

**2018-2019
SCHOOL IMPROVEMENT PLAN**

**Mandeville
Elementary**



St. Tammany Parish Public Schools

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

3/15/2019

Mandeville Elementary 2018-2019

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
Over the past three years, second grade had the highest percent at or above Benchmark in the Spring as measured by DIBELS (2016 at 78%, 2017 at 82%, and 2018 at 83%).	Over the past five years, first grade had the highest percent of At Risk in the Spring as measured by DIBELS (2014 at 26%, 2015 at 21%, 2016 at 28%, 2017 at 19%, and 2018 at 22%).
The School Assessment Index has increased from 88.0 to 94.5 points from 2016 to 2018.	In 2018, the school LEAP 2025 Assessment Index (94.4 points) is lower than Student Growth to Mastery Index (95.5 points).
Over the past three years, the Assessment Indexes for ELA and Social Studies have increased (ELA: 85.5 to 100.7 points, and Social Studies: 81.0 to 88.2 points).	Two out of the last three years, Social Studies has had the lowest Assessment Index Score of 88.2 points.
In 2018, Written Expression in ELA was the highest subcategory on the LEAP 2025 Assessment at 88% proficient.	In 2018, Fractions as Numbers & Equivalence in Math was the lowest subcategory on the LEAP 2025 at 52% proficient.
In the subject of ELA, the subcategory area of Written Expression is an area of strength with 87% proficient.	In the subject of Math, the subcategory area of Fractions as Numbers & Equivalence is an area of weakness with 52% proficient.
Two out of three years, the White subgroup in ELA had the highest index score with 102.8 points in 2018. For the last three years, the White subgroup in Math had the highest index score with 97.0 points in 2018.	In 2017, the Students with Disabilities subgroup in ELA and Math had the lowest index score at 66.3 points and 65.9 points, respectively.
In ELA from 2016 to 2018, the index scores for the subgroups of Whole School, White, and Economically Disadvantaged are potential strengths having increased. (Whole School =15.2 point increase to 100.7 points; White=15.9 point increase to 102.8 points; and Economically Disadvantaged=22.0 point increase to 93.3 points)	In Math, the Economically Disadvantaged subgroup scored the lowest Index Score at 85.2 points in 2018.
Over the last three years, the achievement gap in ELA and Math has decreased for the Students with Disabilities (SWD) and Economically Disadvantaged (ED) subgroups. (ELA: ED closed the gap by 5.0 points with a current score of 93.3 points; Math: ED closed the gap by 5.6 points with a current score of 85.2 points) (ELA: SWD closed the gap by 20.5 points with a current score of 103.9 points; Math: SWD closed the gap by 12.5 points with a current score of 88.3 points)	In 2018, the achievement gap for the White Subgroup in ELA increased by 1.1 points to 102.8 points.

