

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Mandeville Junior High



St. Tammany Parish Public Schools

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

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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 DCAI index score has increased from 15-16 to 16-17 by 2.5 points	The CRT Assessment Index has decreased slightly by 0.8 points.
8th grade CRT index scores have steadily improved in Math, Science, and Social Studies, They have had 8.5 points, 7.5 points, and 10.3 points increases from 2015-2016 to 2016-2017 respectively. Suspensions have decreased from 2015-2016 to 2016-2017 in both 7th and 8th by approximately 2%.	7th grade CRT index has decreased since 2015-2016 in all areas. ELA has decreased by 7.5 points, Math by 5.6 points, Science by 6.9 points, Social Studies by 4.7 points.
In both 7th and 8th grades, the ELA Index is consistently higher. (5 of the 7 subclaims increased in 7th grade from 2016 to 2017 and 5 of the 7 subclaims increased in 8th grade from 2016 to 2017),	7th grade Math has two of the lowest CRT indexes. The lowest subclaims are Expressing Mathematical Reasoning and Modeling and Application. (59% in 2016, 48% in 2017 decrease).
7th - 3 out of 5 years, ELA Index had the highest scores, highest score was 2015-2016 @ 115.6. 8th - 4 out of 5 years, ELA Index had the highest scores, highest scores was 2015-2016 @ 115.4.	7th - 3 out of 5 years, Math Index had the lowest scores, lowest score was 95.9 points in 2016-2017. 8th - 4 out of 5 years, Math had the lowest scores, lowest score was 87.6 points in 2014-2015.
The White subgroup in ELA and Math, in both 7th and 8th grades, have consistently scored between 87% - 91% proficiency.	Students with Disabilities has consistently been the lowest performing subgroup in ELA and Math. They scored 40 - 50% proficient.
The Hispanic subgroup scores have increased since 2012-2013. This increase was by almost 7% over this span of time.	Students with Disabilities declined in percent proficient from 76.9% to 34.7% in Math over the past five years.
The Hispanic subgroup has shown a trend closing the achievement gap in both Math and ELA. From 2013 to 2016, the achievement gap for Hispanics has dropped from 23.1% to 13.6% in ELA and in Math 19.2% to 15%. Also the Whole School and White gap has closed in ELA by 7.3% and 8.9% respectively since 2012-13. The Whole School and Economically Disadvantaged gap has closed in Math by 4.6% and 4.8% respectively since 2014-15.	Students with Disabilities in Math has the greatest gap in achievement. There has been a steady increase in achievement gap in the SWD Math from 2013-14 to the present, with an increase of 43.2% in the gap. The Black subgroup ELA achievement gap has increased by 12% since 2014-15.
ELA is a potential subgroup subject area strength with Students with Disabilities, Economically Disadvantaged, White, Black, and Whole School subgroups have typically had higher percent proficiency scores in ELA over the past 3-5 years.	Math is a potential subgroup subject area weakness across subgroups (except for the Hispanic subgroup) over the past 3-5 years.

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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math 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

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. The 7th grade CRT will increase by a minimum of 3 points in all subject areas in the 2017-18 school year.
2. The 7th grade math sub claim “Modeling & Application” will increase by 2% from moderate to strong in the 2017-18 year.
3. Students with Disabilities will increase to the 50.0 SPS range, from 49.5 to 50.0 in the 2017-18 school year.
- 4.
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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"> • PTA President attends district SIP planning meeting • Discuss the SIP at the Nov 16 PTA Meeting 	<p>Goal(s): The goal is to involve parents in the planning and implementing of the SIP</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: None</p>	<p>Effectiveness Measure: The effectiveness of parental involvement in the SIP process increases can be measured by attendance at meetings and parental input.</p> <hr/> <p>Effectiveness Results:</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"> • A digital survey will be given to the parents to determine needs 	<p>Goal(s): The goal is to receive feedback on parent concerns to include</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: Digital survey service</p>	<p>Effectiveness Measure: The effectiveness of including parents in a decision making can be measure by the completion and distribution of the survey</p>

