



2020-21
School Improvement Plan Addendum

Mandeville Elementary

St. Tammany Parish Public Schools

****2020-21 SIP Disclaimer:** Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

MANDEVILLE ELEMENTARY 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
<p>TSGold On the TSGold assessment, 57% of the Pre-Kindergarten students met expectations in the <i>Physical</i> category.</p>	<p>TSGold On the TSGold, 73% or more of the Pre-Kindergarten students fell below expectations in the areas of <i>Social Emotional, Language, Cognitive, Literacy, and Mathematics</i>. <i>Language, Literacy, and Mathematics</i> were the highest at 86%, 86%, and 93% respectively.</p>
<p>DRDP Of all domains in DRDP for Kindergarten students, the <i>Domain: Physical Development</i> had the highest average rating of 2.82 out of 6 in the sub-domain <i>Gross Loco Motor Movement Skills</i>.</p>	<p>DRDP Of all the domains in DRDP for Kindergarten students, the <i>Domain: Language and Literacy</i> had the lowest average rating of 1.96 out of 6 in the sub-domains <i>Interest in Literacy and Phonological Awareness</i>.</p>
<p>IRLA For the IRLA Developmental Reading Taxonomy, 60 % of students in Second Grade are at the <i>2B-Multisyllabic Words</i> level or above.</p>	<p>IRLA For the IRLA Developmental Reading Taxonomy, 64% of Kindergarten through Second Grade students are at the <i>1G level –Initial Blends and Diagraphs</i> or below.</p>
<p>ELA Baseline (K-2) For the ELA Baseline Assessment, students in First Grade scored 90% accuracy for the <i>Standard RL.K.4: Ask and answer questions about unknown words in a text</i>.</p> <p>For the ELA Baseline Assessment, students in Second Grade scored 53% accuracy for the <i>Standard L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</i>.</p>	<p>ELA Baseline (K-2) For the ELA Baseline Assessment, students in First Grade scored a 58% accuracy for the <i>Standard W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)</i>.</p> <p>For the ELA Baseline Assessment, students in Second Grade Scored a 14% accuracy for the <i>Standard W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</i>.</p>
<p>Math District Readiness (K-2) For the Math District Readiness Assessment, students in First Grade scored 94% correct for the <i>Standard K.MD.A.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object</i>.</p> <p>For the Math District Readiness Assessment, students in Second Grade scored 93% correct for the <i>Standard 1.MD.A.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object</i>.</p>	<p>Math District Readiness (K-2) For the Math District Readiness Assessment, students in First Grade scored 37% correct for the <i>Standard K.CC.A.1: Count to 100 by ones and by tens</i>.</p> <p>For the Math District Readiness Assessment, students in Second Grade scored 31% correct for the <i>Standard 1.G.A.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes</i>.</p>

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<p>DIBELS 8th On the DIBELS 8th Assessment, Second Grade had the lowest percentage of students <i>Below Benchmark</i> or <i>Well Below Benchmark</i> at 37%.</p> <p>On the DIBELS 8th Assessment, Second and Third Grade had the highest percentage of students <i>At Benchmark</i> or <i>Above Benchmark</i> with 63% and 60% respectively.</p>	<p>DIBELS 8th On the DIBELS 8th Assessment, Kindergarten had the highest percentage of students <i>Below</i> or <i>Well Below Benchmark</i> at 71%.</p> <p>On the DIBELS 8th Assessment, Kindergarten had the lowest percentage of students at <i>Benchmark</i> or <i>Above Benchmark</i> at 29%.</p>
<p>LEAP 360 ELA Diagnostic For the LEAP 360 ELA Diagnostic Assessment, students in Third Grade scored 68% correct for the <i>Standard RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i></p>	<p>LEAP 360 ELA Diagnostic For the LEAP 360 ELA Diagnostic Assessment, students in Third Grade score 29% correct for the <i>Standard RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</i></p>
<p>LEAP 360 Math Diagnostic For the LEAP 360 Math Diagnostic Assessment, students in Third Grade scored 83% correct for the <i>Standard 2.OA.C.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</i></p>	<p>LEAP 360 Math Diagnostic For the LEAP 360 Math Diagnostic Assessment, students in Third Grade scored 34% correct for the <i>Standard 2.NBT.B.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</i></p>
<p>ELPT On the ELPT Summative Assessment, students in all grades scored the highest in <i>Progressing toward English Language Proficiency.</i></p> <p>On the ELPT Summative Assessment, 100% of Third Grade students are <i>Progressing toward English Language Proficiency.</i></p>	<p>ELPT On the ELPT Summative Assessment, 0% of Third Grade Students scored <i>Proficient for English Language Proficiency.</i></p>
<p>DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8th (K-3), LEAP 360 Diagnostic (3-12), ELPT</p>	

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

Goal #1:
 K-3 students will increase reading achievement by decreasing the percentage of students Below or Well Below Benchmark on DIBELS 8th Edition from Fall 2020 to Spring 2020 as follows: Kindergarten-71% to 55%; First-57% to 47%; Second-37% to 30%; Third-40% to 35%.

Action Plan:

Parent and Family Engagement:

- mClass Home Connect letters

Core Instruction:

- Louisiana State Standards (LLS) for Reading
- Louisiana Guidebooks (third grade)

Intervention Instruction:

- Voyager tutoring targeted to Below and Well-Below Benchmark students
- At-risk tutor
- mClass Instruction activities and Progress Monitoring
- IRLA instruction

Special Populations (Sped, EL, etc.):

- Special Education (Sped) students have resource teacher/para support
- English Learners (EL) are participants in Voyager tutoring
- English Learners (EL) are participants in At-risk tutoring
- English Learners (EL) have paraprofessional support

Professional Development:

- Monthly Professional Learning Communities

Effectiveness Measure:

- Spring DIBELS 8th Edition Scores

Effectiveness Results:

Reflection on Results:

Goal #2:

Beginning of the year data from the **LEAP 360 Diagnostic** in Fall 2020 shows the percentage of 3rd grade math students scoring proficient on the diagnostic as 46%. Based on that percent proficient, we expect the percent of students scoring proficient on the **LEAP 2025 Math Assessment** in Spring 2021 to increase by 9% points as follows: 46% to 55%.

Action Plan:

Parent and Family Engagement:

- *Family Math Newsletter* for each math module

Core Instruction:

- Louisiana State Standards (LLS) for Math

Intervention Instruction:

- Small group instruction
- At-risk tutor
- Standards aligned internet based instruction (MobyMax)

Special Populations (Sped, EL, etc.):

- Special Education (Sped) students have resource teacher/para support
- English Learners (EL) have paraprofessional supported assistance
- English Learners (EL) are participants in Voyager tutoring

Professional Development:

- Monthly Professional Learning Communities

Effectiveness Measure:

- LEAP 2020 – Spring2021

Effectiveness Results:

Reflection on Results:

Goal #3:

- *Include new actions the school is taking to improve overall student growth
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

Additional Actions: (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

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2020-2021 Committee Members

School Improvement Planning Committee

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

Members Include:

- **Principal: Chantelle Smith**
- **Teacher: Brian Fussell**
- **Teacher: Kristi Tanguis**
- **Teacher: Stephanie Walter**
- **Parent/Family: Emily Brown**

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal: Chantelle Smith**
- **Teacher: Brian Fussell**
- **Teacher: Kristi Tanguis**
- **Teacher: Stephanie Walter**
- **Parent/Family: Emily Brown**

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

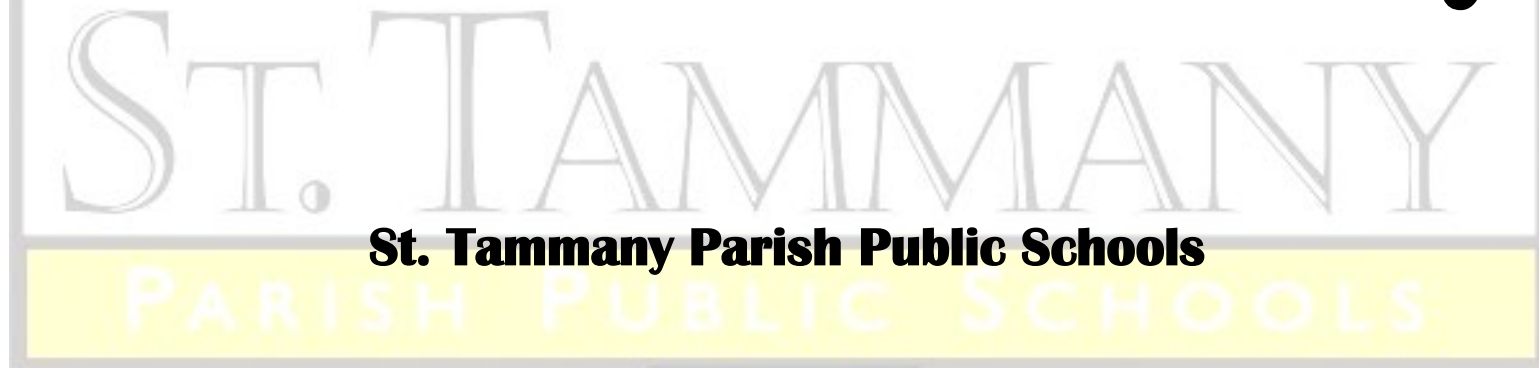
Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
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).

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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
On the DIBELS Next assessment, Second Grade had the lowest percentage of students At Risk by at least 4 percentage points over the last seven years.	On the DIBELS Next assessment, Kindergarten had the highest percentage of At Risk 4 out of 7 years, 2013-2019.
In 2018-2019 the Progress Index increased 3.2 points to 98.5 points.	In 2018-2019 the Assessment Index decreased 6.2 points to 88.2 points.
The Assessment Index for ELA remained at 90.9 points or above for the last three years from 2017-2019.	From 2018 to 2019, the Assessment Index in the area of Social Studies decreased by 15.2 points 73.0 points.
ELA is the subject area of strength for the past 3 years with 99.8 points in the year 2017-2018. Literary Text in the area of ELA has increased over the last two years from 62% in 2017 to 76% in 2019.	Social Studies is the weakest subject area for the last 3 years with the lowest being 73.0 points in 2018-2019. Fractions as Numbers & Equivalents in the area of Math has decreased by 5% over the last year to 47% in 2018-2019.
ELA is the subject area of strength for the past 3 years with 99.8 points in the year 2017-2018. Literary Text in the area of ELA has increased over the last two years from 62% in 2017 to 76% in 2019.	Social Studies is the weakest subject area for the last 3 years with the lowest being 73.0 points in 2018-2019. Fractions as Numbers & Equivalents in the area of Math has decreased by 5% over the last year to 47% in 2018-2019.to
The White Subgroup has the highest assessment index in all subject areas for the year 2019. (ELA=101.4 points; Math=90.9 points; Science=89.4 points; Social Studies=76.5 points)	The Economically Disadvantaged Subgroup is the lowest subgroup in 2019 ELA, Science, and Social Studies. (ELA=86.8 points; Science=78.9 points; Social Studies=59.3 points)
The Economically Disadvantaged Subgroup (ED) and the Students with Disabilities Subgroup (SWD) have substantially improved in the area of ELA from 2016-2019. (ED=15.8 points for an increase to 86.8 points and SWD=28.6 points for an increase to 96.3 points)	Whole School, White, Students with Disabilities, and Economically Disadvantaged Subgroups have substantially declined by at least 5.2 points in the area of Social Studies from 2016-2019. (Whole School decreased to 73.0 point; Students with Disabilities decreased to 60.7 points; Economically Disadvantaged decreased to 59.3 points)
In 2019, the subgroup with highest SPS was White at 93.9 points.	In 2019, the subgroup with the lowest SPS was Economically Disadvantaged at 82.2 points.
White subgroup in ELA has been the highest Assessment Index for the past three years. (2017=97.6 points; 2018=101.8 points; 2019=101.4 points)	The Economically Disadvantaged subgroup in Social Studies has the lowest Assessment Index for the last three years. (2017=65.6 points; 2018=75.9 points;

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	2019= 59.3 points)
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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/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

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***
- ***Must Include at Least 1 Subgroup Goal***

1. K-3 students will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS Next from Fall 2019 to Fall2020 as follows: Kindergarten to First =3%; First to Second =12%; Second to Third = 5%.
2. From Spring 2019 to Spring 2020, the percentage of students achieving Mastery or Above in LEAP 2015 Math assessment in grade 3 will increase by 5 percentage points from 59% to 64%.
3. From Spring 2019 to Spring 2020 the students in the subgroup Economically Disadvantaged will increase their Social Studies Assessment Index on LEAP 2025 by 5 points from 59.3 points to 64.3 points.
- 4.
- 5.

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><u>Design:</u></p> <ul style="list-style-type: none"> • PTA Board Meetings (Monthly October 2019-April 2020)- general updates of how parents can support learning at home and volunteer opportunities • General PTA Meetings (September and December 2019, April 2020)- 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 • Weekly PTA email-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><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Website link with feedback opportunity 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey Agendas Sign-In Sheets</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Parent Survey • PTA Board Meetings (Monthly October 2019-April 2020) 				
<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 2019-April 2020)- general updates of how parents can support learning at home and volunteer opportunities • General PTA Meetings (September and December 2019, April 2020)- 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</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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2020 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 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2020 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p>

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<ul style="list-style-type: none"> • Grandparents’ Day • School Website • Parent/Teacher Conferences • School Progress Center • Meet and Greet • Open House • PTA Meetings • “What Happens After Kindergarten” Meeting 		<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"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
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<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicates 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 EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Materials for events</p>	<p>Effectiveness Measure: Spring 2020 DIBELS scores LEAP 2019 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
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Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child’s progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. 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.

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<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. In addition, a math parent newsletter will be sent home at the beginning of each module 	<p>Goal(s): 1, 2, 3</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"/> DSS <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 connect home and school and 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</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"/> DSS <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 3:</p> <ul style="list-style-type: none"> “What Happens After Kindergarten?” 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 	<p>Goal(s): 1, 2, 3</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</p>	<p>Items Needed: Materials for event</p>	<p>Effectiveness Measure: Parent Survey Agendas Sign-In Sheet</p>

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<p>curriculum expectations for each grade. A former transitional first parent discusses the successes of participating in T1.</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"/> DSS <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> • 	<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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> • 	<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"/> DSS	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • 	Goal(s):	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"/> DSS <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure:
				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.)*

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"> • Rigorous, Standards-Based Curriculum: • 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 • K-2 ELA foundational skills program, IRLA (Independent Reading Level Assessment) • Guidebooks 2.0-Rigorous ELA curriculum units designed by the LA Department of Education for third grade using high interest novels and trade books providing multiple opportunities for writing • Transitional First Grade-students to have additional time to grow developmentally between Kindergarten and First Grade while implementing Guidebooks and Formative Tasks and Assessments • Eureka and Math Models-strategies used to help make math concepts more concrete to support student understanding • MobyMax and Typing Agent-computer based programs which allow for students to work on their independent level and earn points for mastery • 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</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"/> DSS <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: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey Agendas Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2019-2020

<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 to three times per year to determine readiness 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-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</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Assessment materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores My Teaching Strategies results DRDP results LEAP 2020 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Curriculum: PCI, ReadyGen, , Guidebooks 2.0, Eureka • RTI (Response to Intervention) • Tutoring • Assessments: CBAs (Curriculum Based Assessments), SLTs (Student Learning Targets), DIBELS, IRLA, LEAP Connect, OSEP 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Curriculum Materials provided with purchase; Assessment materials; Tutors</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> 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 Lea 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tutors</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
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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 IRLA initial and ongoing assessments to determine individual goals to improve reading foundational skills Student Progress Center/Weekly Grades/Report Card ELPS/ELPT (English Language Proficiency Screener/Test) 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Assessment Materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores IRLA Data Binder LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
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<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 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tutors Computer-based programs</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores IRLA Data Binder Rosters LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Teacher Assistance Team (TAT)- • 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 • Interims/Report Cards • Teacher Observations • Parent Conferences/Requests 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Assessment materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores IRLA Data Binder Rosters LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • 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</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 FCRR materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores IRLA Data Binder Rosters LEAP 2020 scores Parent Survey</p>

Mandeville Elementary 2019-2020

		<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"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> Tutoring program for first and second graders with reading concerns Project Read instruction with classroom teacher and/or ESL para 	Goal(s): 1, 2, 3	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 <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: Project Read materials	Effectiveness Measure: Fall 2020 DIBELS scores IRLA Data Binder Rosters Parent Survey
				Effectiveness Results:
<i>Support and Extended Learning</i>				
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): <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 	Goal(s): 1, 2, 3	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: Classroom materials AT Materials	Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores IRLA Data Binder Rosters Parent Survey

Mandeville Elementary 2019-2020

<p>inside and outside of the classroom</p> <ul style="list-style-type: none"> • Management Alternatives in Education (MAE) Teachers • Gifted Teachers-Enrichments and Academic Enhancements • Speech and Language Pathology • Occupational Therapy • Adaptive P. E. • Physical Therapist • Assistive Technology • Student Resource Officer • KIT (Kids in Transition)-McKinney-Vento Act • 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 		<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"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Extended 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</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed: Busses for Field Trips STEAM Lab materials Extended Day Teacher materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores IRLA Data Binder Rosters Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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

Mandeville Elementary 2019-2020

<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</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>
<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 services. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

Implementation of a schoolwide tiered model to prevent and address problem behavior:

Mandeville Elementary 2019-2020

<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 data collection • 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 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: PBIS monthly and annual materials</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>
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Mandeville Elementary 2019-2020

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 • 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</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Materials for Meetings Transportation to Middle Schools Rite of Passage</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 PLCs to discuss Math. Agendas for grade level meetings include standards, student data, student work, assessments, interventions and enrichment opportunities. • Monthly grade level PLCs 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-3 ReadyGen and Guidebook support, IRLA support, PLC support/coaching 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials for PLCs Substitutes for PLCs</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores 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 ELA ReadyGen curriculum, Guidebooks, Eureka Math curriculum, Science, and Social Studies. • Math and ELA Content Leaders • Grade Level Teacher Leader • Project Read training • DIBELS training • Required PRK and Kindergarten workshops and training • Ongoing PD to address needs based on data 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed: Materials provided from publishers</p>	<p>Effectiveness Measure: Fall 2020 DIBELS scores LEAP 2020 scores Parent Survey Sign-In Sheet</p> <hr/> <p>Effectiveness Results:</p>

Mandeville Elementary 2019-2020

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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • 		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"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure:

Mandeville Elementary 2019-2020

		<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"/> DSS <input type="checkbox"/> Other		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, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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 initial 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:

- The SIP Committee will meet quarterly beginning in January through May, especially after important data gaining points (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, PLCs, monthly parent newsletters, district and school website.

2019-2020 Committee Members

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center">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 • AP: Kay Burns • Teacher: Stephanie Walter • Teacher: Kristi Tanguis • Parent/Family: Katie Jones • Parent/Family: • Parent/Family: 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Chantelle Smith • Teacher: Brian Fussell • Teacher: Stephanie Walter • Teacher: Kristi Tanguis • Parent/Family: Katie Jones • Parent/Family: • Parent/Family:

DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date