Mandeville Elementary 2018-2019

<p>From 2016 to 2018, the White (102.8 points), Economically Disadvantaged (93.3 points), and Students with Disabilities (103.9 points) subgroups showed potential strengths in ELA with an increase in Index Scores.</p>	<p>The Math White subgroup showed the smallest growth in Index score from 2016 to 2018 of 1.3 points with a current score of 97.0 points.</p>
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019 the Assessment Index score for 3rd grade Math will increase 5% from 95.3 points to 100.1 points.</p>	
<p>2. From Spring 2018 to Spring 2019 the Assessment Index score for 3rd grade Social Studies will increase 7% from 88.2 points to 94.4 points.</p>	
<p>3. From Spring 2018 to Spring 2019 the students in the Economically Disadvantaged subgroup will increase their Math Assessment Index score 7% from 85.2 points to 91.2 points.</p>	
<p>4. K-2 students will increase reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS Next by 5% from Fall 2018 to Spring 2019 as follows: K – 60% to 65%; 1st – 65% to 70%; 2nd – 83% to 87%</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • PTA Board Meetings (Monthly October 2018-April 2019)- general updates of how parents can support learning at home and volunteer opportunities • General PTA Meetings (September and December 2018, April 2019)- general updates of how parents can support learning at home and volunteer opportunities • Volunteers for school-sponsored curriculum-related events (End of unit culminating activities, Family Learning Night, Cultural Arts Day, Gallery Night, Relay Recess, Art in the Classroom, Louisiana Day) • Monthly Newsletter-specific examples of how parents can help at home • Morning Meeting-daily opportunities for parents involved in student learning • Website link with feedback opportunity <p>Evaluation:</p> <ul style="list-style-type: none"> • Website link with feedback opportunity • Parent Survey • PTA Board Meetings (Monthly October 2018-April 2019) 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Board Meetings (Monthly October 2018-April 2019)- general updates of how parents can support learning at home and volunteer opportunities • General PTA Meetings (September and December 2018, April 2019)- general updates of how parents can support learning at home and volunteer opportunities • Volunteers for school-sponsored curriculum-related events (End of unit culminating activities, Family Learning Night, Cultural Arts Day, Gallery Night, Relay Recess, Art in the Classroom, Louisiana Day) • Monthly Newsletter-specific examples of how parents can help at home • Morning Meeting-daily opportunities for parents involved in student learning • Website link with feedback opportunity • SAT Meetings • IEP Meetings • Teacher Parent Conferences ☑ Meet and Greet • Open House 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Weekly Teacher Newsletters • Monthly PTA Newsletter • Pre K and Kindergarten Parent Breakfast • Grandparents’ Day • School Website • Teacher Websites • Parent/Teacher Conferences • School Progress Center • Meet and Greet • Open House • PTA Meetings • “What Happens After Kindergarten” Meeting 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<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, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
--	--------------------------------------	---	--	--

Mandeville Elementary 2018-2019

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

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House is scheduled near the beginning of the school year to introduce parents and families in understanding the curriculum including a new ELA curriculum, Math strategies, Social Studies primary and secondary resources, and changes in Science standards. Teachers also share how a weekly newsletter will be sent home with strategies and activities to address student learning across curriculum areas. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Materials for event</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Family Learning Night is held in the second nine weeks to educate parents and families to better understand curriculum through engaging learning opportunities. Examples of opportunities include writing, fluency, social studies resources, math strategies, science standards. Parents engage in learning experiences that connect directly to standards and classroom learning. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Materials for event</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • <i>“What Happens After Kindergarten?”</i> meeting is held in the spring of each year to ease the transition for parents from Kindergarten parents. A representative teacher from Kindergarten, Transitional First, and First grade discuss the curriculum expectations for each grade. A former transitional first parent discusses the successes of participating in T1. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for event</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
--	---------------------------------------	---	---	---

