

2021-2024
SCHOOL ADVANCEMENT PLAN

Mandeville Middle



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
According to LEAP 2025 data from 2019 to 2021, 4th grade ELA students grew from 69% to 75% in Reading Informational Text.	According to LEAP 2025 data from 2019 to 2021, 4th grade ELA students declined in Vocabulary from 73% to 65%
According to LEAP 2025 data from 2019 to 2021, 5th grade ELA students grew from 56% to 59% in Vocabulary	According to LEAP 2025 data from 2019 to 2021, 5th grade ELA students declined from 74% to 68% in Written Expression and 6th grade ELA students declined from 74% to 69% in Written Expression.
According to LEAP 2025 data from 2019 to 2021, 6th grade ELA students grew from 56% to 59% in Literary Text.	Overall 4th, 5th, and 6th grade ELA students perform below 70% in Reading Vocabulary substrand according to LEAP 2025 data from 2021.
According to LEAP 2025 data from 2019 to 2021, 4th grade math students grew from 55% to 67% in Major Content.	Overall the weakest substrand in ELA is Reading Literary Text for 4th, 5th, and 6th grade ELA students according to LEAP 2025 data from 2021.
According to LEAP 2025 data from 2019 to 2021, 4th grade math students grew from 49% to 71% in Comparing and Solving Problems with Fractions.	According to LEAP 2025 data from 2019 to 2021, 4th grade Math students declined from 75% to 59% in Additional and Supporting Content.
According to LEAP 2025 data from 2018-2019, overall 5th grade Math students grew from 42% to 56 %, and according to LEAP 2025 data from 2019-2021, 5th grade math students grew from 56% to 62% in Math Operations with Decimals; Read, Write, and Compare Decimals.	According to LEAP 2025 data from 2019 to 2021, 5th grade Math students declined from 60% to 56% in Major Content.
According to LEAP 2025 data from 2019 to 2021, 6th grade math students grew from 52% to 66% in Major Content.	According to LEAP 2025 data from 2019 to 2021, 5th grade Math students declined from 62% to 53% in Expressing Mathematical Reasoning and 6th grade Math students declined from 50% to 48% in Expressing Mathematical Reasoning.
According to LEAP 2025 data from 2019 to 2021, the overall 4th grade ELA Index Value grew from 99.6 to 102.4.	According to LEAP 2025 from 2019 to 2021, the overall 5th grade ELA Index Value declined from 95.8 to 88.8
According to LEAP 2025 data from 2019 to 2021, the overall 6th grade Math Index Value grew from 82.5 to 87.6	According to LEAP 2025 from 2019 to 2021, the overall 6th grade ELA Index Value declined from 96.6 to 93.1

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1- From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression for each cohort of students will increase by 2 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th	68%	70%	72%	74%
5th	68%	70%	72%	74%
6th	69%	71%	73%	75%

Instructional Focus:

- Writing with Guidebooks (Daily Writing and Unit Task Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing

Resources needed:

- ELA Content Leader Modules 5 and 6
- *The Writing Revolution* book and website
- STPPS Writing Revolution Google Classroom
- Guidebooks- Grammar Guide, Writing Guide, and Language Tasks/Mentor Sentences

Team Reflection:

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family Literacy Night - provide writing information on specific Writing Revolution strategies to use at home ● MMS post office 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● TWR book and website ● Miscellaneous supplies 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● The Writing Revolution ● ELA Content Leader Modules 5 and 6 during PLC 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● TWR book and website ● Content Leader Modules ● Miscellaneous supplies 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model writing lessons ● PLCs will focus upon planning for writing instruction, common assessments to evaluate writing and TWR strategies, analyzing student writing using the LEAP writing rubric, tracking student writing data 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● LEAP 360 Diagnostic and Interim ● Unit Tasks in Guidebooks 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 4th-6th ELA classroom at least once a month to conduct a snapshot using writing snapshot rubric.
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Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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Goal #2- From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in their respective weakest reported substrand in math will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th	47%	49%	51%	53%
5th	45%	47%	49%	51%
6th	61%	63%	65%	67%

- Fourth Grade Subcategory-Solve Multi-step Problems: 4.OA.A.3, 4.NBT.B.5, 4.NBT.B.6, LEAP.I.4.2, LEAP.I.4.3, LEAP.I.4.4, LEAP.I.4.5
- Fifth Grade Subcategory- Solving Fractions: 5.NF.A.1, 5.NF.A.2, 5.NF.B.4, .NF.B.6, 5.NF.B.7
- Sixth Grade Subcategory-Rational Numbers/Multiply and Divide Fractions: 6.NS.A.1, 6.NS.C.5, 6.NS.C.6, 6.NS.C.7, 6.NS.C.8

Instructional Focus:

- Problem Solving
- Fractions
- Sessions within Content Leader Modules:
 - Deepening Math Content Knowledge for Effective Instruction Session
 - Exploring Coherence in the Louisiana State Standards for Mathematics Session

Resources needed:

- Ready Math and Great Minds Curriculum Resources
- District Resources
- Louisiana Believes State Planning Documents

Team Reflection:

Parent and Family Engagement Activity:

- Literacy Night- provide math information and/or activities to assist parents in understanding the importance of precise mathematical language and how they can support at home to develop mathematical communication.
- Curriculum Based Parental Support Letters to support at-home learning

Resources needed:

- Great Minds Parent Tip Sheets for each Module and Topic

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Training on utilizing High Quality Common Assessments ● Training on integrating Targeted Remediation with Progress Monitoring ● Training on the use of Tier I Curricular Resources ● Math Content Leader Modules Sessions (K-5) that correlate to Major Content subcategories; Session 6 and 7: Number and Operations- Fractions 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Louisiana Believes State Planning Documents ● Louisiana Math Content Leader Guides ● Great Minds and Ready Math Curriculum Resources 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area ● Analyzing assessments, feedback and next steps ● Walk Through and NIET Look For Tools ● Math Content Leader Module Support and Training ● Support by the Instructional Coach and Curriculum Specialist 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● LEAP 360 Diagnostic and Interim ● Unit tasks and assessments ● Equip and iReady Diagnostic Assessment Reports 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 4th-6th math classroom at least once a month to conduct a snapshot using the “math look fors checklist.”
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Middle of the Year Monitoring Results/Areas for improvement:

Mandeville Middle 2021-2024

End of the Year Results:

Goal #3- From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the ELA subcategory of Reading Vocabulary for each cohort of students will increase by 2 percentage points each year as follows.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4th	65%	67%	69%	71%
5th	59%	61%	63%	65%
6th	70%	72%	74%	76%

Instructional Focus:

- Academic Vocabulary Instruction- Direct and Indirect
- Using context clues
- Use Mentor Sentences to Support Vocabulary Acquisition

Resources needed:

- ELA Content Leader Modules
- Guidebooks- Vocabulary, Supports Flow Chart, Diverse Learner’s Guide, Vocabulary Instruction within GB lessons, and Mentor Sentences

Team Reflection:

Parent and Family Engagement Activity:

- Literacy Night

Resources needed:

- Miscellaneous supplies

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Professional Development:

- ELA Content Leader Modules 2, 3, and 4
- Four Strategies for Effective Learning (focus on vocabulary)

Resources needed:

- Content Leader Modules

Feedback from Teachers:

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	<ul style="list-style-type: none"> ● Four Strategies for Effective Learning powerpoint from STPPS ● Miscellaneous supplies 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leader models lessons ● ELA PLC’s focus on vocabulary strategies, student work and tracking vocabulary assessment data 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● LEAP 360- Diagnostic and Interim ● Guidebooks Unit Assessments and Tasks 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 4th-6th ELA classroom at least once a month to conduct a snapshot using snapshot rubric.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

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Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
17%	16%	15%	14%

Tier 1 (School wide):

- PBIS
- Seagull Spectacular (per semester)
- Classroom Management Plan
- Supportive counseling (not occurring on a regular basis)
- Classroom Guidance Lessons
- Development of positive classroom culture

Tier 2 (Targeted Prevention):

- Check-in/check-out
- Parent/teacher/student conferences
- Small group counseling (lunch--on a regular basis)
- Mental Health Counseling Services (Individual/Group)
- Behavior Contracts
- Student specific reinforcement plans
- Daily evaluation forms

Tier 3 (Intensive Individual):

- FBA & BIP
- Safety Plan
- Daily, explicit social skills instruction

Resources needed:

- Seagull slips
- Miscellaneous supplies

Team Reflection:

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<ul style="list-style-type: none"> • Daily point sheets • Mental Health Counseling Services (Individual and Group) • Crisis Intervention Services 														
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Student of the Month celebration • Positive postcards • Principal and Assistant Principal breakfast 	<p>Resources needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> • Classroom Management Plan 	<p>Resources needed:</p> <ul style="list-style-type: none"> • Miscellaneous supplies 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Classroom Observations - Proactive Classroom Management Plans • Weekly team staffing • Behavior Coach support/staffings 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													
<p>Data used to Monitor and Evaluate Goal:</p> <ul style="list-style-type: none"> • Discipline data will be reviewed each quarter to determine the percentage of students involved and the number of discipline referrals, identify the location with the most referrals, identify the incident type with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others. 														
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>														
<p>End of the Year Results:</p>														

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS-for the SWE student group will increase by 1 point each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

Describe policies and practices to identify disabilities early and accurately:

- TAT
- SBLC
- Parent conferences
- Gifted screenings
- TAP screenings

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- Intervention planning
- Grade level planning
- IEP progress reports
- PLCs
- ILTs

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- Guidebooks
- Writing Revolution
- Achieve 3000

Resources needed:

- *Guidebook* manuals and website
- *TWR* book and website

Team Reflection:

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	<ul style="list-style-type: none"> ● <i>Achieve 3000</i> reports ● <i>Project Read</i> manuals ● <i>SRA</i> manuals ● <i>Scholastic News</i> ● <i>Discovery Education</i> 	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Project Read ● Guidebook Support ● Achieve 3000 (Print materials - small group) 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● <i>Project Read</i> ● <i>SRA</i> ● <i>Achieve 3000</i> 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Miscellaneous supplies 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family Literacy Night ● Seagull Showcase ● Open House ● Meet and Greet ● Book Fairs Fall and Spring 		
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read ● STPPS District PD Choice Board ● Actively Learn 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● ELA Content Leader Modules ● <i>Guidebooks</i> manuals and website ● <i>TWR</i> manuals and website ● <i>Project Read</i> manuals 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> • Unique Learning (Moderate, Severe) • FBA and BIP trainings • Monthly SWE consultant meetings 	<ul style="list-style-type: none"> • <i>Achieve 3000</i> website and reports • Miscellaneous supplies 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Technology Resource Teacher • Learning Above and Beyond Enrichment • SWE Consultant • SWE Curriculum Specialists • Purposeful planning for student tracking toward progress of identified standards and/or IEP goals (Daily Intervention block and data tracking documents) • Walk-throughs and Look fors • ELA Content Leaders 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Data used to Evaluate Goal: EOY LEAP 2025, Progress Monitoring: LEAP 360 Diagnostic and Interim, District-/teacher-created unit assessment, Unit tasks/Culminating Writing Tasks/Cold Read Tasks/Extension Tasks

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*

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- Consider verbally interpreting: 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, meetings; etc.

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

- The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.
- **Grades K - 6:** full English language immersion with push-in support
- Programs include:
 - Language Power (utilized in grades 5 - 12)
 - Achieve 3000
 - Newcomers
 - Rosetta Stone

Resources needed:

- EL Outreach documents for families, i.e., Provide school information in parents' native language,
- Robocalls
- Summer Learning Brochure

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- Programs include:
 - Fast ForWord/Reading Assistant
 - Achieve 3000

Supports and Strategies in Tier 3 (Intensive Individual):

- If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are

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<p>unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <ul style="list-style-type: none"> ● Programs include: <ul style="list-style-type: none"> ○ Project Read Rewards 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Additional resources to supplement learning at home ● Family Literacy Night ● Seagull Showcase ● PTA Dads Night ● PTA Canvas & Cookies with Mom 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Miscellaneous supplies 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels to differentiate instruction ● Adapting curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● PD presented by the EL Supervisor, Integration Specialist and EL Coach ● ELL Curriculum Specialist Office weekly hours for Q & A ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Miscellaneous supplies 	<p><u>Feedback from Teachers:</u></p>

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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL District Team, EL teachers and EL instructional aides on campus, Math and ELA district coaches ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) ● EL Team District Team Presentation/ Q & A during PLCs ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 																															
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X													
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	X																														
<p>Data used to Evaluate Goal:</p> <ul style="list-style-type: none"> ● ELPS screeners to begin services; initial ELPS screener for students new to the state of Louisiana ● ELPT - administered every February ● LEAP/ LEAP Connect 																															
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																															
<p>End of the Year Results:</p>																															

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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.*

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- *Each school must meet the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Robo-Calls – Automated phone calls by principal to keep all parents informed of school events and curriculum.
- Weekly Teacher Overviews – Include information pertaining to curriculum, assessments, and events
- Teacher Websites – Include information pertaining to curriculum, assessments, and events
- School Website – Includes information pertaining to curriculum and events
- PTA Meetings – Board and General- to communicate important information and upcoming events
- Weekly Take Home Folders – to keep parents informed of student progress
- Report Cards- to keep parents informed of student progress
- Interims - to keep parents informed of student progress
- Meet and Greet – beginning of the school year for students and parents to bring supplies and to meet teachers.
- Open House – to inform parents of classroom learning and expectations and school events
- Students with Exceptionalities Transition Meetings – Special Education teachers meet with parents to give information regarding school year transitions and curriculum.
- PTA Mail Chimp – informs parents of school events and curriculum, and includes photos of activities during the school year.
- Student Progress Center – All parents can access the progress center via the school's website to keep informed of student academic progress.
- Parent Support Toolbox- Louisiana State Department of Education Website; The Library contains data, documents, forms and other information about education in Louisiana. Families can find more information about the many choices offered by Louisiana to prepare their students for college and careers.

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- Parent and Teacher Conferences - to keep parents informed of student progress and strengthen home and school partnership. Conferences are held as needed- parent or teacher request.
- Parent Phone Calls and Notes home- to keep parents informed of student progress on an as needed basis.
- Positive note cards - mailed to strengthen home and school partnership
- Daily Evaluation Forms as needed- providing detailed daily communication tool to help parents who request extra support for their student.
- Tier 2 Check-In and Check-Out- motivational tool used to help parent and school support students who need external incentives to support making positive choices with behavior and/or academics

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- PTA Board Meetings – Monthly meetings to address important decisions of the school.
- Encouragement to join and participate in PTA – PTA Membership Drive, Dinner with Mom and Dad events. All school families and key community stakeholders are invited to join the PTA.
- PTA Meetings –general meetings to make decisions concerning school needs. General Meetings are held a minimum of three times per year. All families and community stakeholders are invited to attend.
- Surveys – to collect feedback from parents and community stakeholders as needed
- Teacher Parent Conferences – ongoing with parents
- TAT Meetings- Teacher Assistance Team (TAT) provide teachers with researched based interventions to be used with struggling students
- SBLC Meetings – School Building Level Committee (SBLC) meets once per week. The team strategizes ways to support academically and/or behaviorally at-risk students.
- Individualized Education Plan (IEP) –federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP for every child receiving special education services. An IEP meeting will be held a minimum of one time per year to address each child’s unique learning issues and include specific educational goals. Any member of the IEP team can request a meeting, if deemed necessary, to address the needs of the student.
- 504 Meetings- Initial and reviews

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Resources Needed to Support Parent and Family Engagement:

- Miscellaneous supplies as needed

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X			X										X PTA

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Assessments to determine which students need interventions can include:
 - Formal and informal assessments
 - Writing samples
 - Lexile levels/Achieve3000 Level Set Standards-based formal assessments
 - LEAP 360 results (Diagnostic and Interim)
 - LEAP 2025 scores – Basic, Approaching Basic or Unsatisfactory
 - Intervention Checkpoints/Exit Tickets
 - Monthly review of JPAMS discipline data
 - Student conflict resolution forms
 - District-created behavior tracking forms
 - FBAs
- Students are identified for participation in interventions according to the following criteria:
 - Classified SWE – Inclusion, Resource, Moderate, or Moderate/Severe Models
 - Classified 504
 - EL students
 - Students in the TAT/SBLC process – teacher and/or parent referrals
 - JPAMS discipline data
 - MHP and counselor referrals
- Student progress is monitored in the following ways:
 - Achieve 3000 and Reflex Math Diagnostic Reports
 - Student Progress Reports
 - Common Formal Assessments (CFA's)
 - Daily evaluation communication tool
 - Check-in/check-out intervention
 - Daily point sheet (MAE)
 - District-created behavior tracking forms
- Progress Monitoring Forms (IRP-3 forms)

Describe how the school ensures that interventions do not replace core instruction:

- School wide intervention block- 40 minute block within each teacher's schedule is designed for prescriptive student intervention.

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- Achieve 3000 - program provides differentiated instruction for nonfiction reading and writing tailored to each student’s Lexile reading level.
- Reflex Math- The program offers individualized experience with explicit instruction and coaching to maximize mathematical understanding. It also provides intuitive reports for educators to monitor and support student progress
- SBLC students- individualized interventions occurring within core instruction and monitored by SBLC team members. Interventions are based on the student’s weaknesses in Math, ELA, and/or behavior.
- Zearn- a program that supplements the math instruction and curriculum by providing individualized standards based reinforcement and practice for students.
- Individual and Small Group Reteaching

Interventions/programs available for students in need (include grade levels and skills addressed):

- 4-6 reading-phonics, fluency, comprehension: Project Read Linguistics, Project Read Story Form, SRA, REWARDS (EL), Guidebook Support
- 4-6 math-Zearn, Reflex Math, Ready Math, Eureka Equip
- MHP/Counselor student support groups
- MHP individual counseling

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Intervention data tracking spreadsheets - required for fidelity and accountability
- Collaboration - conversations are focused and data driven
- Driven by bi-weekly progress monitoring data
- PLC and ILT multiple sources of data analysis
- EOY placement sheets and individual placement process

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Resources Needed to Support Interventions: Teacher manuals, websites, data spreadsheets, and miscellaneous supplies

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Related services such as Speech, Occupational Therapy, Physical Therapy, Adaptive PE, Assistive Technology
- Enrichment Classes, Gifted Classes, Talented Art, Drama, Chorus, Band, and Violin
- KIT Services provided for qualifying students
- MHP and counseling services
- Federal programs tutoring support
- Field Trips- Grade Level Field Trips include Audubon Aquarium, Madisonville Maritime Museum, LIGO, and Miles Branch Settlement. Teachers use field trips as extension lessons for their Math, Science, and ELA curriculum. All students, regular and special education, are invited to participate in field trips.
- Students participate in various extended learning opportunities including Abilities Awareness Day (4th and 5th), Renaissance Day, Career Day, Job Shadow Day, and Cybersafety.
- STEAM/Cultural Arts Day 4th-6th grade
- Red Ribbon Week activities and assemblies 4th-6th grade
- Boosterthon character building and physical activity program 4th-6th grade

Resources needed:

- Miscellaneous supplies

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

Resources needed:

- Miscellaneous supplies

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- Extended School Year – Students with Disabilities have the opportunity to participate in the Extended School Year program as per qualifying criteria. This program provides academic instruction throughout the summer to help bridge the gap between grade levels. This provides for additional support and a smoother transition from one school year to another.
- Summer Camp- Students from ages 5-12 can attend summer camp.
- Students have multiple opportunities to participate in clubs such as Robotics, Broadcast, Student Council, Builders Club, Stand By Me, Girls on the Run, Save Promise Club.

- School buses for field trips

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

List programs that need to be evaluated and what data will be used to monitor and evaluate:

- Enrichment, gifted, TAP, and related service program teachers are evaluated annually via rubric-driven observations and data from student learning targets.
- Extended School Year
- SWE Progress Reports
- Student, parent, and teacher surveys

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):

Resources needed:

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<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 stressors they are facing in life. This will allow them to focus upon their academic assignments in the classroom. Students see the MHP through a referral process and/or as stated on a students’ IEP for varying amounts of time depending on need. The MHP and Counselor work in collaboration regarding student needs. 	<ul style="list-style-type: none"> Miscellaneous supplies
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> Individual, group (social skills, mindfulness), career counseling, growth mindset, crisis intervention, monitoring of safety plans, parent conferences, classroom observations, Functional Behavioral Analysis (FBA), parent-teacher conferences, participation in IEP, 504 meetings, development and monitoring of social goals, collaboration with teachers to implement classroom interventions (academic and behavioral). The MHP and Counselor work in collaboration regarding student needs. 	<p>Resources needed:</p> <ul style="list-style-type: none"> Miscellaneous supplies

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Team Reflection:

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- preparing students for postsecondary transition.*

<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> Feeder School Visits – In the springtime, third grade students from MMS feeder schools will visit for a tour of the school. Likewise, the sixth grade students will visit their respective junior high schools. The junior high school administrators also visit our school to provide scheduling and orientation information to the students. 	<p>Resources needed:</p> <ul style="list-style-type: none"> Buses for feeder school visits Miscellaneous supplies
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- Meet and Greet – before school opens; “Meet the Teacher” night
- Newcomers’ Celebration- Students new to MMS, out of parish or from private school, are invited to a social, hosted by the guidance counselor, as a way to meet each other and new people. This event will occur once a quarter to reach all newcomers.
- Students with Exceptionalities transition meetings- Students with Exceptionalities teachers meet with parents and students at the end of the school year to discuss the transition to the next grade level and/or school.
- Students entering mid-year will be assigned school buddies and a teacher buddy to assist in the transition.

Outgoing Students:

- Visit to LMJH – Sixth grade students visit their prospective junior high school.
- Junior High Day- The sixth grade students participate in a “mock” junior high academic schedule in order to prepare them for junior high school.
- Guidance Counselor and/or junior high administrator presentations regarding transitioning to junior high
- Students with Exceptionalities Transition Meetings- Special Education teachers meet with parents and students at the beginning of the school year to discuss the transition to the next grade level.
- 6th grade Career Day- Students have the opportunity to hear speakers from a variety of occupations present information about their particular field.

Parent and Family Engagement Activity:

- Meet and Greet
- Students with Exceptionalities Transition Meetings
- 6th grade Career Day

Resources needed:

- Miscellaneous supplies

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Participation Results:

Feedback from Parents/Families:

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- All core academic teachers meet monthly after school by subject area with their Professional Learning Communities to discuss data, plan for more rigorous instruction and assessments, share strategies to implement new standards in the curriculum, examine strengths and weaknesses across the grade level in all subject areas, analyze student needs to determine intervention groups and plan for instruction within intervention block and/or classroom, and plan for upcoming State Testing. Particular focus for the current year involves subgroup and other identified students of need and the development of appropriate interventions. The Principal, Assistant Principal, Technology Resource Teacher, Instructional Coach, and Curriculum Specialists have attended these meetings to provide support and share strategies to enhance rigor and differentiate in all instruction.
- Students with Exceptionalities Team Meetings: The special education team meets once per month with SWE consultant to be informed of any updates and changes, as well as to collaborate and provide support to enhance student achievement.
- Student Data Meetings: At regularly scheduled times, PLC meetings focus upon analyzing student LEAP 2025 and LEAP 360 data, as well as data drawn from common formal assessments, and protocol-reviewed student work. The data is used to create instructional goals to enhance achievement and differentiate for all students.

Resources needed:

- Substitute Teachers
- Miscellaneous supplies

Describe the format of your PLC groups (When? How often? How long?):

- All core academic teachers meet monthly after school by subject area with their Professional Learning Communities
- The special education team meets once per month with SWE consultant

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
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	X														
Middle of the Year Reflection/Areas for Improvement:															
End of the Year Feedback from Teachers:															
Areas for Improvement:															

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Summer Institute – Prior to the beginning of the school year teachers have the opportunity to attend a Summer Institute provided by St. Tammany Parish School Board, which includes a variety of professional development on various topics that will prepare teachers for the new school year.
- District Conferences – St. Tammany Parish School Board provides professional development opportunities throughout the year. Sessions are varied in topic, time, location, and delivery mode to address the needs and interests of the certificated as well as non-certificated employees.
- School Level Professional Development Opportunities- These professional development opportunities are created to fulfill the varied needs of employees, the needs expressed in the school's improvement plan, and district/state initiatives. They may be delivered by curriculum specialists, instructional coach, TRT, or teachers within the school.
- ELA and Math Content Re-delivery- Content Leaders re-deliver ELA and math content to faculty during WFSG.
- Instructional Coach Support- The coach provides individual teacher support as needed, provides professional development, and often facilitates PLCs, especially data management.
- Regional and State Conferences- Teachers are chosen to attend regional and state conferences in the areas of English Language Arts, Mathematics, Science, and Technology. Teachers attend the conferences in order to fulfill the goals/needs of the teacher, the school advancement plan, and keep up-to-date with curriculum changes. Teachers share knowledge gained at the conferences with the other teachers at the school.
- Teacher Leader Conference- During the summer, educators and content experts from across the state share their knowledge, learn new skills, and prepare for the next school year. Educators will have the opportunity to choose from a wide variety of sessions covering role-specific topics. At least one representative from Mandeville Middle School attends the Teacher Leader Conference.

Resources needed:

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- Mentor Teacher Program – Program designed to support new teachers at MMS. The new teacher meets weekly with a grade level mentor to discuss student learning, strategies, and classroom management. The new teacher also meets with the TRT at least once a month, for additional support. New teachers also meet at the beginning of the school with the TRT and administration.
- New Teacher Meetings - At the beginning of the school year and a minimum of quarterly (or more if needs/requests indicate), all teachers new to the school meet with administration, TRT, their respective mentor teachers, instructional coach and counselor to provide ongoing information and support and respond to needs/questions of new teachers.

Describe how the Instructional Coach will support your school (if applicable):

- The instructional coach will be a member of grade level PLCs. The coach will co-plan with teachers, observe (not formal observations) and give feedback, support teachers in analyzing student work and data, and model and co-teach in math classrooms.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

During the months of August and September of each school year, the SAP and composite LEAP 2025 data will be shared with PTA leadership for their review and input, particularly relative to areas in which PTA can support and assist. The school principal will share with parents the Core Academic Goals from the SAP via November newsletter posted on the school's website and shared via the PTA Facebook page. This will be followed in early November of each school year, by a needs survey to parents seeking their feedback on ways the school can better assist them in supporting their children's academic progress. In late March of each school year, a survey will be sent to parents seeking their feedback on the SAP as we continue to review and revise it as a meaningful tool that outlines the school's plan for student growth.

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

- School leadership team, including family, community stakeholders, and teachers, regularly analyzes diagnostic, interim, and summative assessment data to evaluate instructional practices, determine patterns of achievement and growth, as well as changes in growth gaps across classrooms, grade levels, content areas, and subgroup performance.
- The results of the assessment are reported to the school stakeholders in the following ways: Faculty Meeting, Quarterly Parental Advisory Committee, PTA Board and General Meeting
- School Advancement Plans are posted on school and district websites.
- Front Office – results will be available upon request

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The SAP Committee meets quarterly to measure the results of the effectiveness of school programs that have occurred during the quarter. We use the results to plan for the next school year. The committee analyzes school data to determine areas of strengths and weaknesses in school performance, primarily focusing on the goals. The committee sets a plan of action to help strengthen the areas of weakness. The committee members, in turn, seek input from their respective grade or subject area colleagues during their weekly PLC meeting.
- The school advancement plan is monitored and revised to make necessary adjustments to increase student learning. The committee analyzes multiple types of data including, but not limited to: student learning targets, common formal assessment data, LEAP 360 data, statewide assessment data, including LEAP Connect, demographic data, surveys, and exit tickets.

2021-2024 Committee Members

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<p><u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating</p>	<p><u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities</p>
<p>Members Include:</p> <ul style="list-style-type: none">● Administrator: Sherri Barton● Technology Resource Teacher: Tonya Shoupe● Teacher: Christine Clement● Teacher: Stephanie Tipton● Math Instructional Coach: Stephanie Rousseau● Parent/Family: Melissa Newman● Parent/Family: Tammy Fadaol● Community Member: Brent Belsom● Student: Drew Broughton	<p>Members Include:</p> <ul style="list-style-type: none">● Administrators: Sherri Barton and Robin Mitchell● Technology Resource Teacher: Tonya Shoupe● Teacher: Rachel Emerick● Teacher: Jennifer Holloway● Teacher: Carol New● Parent/Family: Aparna Falgoust● Parent/Family: Shannon Holland● Parent/Family: Melissa Newman● Parent/Family: Tammy Fadaol

DISTRICT ASSURANCES

- I certify that this school-wide 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 school-wide 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.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date