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<ul style="list-style-type: none"> PTA Meetings- Monthly PTA meetings will be held to discuss ways that the PTA and the school can work together to support all students at MJH 	<p>parents as decision makers for the school.</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>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> Electronic Communication- The school will provide information to parents through various mediums including the school's Website, Robocalls and PTA Social Media sites and newsletters. IEP and IAP meetings- Annual meetings will be held for students with special education, LEP and 504 services. Students with IEPs will receive quarterly progress reports. Student Progress Center- Teachers will improve communication with parents via the Student Progress Center. All teachers will have an online grade book and enter grades in a timely manner. School and teacher websites- Teachers will improve communication with parents via Website. All teachers will have a TeacherWeb Site and keep the site updated. Monthly PTA newsletter- The PTA publishes a monthly newsletter Report cards- Report cards are sent home quarterly Parent conferences- Teachers will hold parent conferences as necessary. E-mails- Teachers and school personnel will communicate electronically with parents as necessary. Patriots On Parade, a schoolwide celebration of student success, will be held in the spring. This will allow all stakeholders to see student successes. 	<p>Goal(s): The goal is to to keep parents informed of student progress and include parents in the decision making process.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Computer access</p>	<p>Effectiveness Measure: School communication effectiveness will be measured with a parent survey.</p> <hr/> <p>Effectiveness Results:</p>

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<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 events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): The goal is to inform parents of the curriculum.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: LA Act 436 requirements effectiveness will be measured by evidence of publication in monthly newsletters and school website.</p> <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): The goal is to insure that parents who are non-English speaking have the same knowledge of school information.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Personnel who are fluent in the language(s) needed translated. Paperwork in other languages.</p>	<p>Effectiveness Measure: Translation services effectiveness will be measured by parental input.</p> <p>Effectiveness Results:</p>

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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> High school Special Education Coordinator visits the junior high at least once for an parent meeting in the evening to speak to parents of special needs students about Act 833 and the transition to high school. 	<p>Goal(s): The goal is to prepare parents of students with disabilities about programs available to them at the high school and to start preparing them in the junior high</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Handouts Special Education Coordinator</p>	<p>Effectiveness Measure: The effectiveness measurement will be based on parent input (ticket out of the door) and sign in sheet of the meeting.</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Patriots of Parade (POP) Our schoolwide student showcase gives parents and community members the opportunity to see what the students have learned and to see what our school has to offer. 	<p>Goal(s): The goal is to share student learning and achievement with the parents and community stakeholders</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: City permit and teacher and student participation.</p>	<p>Effectiveness Measure: Patriots on Parade effectiveness will be measured by parent input</p> <hr/> <p>Effectiveness Results:</p>

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Parent Family Engagement Activity 3: <ul style="list-style-type: none"> 6th grade visit and parent night- The parents of students from our feeder schools are invited to Mandeville Junior High to meet teachers of electives and clubs. The parents are given descriptions of electives offered and the parents are given the opportunity to meet the teachers and ask questions about the classes offered to 7th grade students. 	Goal(s): The goal is to prepare incoming students in making decisions for scheduling	Budgets used to support this activity: <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 	Items Needed: Flyers and teacher participation	Effectiveness Measure: 6 th grade visit and parent night effectiveness will be measured by parent input and attendance.
				Effectiveness Results:

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
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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • STPPS Guaranteed Curriculum- The Guaranteed Curriculum is provided by the STPPS via Blackboard and is the curriculum that all teachers are expected to follow. • Guidebooks 2.0- Guidebooks 2.0 is a curriculum for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex grade-level texts. Teachers across the state • ATA- ATA is an accelerated math class that prepares students in the 7th grade to take Algebra I in 8th grade. The first half of the year is the 7th grade curriculum and the 2nd half of the year is the 8th grade curriculum. • Carnegie Unit Classes- 11 classes for Carnegie Units are offered such as Algebra I, Art I, Band I, Chorus I, Family and Consumer Services, French I, Journey to Careers, Keyboard and Apps, Piano Keyboarding, Spanish I, World Geography. 	<p>Goal(s): The goal is to provide rigorous, Standards-Based Curriculum to prepare students for life beyond junior high.</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Blackboard for the GC, computer access for Learnzillion (GB)</p>	<p>Effectiveness Measure: Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints and state assessments.</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Weekly classroom assessments- Weekly classroom assessments will gauge student progress. • LEAP 2025-All core subject teachers have access to a complete roster of test scores broken down by strand so that they may analyze test scores and be able to focus on student weaknesses. This information is available on JPAMS. • Readiness/Diagnostic/Checkpoints- Teachers will use their Readiness/Diagnostic/Checkpoints test results to make decisions about lessons. • Department Meetings and PLCs- Departments will meet monthly and include the discussion of the use of academic assessments. A STPSB curriculum specialist will be in attendance for at least one meeting to aid in the discussion. Department chairs will meet monthly with the Assistant Principal and TRT to discuss the monthly meetings. 	<p>Goal(s): The goal is to use academic assessments to adjust instruction to improve instruction.</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Computer access</p>	<p>Effectiveness Measure: Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints and state assessments.</p>
<p>Effectiveness Results:</p>				

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<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SAT- When a parent or teacher is concerned about a student’s progress, the SAT process is begun. The teacher begins with a parent conference. The teacher tries various interventions and some paperwork to track progress. The SAT Committee (which meets weekly) contacts the parents and places some RTIs in place that are appropriate for that student. Several meetings are dedicated to meeting about the student some with the parents present. A diagnostician completes academic testing. These results are shared with the parent and a determination of eligibility for services is made. • IEP/IAP decisions- Annual IEP and IAP meetings will be held to see if additional interventions are necessary for students with disabilities. • Classroom assessments- Students who continually perform poorly on classroom assessments may show an indication that interventions are necessary. Teachers use this data in the decision making process. • Assistive Technology- A school-based AT team assesses the need for students who requires AT as part of their IEP or IAP. 	<p>Goal(s): The goal is to support students who are struggling so they can be successful.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Access to data of enrolled students</p>	<p>Effectiveness Measure: Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Achieve 3000- The ACHIEVE 3000 software program is designed to support struggling readers. Students identified by standardized test scores from the previous year showing Below Basic in Reading or Below Basic in ELA are invited to use the online based program during or after school. There are teachers who are trained in Achieve 3000 who monitor their progress in the program. Students who participate in Achieve 3000 receive data on student progress through the program. Progress is monitored by a teacher. • ALEKS- The ALEKs software program is designed to support students with gaps in knowledge. Students 	<p>Goal(s): The goal is to provide support and interventions for students who are struggling and not performing on grade level.</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 	<p>Items Needed: Computer licenses, Para Professional to staff TLC, computer access, data from instructional intervention programs</p>	<p>Effectiveness Measure: Effectiveness measure will come from data provided by programs such as Achieve, ALEKS, Fast Forward, Reflex Math , etc.</p> <hr/> <p>Effectiveness Results:</p>

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<p>identified by standardized test scores from the previous year showing Below Basic in math are invited to use the online based program during or after school. Students who participate in ALEKs receive extensive data on student progress through the program. Progress is monitored by a teacher.</p> <ul style="list-style-type: none"> • Fast Forward- Fast Forward is an elective class offered to students identified with language deficits. Students use this computer-based program to increase literacy skills. Students who participate in Fast Forward receive extensive data on student progress through the program. Progress is monitored by a teacher. • Project Read- 504 students with a diagnosis with Dyslexia are required to participate in this research based multi-sensory program a minimum of 2 hours each week. Teachers trained in this program will provide this service. • Test Prep Elective and Study Skills- Test Prep Elective is an elective class offered to students identified with low scores on standardized tests. Basic skills are addressed in this class. Students Mandeville Junior High 7th and 8th grades who are enrolled in Test Prep participate in Achieve 3000 and ALEKs. • The Learning Center- TLC is a bank of 10 computers used to assure students with an IEP or IAP receive their accommodations. All computers are equipped with Read & Write Gold to assist with literacy mapping, small group and tests read aloud. A paraprofessional is assigned to the room to assist students who go to the TLC lab for assistance. • YES Class- The YES class is a self-contained regular education class for 8th students who are struggling, but do not qualify for special education services. The class size is limited to 15 students. Students are identified through teacher and SAT recommendation based on student need. • Reflex Math-The Reflex Math is an online program is designed to support students with math fluency. The 		<input checked="" type="checkbox"/> Other		
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<p>program focuses on basic math computation. Students who have calculator as an accommodation are required to participate as an RTI.</p> <ul style="list-style-type: none"> • Read & Write Gold- This is a computer based program that offers text to speech functions and includes a customizable toolbar that integrates reading, writing, studying, and research support tools with common applications. This program is available to all students as part as a district wide initiative. 				
<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"> • SAT- When a parent or teacher is concerned about a student’s progress, the SAT process is begun. The teacher begins with a parent conference. The teacher tries various interventions and some paperwork to track progress. The SAT Committee (which meets weekly) contacts the parents and places some RTIs in place that are appropriate for that student. Several meetings are dedicated to meeting about the student some with the parents present. A diagnostician completes academic testing. These results are shared with the parent and a determination of eligibility for services is made. • Resource classes in ELA and math are offered for students identified with disabilities who are continuing to experience difficulty. 	<p>Goal(s): The goal is to support students who are struggling so they can be successful.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Staff for resource and SAT</p>	<p>Effectiveness Measure: Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <p>Effectiveness Results:</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. 	<p>Goal(s): The goal is to prepare students who are not have a native language other than English for life beyond</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 	<p>Items Needed: Computer access and License for Achieve</p>	<p>Effectiveness Measure: The effectiveness measure will be based in progress monitored by the ESL teacher based on data from Achieve and the results from the ELPT.</p>

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<ul style="list-style-type: none"> There is a part-time ESL teacher and a part time tutor to work with the LA Connectors. 	junior high school.	<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 checked="" type="checkbox"/> Other		Effectiveness Results:
<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"> LA Connectors utilize Achieve Boost to help with reading comprehension. 	<p>Goal(s): The goal is to increase the comprehension levels of LA Connectors</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Achieve Boost</p>	<p>Effectiveness Measure: The effectiveness measure will be based in progress monitored by the ESL teacher based on data from Achieve and the results from the ELPT.</p> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Community Based Learning opportunities for students in the Mild/Moderate and Moderate Severe classes. These weekly trips help students with life skills with the real-world setting. KIT tutors are offered to students who are homeless and have academic needs. 	<p>Goal(s): The goal is to provide support for all students regardless of academic level or financial status.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Effectiveness measure will come from data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments.</p> <p>Effectiveness Results:</p>

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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 <u>1</u> hour 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): The goal is to provide mental health support for students who have needs in this area.</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: MHP</p>	<p>Effectiveness Measure: Data from the Outcomes Measurement tool will be used to measure the effectiveness.</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

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

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<ul style="list-style-type: none"> • 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. 	<p>instruction highly effectively.</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>
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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • N/A 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>Effectiveness Results:</p>
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Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • N/A 	Goal(s):	Budgets used to support this activity: <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 	Items Needed:	Effectiveness Measure: Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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 SIP Committee will meet several times throughout the year to determine effectiveness if the plan. This will aid in addressing current needs and help in planning for the following year.

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:

The SIP Committee will meet several times throughout the year to determine effectiveness if the plan. Adjustments in programs and services will be made as necessary. As data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments become available, the data will be reviewed and any recommendations for changes will be made.

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:

Teachers receive data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments as they become available. The data can be viewed by strand. The data is analyzed by classroom teachers and a Student Learning Target is created to address the needs of those students based on the data.

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

Teachers receive data from Diagnostic/ Readiness tests, checkpoints, classroom assessments and state assessments as they become available. The assistant principal meets with each teacher individually to review the data and discuss student learning targets.