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum-district level resources and strategies along with scope and sequence to ensure alignment in all classrooms • PreK OWL • K-2 ELA curriculum based on Pearson ReadyGen textbook series which provides a variety of engaging literature and multiple opportunities for writing • Guidebooks 2.0-two Rigorous ELA curriculum units designed by the LA Department of Education for third grade using the subject of the LA Purchase and the novel <u>Because of Winn Dixie</u> and providing multiple opportunities for writing • Transitional First Grade-students to have additional time to grow developmentally between Kindergarten and First Grade • Math Models-strategies used to help make math concepts more concrete to support student understanding • MobyMax and Typing Agent-computer based programs 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Curriculum Materials provided with purchase; Computer based learning programs; Supplies for STEAM Lab activities</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<p>which allow for students to work on their independent level and earn points for mastery</p> <ul style="list-style-type: none"> • STEAM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom through writing 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • Common Classroom Assessments-grade level teachers collaborate to create assessments to determine mastery of content and future instruction • SLT Assessments-district created assessments administered two-three times per year to determine mastery of content and future instruction • DIBELS-administered several times per year, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • DRDP-observational rubric for kindergarten students to demonstrate current level of functioning and growth over the school year and used to guide instruction • My Teaching Strategies (TS Gold)-observational rubric for Pre K students to demonstrate current level of functioning and growth over the school year and used to guide instruction • LEAP 2025-standardized test for third grade students to measure mastery of content and used to guide instruction for future years 	<p>Goal(s): 1, 2, 3, 4</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: Assessment materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Curriculum: Guaranteed Curriculum, PLC, ReadyGen, Common Standard Based Instruction • RTI (Response to Intervention) • Tutoring • Assessments: CBAs (Curriculum Based Assessments) , SLTs (Student Learning Targets), DIBELS, LEAP Connect, OSEP 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Curriculum Materials provided with purchase; Assessment materials; Tutors</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • ESL Tutor-Tutor does a push in/push out program for three days per week • Tutoring-small group tutoring including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS scores; certified teachers pulling students out of the classroom for 40 minutes three times per week • Fast ForWord-Evidence-Based Reading Intervention for struggling readers and English Language Learners 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tutors</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • DIBELS- DIBELS-administered several times per year, in addition to progress monitoring for students not meeting benchmark, to guide intervention strategies • TAT/SAT-school based team which meets to determine appropriate interventions and/or screenings to meet individual student needs ☑ Running Records-process which includes students reading aloud and retelling in order to determine the level of fluency and comprehension • Student Progress Center/Weekly Grades/Report Cards 	<p>Goal(s): 1, 2, 3, 4</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: Assessment materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Individual Interventions by Classroom Teachers • Tutoring-small group tutoring including direct, multisensory strategies for first and second grade students as identified by teacher data and DIBELS scores; certified teachers pulling students out of the classroom for 40 minutes three times per week • Fast ForWord-computer based program to improve cognitive skills of memory, attention, and processing speed • SAT-Directed Interventions-monitored through the use of IRP-3 • KIT Tutors-small group tutoring to target specific student needs • Multisensory Instruction 	<p>Goal(s): 1, 2, 3, 4,</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tutors</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<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"> • Student Assistance Team (SAT)-school based team which meets weekly to determine appropriate interventions and/or screenings to meet individual student needs; Team includes SAT chair, teacher, parent, speech pathologist, Pupil Appraisal representative • DIBELS • Report Cards • Teacher Observations • Parent Conferences/Requests 	<p>Goal(s): 1, 2, 3, 4</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: Spring 2019 DIBELS scores LEAP 2019 scores Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Fast ForWord-computer based program to improve cognitive skills of memory, attention, and processing speed • Project Read instruction with classroom teacher and/or resource teacher • FCRR (Florida Center for Reading Research)-research based practices related literacy • Multisensory Instruction 	<p>Goal(s): 1, 2, 3, 4</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: Project Read materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Tutoring program for first and second graders with reading concerns • Fast ForWord-computer based program to improve cognitive skills of memory, attention, and processing speed • Project Read instruction with classroom teacher and/or ESL 	<p>Goal(s): 1, 2, 3, 4</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 	<p>Items Needed: Project Read materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p>

Mandeville Elementary 2018-2019

para		<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:
------	--	---	--	-------------------------------

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Music, PE, Art, Library • Inclusion/Resource-as defined in specific student IEPs • Limited English Proficient (LEP) Program-tutor provided inside and outside of the classroom • Management Alternatives in Education (MAE) Teachers • Gifted Teachers-Academic and Enrichments • Speech and Language Pathology • Occupational Therapy • Adaptive P. E. • Physical Therapist • Assistive Technology • Student Resource Officer • KIT (Kids in Transition) • Community Outreach Events: Relay Recess, Kind Kids Club, Assisted Living visits, Food Drives, Animal Shelter Drive, Lego League, Adventure Fest, Recycling Drives, Coats for Kids, Sock Drive, Toy Drive 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: AT materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
--	---------------------------------------	---	--	--

Mandeville Elementary 2018-2019

<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> Extended Day Teachers-provide opportunities for students to complete homework and receive extra support, as needed Extended School Year (ESY) Program-provided for qualifying SPED students Field Trips-curriculum-based, off campus learning opportunities Before/After School Clubs-multiple opportunities for students to participate in after school activities STEAM Lab-investigative activities to enhance classroom instruction in critical and creative thinking and cooperative learning; activities provided to extend learning into the classroom through writing 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Busses for Field Trips STEAM Lab materials Extended Day Teacher salaries</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
--	---------------------------------------	--	--	--

