

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Mandeville High



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The percent of students scoring 20 or below on ACT subscores decreased by 2.8% from 2016 to 2017. The Reading subscore has increased the past 3 years by 0.8%.	There is no evidence to support ACT subscore areas declining over recent years.
The highest index is the Cohort Graduation Rate, although from 2016 to 2017 our index declined 0.6 points.	The EOC index has been the lowest the past 2 years at 103.9 and 102.7 respectively.
Potential strengths are the MHS Cohort Graduation Rate with a 128.4 score, Algebra I EOC scores with 102.1 highest for all 5 year, and ACT scores with a 23.8 score. The MHS Expulsion rate is a strength with 0% over the past several years.	Potential weaknesses are English II EOC with a 108.8 index score. The English III EOC index score was 99.8, and U.S. History EOC score was a 107.9 index.
English II EOC index is the potential subject area strength although English II index scores have declined from 120.0 to 108.8 from 2013 to 2017. English remains the highest numerical index scores over all other subjects.	Algebra I and Geometry are potential subject area weaknesses with scores ranging from 81.4 to 97.9 over the last 5 years. However, Algebra I grew 13.1 points from 2016-2017.
The potential strengths are HS Diploma Plus (with the OR clause), the Regular HS Diploma, and the HS Diploma Plus with the TOPS Core credit and the Basic statewide credential.	The potential weakness is the HS Diploma Plus with the AND clause at 0%.
Asian/Pacific Islander and White subgroups have been potential strengths for the past two years. Asian /Pacific Islander has increased by 5.1% over the last 2 years and White subgroups increased in Math by 2.2% over the past 2 years.	Students with Disabilities has been the lowest scoring subgroup consistently. SWD subgroups has decreased in English II, English III, Geometry, and Biology. From 2016 to 2017 Whole School Data SWD decreased in ELA by 12.2% and in Math by 0.8%.
Asian/Pacific Islander English II improved 10% from 2016 to 2017 and English III improved 6.0% from 2016 to 2017. Black English III improved 2.8% from 2016 to 2017. All subgroups in Algebra I improved from 2016 to 2017. Algebra I is a strength with a 9.9% net increase over the past 5 years. Biology is a strength with 0.6% net increase over the last 5 years. U.S. History is a potential strength with a net increase of 1.2% over the past 5 years.	English II is a weakness with 6.9% net decrease over the last 5 years for Black, Hispanic, White, ED, and SWD subgroups. English III is a weakness with a 5.6% net decrease over the last 5 years for the Hispanic, White, ED, and SWD subgroups. Geometry is a weakness with a 3.8% net decrease over last 5 years.
ELA Achievement Gap: Asian Pacific Islander 11.7% net decrease over the last four years.	ELA Achievement Gap: Whole School gap increased by 10% and Hispanic gap increased by 22.6% since 13-14.

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Math Achievement Gap: Asian Pacific Islander 18.9% net decrease the last two years; Black 9.8% decrease in gap since 13-14.	Math Achievement Gap: LEP gap increased by 62.6% over the past three years.
White subgroup in all EOC Tests is a potential strength.	SWD subgroup in all EOC Tests is a potential weakness.

DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

<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>
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| 1. From spring 2017 to spring 2018 the English II EOC/LEAP 2025 assessment index will increase by at least 2 points from 108.8 to 110.8 for all initial testers. |
| 2. From spring 2017 to spring 2018 the Geometry EOC/LEAP 2025 assessment index will increase by at least 2 points from 97.9 to 99.9 for all initial testers. |
| 3. From spring 2017 to spring 2018 the Students with Disabilities (SWD) subgroup index will increase by 4 points from 46.4 to 50.4. |
| 4. |
| 5. |

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Monthly PTSA meetings for awareness and evaluation of SIP • Utilization of Mandeville High website to provide ongoing feedback of SIP • School report card will reveal results of SIP 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Exit tickets at PTSA meetings</p> <hr/> <p>Effectiveness Results: Attendance</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Eighth Grade Scheduling Night determines course choice for freshman year • Professional community members' willingness to serve as mentors for internship program 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Scheduling Card Invitation</p>	<p>Effectiveness Measure: Attendance Number of mentors</p>

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<ul style="list-style-type: none"> District meeting for parents of Students with Disabilities to inform and discuss Diploma Pathways (November, 2017) 		<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		Effectiveness Results: Communication from parents
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Student Progress Center Course Description Guide Monthly Skipper Scoop, Mandeville High School website, Eflyers from PTSA, and robo calls highlight activities and important dates Open House Monthly PTSA meetings Senior Parent Night 8th Grade Scheduling Night Email communication from grade level counselors, School to Work Coordinator, and Special Education Coordinator SAT and IEP meetings 	Goal(s): #1 #2 #3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: N/A	Effectiveness Measure: Attendance Ongoing feedback Effectiveness Results: Attendance Feedback from parents
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House 	Goal(s): #1 #2 #3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: N/A	Effectiveness Measure: Attendance

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Feedback to ESL teacher</p> <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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> 8th Grade Scheduling Night Parents and students are invited to an evening program to choose courses. Principal gives brief overview of Diploma Pathway options. Student requests are mailed home in May for an opportunity to make schedule changes. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Scheduling Card Course Description Guide Postage</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results: Feedback</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Senior Parent Night Senior Class Sponsors provide written information on all dates pertinent to seniors from ordering graduation announcements to senior trip and graduation. The Senior Counselor presents information on the FAFSA and other scholarship opportunities. The representative from Graduate Supply Company presents information on ordering senior supplies. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results: Feedback</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Open House Open House is an opportunity for parents to meet teachers and obtain course syllabi. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results: Feedback</p>
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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum • Guidebook 2.0 (English I, English II in 2nd 9 weeks) • Resources courses for students with IEP • Tools for Success course for MAE students • ACT Prep course • Achieve 3000 in Study Skills course to improve Reading comprehension for all grade levels • T9 curriculum • ESL curriculum 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Guidebooks Computer labs</p>	<p>Effectiveness Measure: Improved EOC/LEAP 2025 scores Improved ACT scores</p> <hr/> <p>Effectiveness Results: Graduation Rate College and Career Readiness</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Departmentalized semester exams • EOC/LEAP 2025 • Advanced Placement exams • Dual Enrollment exams • CLEP tests 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Test materials</p>	<p>Effectiveness Measure: Use scores to monitor individual student growth</p>

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<ul style="list-style-type: none"> • ACT tests 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results: College and Career Readiness
Process for Determining Student Participation in School and Classroom Interventions: <ul style="list-style-type: none"> • Students may be identified by parents, counselors, or teachers to determine if classroom interventions are needed • IEP determines ACT 833 eligibility • Student Assistance Team (SAT) meets after a parent/teacher conference is held and interventions are implemented to determine a plan of action. The plan of action could result in an IAP or IEP plan being created. 	Goal(s): #1 #2 #3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Test scores/grades from previous years Medical diagnosis if applicable	Effectiveness Measure: Academic student performance at the end of each grading period <hr/> Effectiveness Results: College and Career Readiness
Opportunities and Interventions for Students in Need: <ul style="list-style-type: none"> • Graduation Coach tracks at risk student progress weekly • Grade level counselors track student grades each 9 weeks • Mental Health Provider tracks students with emotional needs • EOC remediation during the school day for students who have scored unsatisfactory on one or more EOC tests • Career Counselor Corner provides students access to opportunities after high school • Jumpstart team including the School to Work Coordinator works with students who are pursuing the TOPS TECH Diploma pathway 	Goal(s): #1 #2 #3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Student Progress Reports Laptop computers	Effectiveness Measure: Improvement in student grades and EOC scores <hr/> Effectiveness Results: Positive change in student behavior Reduction in number of referrals and detentions

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Referral to Student Assistance Team (SAT) to screen for possible IAP (504 plan) or IEP evaluation • Provide alternative programs to parents for completion of a high school equivalency diploma via HISET or Youth Challenge Program • Meet with Graduation Coach and/or Mental Health Provider for support 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Progress Report District Pupil Appraisal Evaluation Reports</p>	<p>Effectiveness Measure: Improvement in student grades</p> <hr/> <p>Effectiveness Results: Student achievement and reduction in number of referrals</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • ELL teacher and tutor serve all grade levels 3 periods per day. ELL teacher works with regular education teachers to provide additional support. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Regular education curriculum</p>	<p>Effectiveness Measure: ELL student grades each 9 weeks</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • IAP meetings and IEP meetings where teams meet yearly to discuss student progress • MAE teacher provides support for students with behavioral needs 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Screening tools</p>	<p>Effectiveness Measure: Student progress reports</p>

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<ul style="list-style-type: none"> • Gifted/talented teachers provide support for gifted/talented learners • LEP program supports ELL learners 		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results: Achievement in language
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Free school wide tutoring is provided twice per week after school. Tutoring is supervised by faculty members with peer tutors to work within small groups. • Credit recovery opportunities through STPSB A^3 Virtual Academy 	Goal(s): #1 #2 #3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Transcript data	Effectiveness Measure: Attendance Student Progress Report <hr/> Effectiveness Results: College and Career Readiness Graduation

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies 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 Mental Health Provider (MHP) will work with students 20 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Improved student grades and behaviors MHP tracing logs</p> <hr/> <p>Effectiveness Results: Decrease in the number discipline referrals</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Teacher parent conferences to address behavior Positive Behavior Intervention Support includes Skipper Salutes, Student of the Month, Breakfast of Champions, WE Believe Program Paraprofessionals support students with behavior intervention plans. Students who are expelled from our campus are assigned to Project Team West or Project Believe. 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Skipper Sail Cards Certificates PBIS incentives</p>	<p>Effectiveness Measure: Reduced behavior referrals</p> <hr/> <p>Effectiveness Results: Reduction in referrals</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Incoming students are invited to New Student Orientation held in August prior to opening day. Incoming freshmen visit the school during the day prior to Freshman Scheduling Night. • Outgoing students attend their graduation ceremonies in May. Annual meeting is held with Louisiana Rehabilitative Services (LRS) for graduating Special Education Students. College and Career Fair is held annually at Southeastern Louisiana University. • Internships are provided for outgoing seniors for career exploration 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Posters Flyers Schedule Cards</p>	<p>Effectiveness Measure: Attendance</p> <hr/> <p>Effectiveness Results: Promotion Rate</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • ELA and Mathematics teachers are required to participate in Professional Learning Community (PLC) sessions to look Guidebooks, departmental exams, scope and sequence and student data 	<p>Goal(s): #1 #2 #3</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: EOC Data LEAP 2025 Data</p> <hr/> <p>Effectiveness Results: Increase in assessment scores Increase in course offerings team building</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • ACT • Guidebooks 2.0 • Career Technical Education (CTE meeting) • Moodle • Teacher led staff development • Teacher Wire website training 	<p>Goal(s): #1 #2 #3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computers Handouts Variety of teacher Expertise in teaching strategies</p>	<p>Effectiveness Measure: Staff retention</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> Automotive Service Construction ProStart Certified Nursing Assistant Emergency Medical Technician Business Management Manufacturing Construction Crafts Digital Media Information Technology Technology Specialist Hospitality/Tourism/Retail Health Science Patient Care and Management Public Service 	Goal(s): #1, #2, #3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	Items Needed: Certified personnel Student Coursework Supplies	Effectiveness Measure: IBC Credential <hr/> Effectiveness Results: Earning credentials High School Graduation
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> Dual Enrollment transferrable credit 	Goal(s): #1, #2, #3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	Items Needed: Successful completion of course	Effectiveness Measure: Successful completion of course <hr/> Effectiveness Results: Successful completion of course

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

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

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

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

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

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Review school data analysis for Mandeville High School.

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

- PTSA monthly meetings, Grade Level parent meetings in the evening to disseminate information, Faculty Meetings, e-flyers, Skipper Scoop and school website.