficient scores for 5 <sup>th</sup> and 6 <sup>th</sup> are inconsistent for the past 3 years; 66-72-67 and 69-75-70	School Performance Reports 08, 09 and 10 strand analysis	Cognitive
3.	Using teaching strategies that require students to verify answer within the reading passage and repond with well developed and complete answers.	ELA committee notes 09-10	Behavioral
4.	Multiple choice scores are significantly higher than constructed response scores 4 <sup>th</sup> - math 80/63, science 80/71, social studies 80/64, 5 <sup>th</sup> - math 77/65, 6 <sup>th</sup> - math 75/66. Teachers report the same findings on classroom	Strand Analysis 2010 and Classroom Assessment	Attitudinal

assessments in all content areas.		
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<b>Contributing Factor 2</b>	Math - specifically Measurement in 5th, Patterns, Relations, and Functions in 6th, and Number, Number Relations for 5th and 6th		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	The largest (whole school) subgroup achievement gap is the black subpop in math grade 6 - 32.5 gap, SWD was close 29.5. ED - 12, WS 1.2	% Proficient Trend Data	Cognitive
2.	6 <sup>th</sup> grade math was a relative weakness when compared to 4 <sup>th</sup> and 5 <sup>th</sup> with an SPS index of 123.7 compared to 130.8 and 131.2 respectively.	SPS Index levels	Cognitive
3.	Teachers are doing more activity based engaging lessons, but students are not retaining and/or using enough of the information taught.	Observations 2009-2010	Behavioral
4.	Teachers indicate that students continue to be with with all basic facts which support the understanding of les concrete mathematical concepts	Whole Faculty Study Group notes	Attitudnal

<b>Contributing Factor 3</b>	Science		
<b>Domain/Subdomain</b> (Choose One Only)	260 Culture: Other - Culture 740 Resources: Time		
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Science has the highest % of student scoring below basic; 7 - 4th, 14 - 5 <sup>th</sup> , and 11 - 6 <sup>th</sup> compared to social studies 4-4 <sup>th</sup> , 13-5 <sup>th</sup> and 11-6 <sup>th</sup>	% Proficient Trend Data	Cognitive
2.	Earth Science for 4 <sup>th</sup> and 5 <sup>th</sup> average % correct is the lowest of the science strands. 73% - 4 <sup>th</sup> and 61% - 5 <sup>th</sup> (6 <sup>th</sup> does not assess this strand)	CRT Index Trend Data 2010	Cognitive
3.	Teachers indicate that time is an issue when teaching science (and social studies). Pull outs for band, chorus, talented, SRA, and student meetings interfeer with consistent daily in class instruction.	Whole Faculty Study Group notes	Attitudnal

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts</b>
<b>Research-Based Strategy 1:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Analysis of Data	Highly Qualified Teachers will use: re-rostered test data from LEAP and iLEAP to analyze strengths and weaknesses of current students; re-rostered LEAP and iLEAP test data to analyze strenths, weaknesses and growth from previous year's class; benchmark assessments, specifically ELA checkpoints, to monitor student progress on the Guaranteed Curriculum; and quarterly STAR assessments as an additional tool to evaluate and monitor student progress in reading and reading comprehension. This information will be used during parent conferences, WFSG collaboration and Grade level meetings to address student needs and changes to the current SIP as necessary.
<b>1.2</b>	Review of Working on the Work progress	Documentation of monthly WFSG logs including dates, attendance, activities during the meetings, work done at the meetings, questions raised for administration. School administrator will review questions and respond accordingly. Administrator will monitor teacher participation in WOW discussion threads on Blackboard and respond to provide clarification of misconceptions as well as motivation in the form of positive feedback remarks.
<b>1.3</b>	New classroom practices focusing on meaningful student engagement are implemented as a result of follow-up support	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators, RHT and WOW Core Team members through WFSG meetings and logs, WOW discussion threads on Blackboard, lesson plans, and quarterly Learning Walks. Student work resulting from implementation of highly engaging leassons/activities/units will be examined during WFSG. These artifacts will be used as a basis for maintaining or adjusting the implementation of the training.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase SWD subgroup ELA percent proficiency from 61.4 to 68.8 by 2012.	SWD subgroup will improve in the areas of reading, reading comprehension and written response.
<b>1.2</b>	To increase Whole School subgroup ELA percent proficiency from 89.7 to 91.6 by 2012.	Whole School subgroup will improve in the areas of reading, reading comprehension and written response in all content areas.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades 4 through 6 will design activities using Working on the Work framework for students in order to improve literacy skills in content areas. This will include training any teachers who are identified through questionnaires, making copies of any of instructional materials needed to implement the resources, and purchase of any additional materials to use for implementation.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
4th grade students deemed At Risk by teachers through test scores, recommendations, and other data sources will receive tiered interventions from a tutor for 30 to 45 additional minutes, 2 days/wk for 9 weeks & tiered interventions from a highly qualified teacher in regular &/or special education class if applicable. 5th & 6th students deemed At Risk by teachers through test scores, recommendations, and other data sources will receive tiered interventions in class. Extra materials provided.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement, and integrating technology as an instructional tool. Costs for implementing the resources needed to provide these activities such as field trip/admission costs, additional copies, materials, etc. will be provided for economically disadvantaged students as needed.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide instruction that is developmentally appropriate and will focus on activity-based learning by engaging students in activities requiring application of knowledge in real-life situations and will be geared towards the individual learner, providing a variety of activities that accommodate individual differences. Additional copies, instructional resources and materials will be provided.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

As staff development needs are identified through surveys, trainings will be provided to teachers, administrators, paraprofessionals, and other support personnel by administrators, RHT, or other qualified personnel. Trainings may include WOW, Project Read, Technology Integration, Literacy Strategies, Work Stations, etc. Trainings will either be offered during WFSG sessions, after school, or through the district. Any additional copies, instructional resources and materials will be provided.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will collaborate with their peers during cross-grade level meetings, WFSGs, professional developments and by using the discussion portion on Blackboard to ensure that students are prepared for the next grade level. Any additional instructional resources and materials will be provided.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Community outreach will be promoted using activities including PTA My Louisiana Contest and Reflections Contest, Fire Safety Poster contest, and Keep Mandeville Beautiful art contests. Any additional instructional resources and materials will be provided.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Activities such as Grandparents Day, Fall Round Up, Art Fest, Guest Speakers from the community, and Literacy Night as well as resources such as monthly newsletters, Weekly teacher Overviews, teacher/school web pages, etc. provide opportunities for parents and community members to interact with school personnel and students to learn about the literacy skills being taught and how they can help improve student achievement in literacy. Additional resources will be provided as needed.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Mandeville Middle 4th grade faculty will host a LEAP Learning Night for parents during the third nine weeks to incorporate instructional activities, strategies and resource links that can be used at home to enhance the students' understanding of the 4th grade curriculum across all subject areas. Any additional instructional resources and materials will be provided.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will access Guaranteed Curriculum (GC) daily providing instructional resources such as lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. Lessons will include reading, analyzing, and responding to literature, vocabulary development, reading comprehension and writing competently. Equipment, software and other instructional resources will be purchased as needed to implement and support instruction using the GC.



**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Educational Interventionist, RHT and other highly qualified teachers will provide model lessons demonstrating technology integration to enhance reading, analyzing, and responding to literature, vocabulary development, reading comprehension and writing competently. Hardware and software for technology integration will be installed, maintained, and updated for all students and teachers by the computer technicians.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

In an effort to improve student achievement by improving student behaviors, highly qualified teachers will develop activities to provide direct instruction on expected student behaviors beginning the first day of school, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, and clearly defined and posted rules in each classroom, some of which will be student directed. Additional instructional resources and materials will be provided.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will develop PBS lessons implementing the FISH! Philosophy and Kagan Win/Win Discipline. Activities will include the re-teaching of appropriate behaviors and providing students with replacement behaviors for inappropriate choices. School-wide incentives will be awarded to students and all staff weekly, monthly, and quarterly. Any additional instructional resources and materials will be provided.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

A Mental Health Provider in addition to the school counselor will be available to aid students who are having issues that affect their learning as well as provide support to their teachers throughout the school year.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will modify behavior plans to meet the students' needs. They will attend TAT meetings, conference with parents, complete an FBA, and create a BIP. They will use the check-in/check-out method for students needing more behavior reinforcements. Any additional instructional resources and materials will be provided.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers (HQT) will attend WFSGs & monthly grade level collaborations to examine data strengths, weaknesses, trends in SIP & other school data to design effective instructional strategies, tiered interventions and engaging lessons to increase student learning. Strategies will be evaluated/adjusted as data indicates. Support will be provided by RHT, administration and HQT to ensure effective implementation. Extra instructional resources/materials will be provided.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

Collaboration for Magnolia Trace Elementary & Woodlake Elementary 3rd grade teachers & Mandeville Middle 4th grade teachers will be planned for final quarter to provide opportunity for discussions for transitioning the students. Collaboration will be planned for Mandeville Middle 6th grade & Fontainebleau Jr. & Monteleone Jr. 7th grade teachers for the final quarter to provide opportunity for discussions for transitioning the students. Extra instructional resources/materials will be provided.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

Students from Magnolia Trace Elementary, Mandeville Elementary and Woodlake Elementary will tour Mandeville Middle's campus and students from Mandeville Middle 6th grade will tour Fontainebleau Jr. and Monteleone Jr.'s campuses to aid in the transition for the following school year. Parents are encouraged to attend the campus tours. 6th grade students will also complete a tentative schedule for the following school year. Any additional instructional resources and materials will be provided.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

3rd grade students and parents from Magnolia Trace Elementary, Mandeville Elementary and Woodlake Elementary will be invited to attend "Getting to Know Mandeville Middle" which will be held after school during the 4th nine weeks period in an effort to aid in the transition for the following school year. While the students work through a schedule of activities with the 4th grade teachers, the parents will participate in their own "Getting to Know Mandeville Middle" session.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

All Mandeville Middle students and parents are invited to the beginning of the year "Stop and Drop" event which will take place prior to school beginning. It will allow students to stop by the school, find out who their teacher is and drop off their school supplies all while reacquainting themselves with friends, faculty, staff and the layout of the school. This allows us to work through "new to school" nerves as well. Any additional instructional resources and materials will be provided.

<b>GOAL 2</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in math</b>
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Analysis of Data	Highly Qualified Teachers will use: 1) re-rostered test data from LEAP and iLEAP to analyze strengths and weaknesses of current students; 2) re-rostered LEAP and iLEAP test data to analyze strengths, weaknesses and growth from previous year's class; and 3) benchmark assessments, specifically math checkpoints, to monitor student progress on the Guaranteed Curriculum; this information will be used during parent conferences, WFSG collaboration and grade level meetings to address student needs and changes to the current SIP as necessary.
<b>1.2</b>	Review of Working on the Work progress	Documentation of monthly WFSG logs including dates, attendance, activities during the meetings, work done at the meetings, questions raised for administration. School administrator will review questions and respond accordingly. Administrator will monitor teacher participation in WOW discussion threads on Blackboard and respond to provide clarification of misconceptions as well as motivation in the form of positive feedback remarks.
<b>1.3</b>	New classroom practices focusing on meaningful student engagement are implemented as a result of follow-up support	Follow-up on the implementation of the professional development trainings will be monitored by the school administrators, RHT and WOW Core Team members through WFSG meetings and logs, WOW discussion threads on Blackboard, lesson plans, and quarterly Learning Walks. Student work resulting from implementation of highly engaging math lessons/activities/units will be examined during WFSG. These artifacts will be used as a basis for maintaining or adjusting the implementation of the training.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase SWD subgroup math percent proficiency from 72.5 to 77.8 by 2012.	SWD subgroup will improve in the area of Number, Number Relations.
<b>1.2</b>	To increase Whole School subgroup math percent proficiency from 92.3 to 93.8 by 2012.	Whole School subgroup will improve in the areas of Patterns, Relations and Functions and Number, Number Relations, especially 5 <sup>th</sup> and 6 <sup>th</sup> .

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades 4 through 6 will design activities using Working on the Work framework for students in order to improve math skills in content areas. This will include training any teachers who are identified through questionnaires, making copies of any of the instructional materials needed to implement the resources, and purchase of any additional materials to use for implementation.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
4th grade students deemed At Risk by teachers through test scores, recommendations, and other data sources will receive tiered interventions from a tutor for 30 to 45 additional minutes, 2 days/wk for 9 weeks & tiered interventions from a highly qualified teacher in regular &/or special education class as applicable. 5th & 6th students deemed At Risk by teachers through test scores, recommendations, and other data sources will receive tiered interventions in class. Extra materials provided.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement, and integrating technology as a mathematical instructional tool. Costs for implementing the resources needed to provide these activities such as field trip/admission costs, additional copies, materials, etc. will be provided for economically disadvantaged students as needed.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will provide instruction that is developmentally appropriate and will focus on activity-based learning by engaging students in activities requiring application of mathematical knowledge in real-life situations and will be geared toward the individual learner, providing a variety of activities that accommodate individual differences. Additional copies, instructional resources and materials will be provided.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

As staff development needs are identified through surveys, trainings will be provided to teachers, administrators, paraprofessionals, and other support personnel by administrators, RHT, or other qualified personnel. Trainings may include WOW, Technology Integration, Numeracy Strategies, Work Stations, etc. Trainings will either be offered during WFSG sessions, after school, or through the district. Any additional copies, instructional resources and materials will be provided.

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Highly qualified teachers in grades 4-6 will collaborate with their peers during cross-grade level meetings, WFSGs, professional development activities and by using the discussion portion on Blackboard to ensure that students are prepared for the next grade level. Any additional instructional resources and materials will be provided.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Mandeville Middle 4th grade faculty will host a LEAP Learning Night for parents during the third nine weeks to incorporate instructional activities, strategies and resource links that can be used at home to enhance the students' understanding of the 4th grade math curriculum. Any additional instructional resources and materials will be provided.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will access Guaranteed Curriculum (GC) daily in order to provide instructional resources such as lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. Lessons will include number and number relations and patterns, relations and functions. Equipment, software and other instructional resources will be purchased as needed to implement and support instruction using the GC.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will design activities using Every Day Counts Calendar Math, Investigations and Scott Foresman resources for students in order to improve math skills. This includes training any teachers who are identified through surveys as in need of training in the use of the above mentioned resources. Any additional instructional resources and materials will be provided.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will administer Starting Points and Check Points progress monitoring tests to students to determine math progress. At Risk students will receive 30-60 minutes of tiered interventions from highly qualified teachers. Check Points will be conducted 4 times throughout the year. Additional copies of materials for testing & instructions will be provided.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Educational Interventionist, RHT and other highly qualified teachers will provide model lessons demonstrating integration of technology to enhance math skills in number and number relations and patterns, relations and functions. Hardware and software for technology integration will be installed, maintained, and updated for all students and teachers by the computer technicians.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will modify behavior plans to meet the students' needs. They will attend TAT meetings, conference with parents, complete an FBA, and create a BIP. They will use the check-in/check-out method for students needing more behavior reinforcements. Any additional instructional resources and materials will be provided.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers (HQT) will attend WFSGs & monthly grade level collaborations to examine data strengths, weaknesses, trends in SIP & other school data to design effective instructional strategies, tiered interventions and engaging lessons to increase student learning. Strategies will be evaluated/adjusted as data indicates. Support will be provided by RHT, administration and HQT to ensure effective implementation. Extra instructional resources/materials will be provided.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

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**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

In an effort to improve student achievement by improving student behaviors, highly qualified teachers will develop activities to provide direct instruction on expected student behaviors beginning the first day of school, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the school year, and clearly defined and posted rules in each classroom, some of which will be student directed. Additional instructional resources and materials will be provided.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in grades 4-6 will develop PBS lessons implementing the FISH! Philosophy and Kagan Win/Win Discipline. Activities will include the re-teaching of appropriate behaviors and providing students with replacement behaviors for inappropriate choices. School-wide incentives will be awarded to students and staff weekly, monthly, and quarterly. Any additional instructional resources and materials will be provided.