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
--	---------------------------------------	---	-----------------------------	--

Mandeville Elementary 2018-2019

<p>Counseling Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Counselor will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the counselor for varying amounts of time dependent on need. The school's administrators will monitor implementation of the counseling program. 	<p>Goal(s): 1, 2, 3, 4</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: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Positive Behavior Intervention and Support (PBIS) Program-multi-tiered approach to social, emotional, and behavioral support Morning Meeting-entire school meets daily to allow students to lead activities to recognize successes, teach expectations, and share student work PBIS Events-grade level teams choose target behaviors for entire grade level to work toward FISH daily-all faculty and staff recognize positive behavior with a FISH slip which students turn in and are recognized the following day Bucket Fillers-all students and faculty/staff recognize positive behavior to help others which students turn in and are recognized weekly Character Trait Lessons/Awards-weekly lessons and monthly awards which recognize positive student behavior related to the monthly character trait Check In/Check Out-daily mentoring for students identified as needing additional behavioral support which includes 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: PBIS monthly and annual materials</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

<p>data collection</p> <ul style="list-style-type: none"> • Tier II Interventions-classroom level interventions and data collection to provide additional behavioral support • Counseling and MHP Services-daily services for students identified as needing additional support throughout the school day 				
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"> • Meet and Greet-yearly meeting to help incoming students and parents learn goals and expectations for the classroom and school • Pre K and Kindergarten Orientation Meeting-yearly meeting to help incoming Pre K and Kindergarten students learn goals and expectations for the classroom and school • BooHoo/Yahoo breakfast for the initial days of Kindergarten • Pre K to Kindergarten Transition Meeting-yearly meeting to help ease the transitions for families who are moving to a new school for kindergarten • 3rd Grade Middle School Visit-yearly visit for 3rd grade students moving to middle school to learn the goals and expectations for new schools • 3rd Grade Rite of Passage-celebration for 3rd grade families to recognize accomplishments throughout their years in elementary school • IEP meetings including current and future service providers 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials for Meetings Transportation to Middle Schools Rite of Passage certificates and medals</p>	<p>Effectiveness Measure:</p> <p>Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Monthly Grade Level meetings which follow the PLC protocol discuss Math. Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. • Grade Level PLCs meet monthly to discuss ELA. Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. • Teachers leadership roles are shared throughout the grade level • Instructional Coach-K-2 ReadyGen support, PLC support/coaching 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for PLCs</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Support from Curriculum Specialists with the introduction of new ELA ReadyGen Curriculum, Guidebooks, and standards based math curriculum. • Project Read training • Required PRK and Kindergarten workshops and training • Ongoing PD to address needs based on data 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: ReadyGen materials provided with purchase</p>	<p>Effectiveness Measure: Spring 2019 DIBELS scores LEAP 2019 scores Agendas Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2018-2019

Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- The SIP is monitored after MOY and EOY DIBELS data, Guidebook Assessments, SLTs, and LEAP 2025.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- SIP Committee will meet quarterly beginning in January through May, especially after important data gaining points (DIBELS, SLTs, Guidebook Assessments, LEAP 2025)

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

- Assessment results are reported to stakeholders during PTA meetings, monthly PLCs, monthly parent newsletters, school website, and teacher websites.

2018-2019 Committee Members

<p><u>School Improvement Planning Committee</u></p>	<p><u>Parent/Family Engagement Committee</u></p>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p>Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Chantelle Smith • Teacher: Brian Fussell • Teacher: Tonya Barth • Teacher: Kristi Tanguis • Parent/Family: Noelle Wager • Parent/Family: • Community Member: 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Chantelle Smith • Teacher: Brian Fussell • Teacher: Tonya Barth • Teacher: Kristi Tanguis • Parent/Family: Noelle Wager • Parent/Family: • Parent/Family: