

# School Improvement Plan

2020-2021

**Mangham Junior High School**

The following items should make up the *Data Portfolio* (**to be kept on file at the school**):

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA or DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (iLEAP, LEAP/GEE, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)

I have read and understand that the above information will be kept on file at the school.

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Principal's Signature

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Date

## SIP COMMITTEE

SCHOOL: Mangham Junior High

FOR SCHOOL YEAR: 2020-2021

NAME (PRINTED)	SIGNATURE	REPRESENTING (Indicate Parent, Community, Teacher, Staff, Leadership)	QUARTERLY DATE(S) attended for Development, Revisions, and Evaluation of SIP				
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This page must be turned in at the end of the school year to Aleasha Waller with parent signatures for documentation.

#### SUMMARY REPORT OF STUDENT ACHIEVEMENT DATA

##### School Index Indicator Data

Grade/Subject	2015-2016 Proficiency	2016-2017 Proficiency	2017-2018 Proficiency	2018-2019 Proficiency	Growth/Los s 2018-2019
<b>6<sup>th</sup> grade</b>					
ELA	49%	58%	27%	60%	+ 33%
Math	55%	61%	13.5%	57%	+ 43.5%

Science	62%	71%	N/A	N/A	
Social Studies	N/A	N/A	24%	39%	+ 15%
<b>7<sup>th</sup> grade</b>					
ELA	79%	65%	34.2%	61%	+ 26.8%
Math	56%	44%	15%	54%	+ 39%
Science	74%	66%	N/A	N/A	
Social Studies	N/A	N/A	26%	52%	+ 26%
<b>8<sup>th</sup> grade</b>					
ELA	83%	66%	21%	68%	+ 47%
Math	56%	36%	21%	46%	+ 25%
Science	72%	59%	N/A	N/A	
Social Studies	N/A	N/A	28.5%	64%	+ 35.5%

Score Distributions and Proficiency Rates 2019

Grade/Subject	Advanced (150)	Mastery (125)	Basic (100)	App Basic (0)	Unsat (0)	% prof
<b>6<sup>th</sup> grade</b>						
ELA	3	25	32	31	9	60%
Math	3	13	41	31	12	57%
Science						
Social Studies	3	12	24	40	21	39%
<b>7<sup>th</sup> grade</b>						
ELA	6	27	28	27	12	60%
Math	0	14	40	40	6	54%
Science						
Social Studies	13	18	21	23	26	52%
<b>8<sup>th</sup> grade</b>						
ELA	1	33	34	19	13	68%
Math	0	16	30	33	21	46%
Science						
Social Studies	4	39	21	20	16	64%

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

For Title I Schools: ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP.

**Part Ia:** Rank-order the identified areas of strength (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

STRENGTHS (100 characters per box)	DATA SOURCE/INSTRUMENT (100 characters per box)
1. 8 <sup>th</sup> Grade ELA Increased from 21% proficient to 68% proficient	2019 Trend Data – Academic Achievement: K-8 LEAP
2. 6 <sup>th</sup> Grade Math Increased from 13.5% proficient to 57% proficient	2019 Trend Data – Academic Achievement: K-8 LEAP

3. 7 <sup>th</sup> Grade Social Studies – 13 Students Scored Advanced	2019 Trend Data – Academic Achievement: K-8 LEAP
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**Part IIa.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the identified strengths:

<b>CONTRIBUTING FACTORS TO THE STRENGTHS (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. Available Resources (technology	2017 LANA: Instructional Staff Questionnaires, Instructional Staff Interviews, Parent Questionnaires, Parent Focus Group, Administrative Questionnaires, Student Focus Group
2. Leadership (support for teachers/personnel)	2017 LANA: Faculty Needs Assessment, Instructional Staff Questionnaires, Instructional Staff Interviews, Instructional Staff Focus Group, Parent Focus Group
3. Positive Behavior (climate)	2017 LANA: Faculty Needs Assessment, Instructional Staff Questionnaires, Parent Focus Group, Administrative Questionnaires, Administrative Interviews

## DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

**Part Ib:** Rank-order the identified areas of weakness (3-5) from the student performance (cognitive data), behavior, attendance, dropout data, and/or graduation index and indicate the supporting data sources:

<b>WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. 6 <sup>th</sup> Grade Social Studies – 39% Proficient	2019 Trend Data – Academic Achievement: K-8 LEAP
2. 8 <sup>th</sup> Grade Math – 46% Proficient	2019 Trend Data – Academic Achievement: K-8 LEAP
3. 7 <sup>th</sup> Grade Social Studies – 52% Proficient	2019 Trend Data – Academic Achievement: K-8 LEAP

**Part IIb.** List the contributing factors from the cognitive, attitudinal/perceptual, behavioral, and archival data of the identified weaknesses:

<b>CONTRIBUTING FACTORS TO THE WEAKNESSES (100 characters per box)</b>	<b>DATA SOURCE/INSTRUMENT (100 characters per box)</b>
1. Professional Learning Communities	2017 LANA: Instructional Staff Questionnaires, Instructional Staff Focus Group, Administrative Questionnaires, Administrative Interviews
2. Differentiated Instruction/ RTI	2017 LANA: Instructional Staff Questionnaires, Instructional Staff Interviews, Administrative Questionnaires, Administrative Interviews, Classroom Observations – Attributes and Strategies, Assessment Data
3. Safety	2017 LANA: Parent Focus Group, Contextual Observations, Parent Questionnaire

*The identified weaknesses will lead to the goals. The contributing factors of the weaknesses will lead to the strategies.*



## Richland Parish School Improvement Plan

## STRATEGIES: Data Driven Decision Making

## FOCUS AREAS: Curriculum, High Expectations, and Demonstration of Learning

SCHOOL: **Mangham Junior High School**

YEAR: **2020-2021**

SUMMATIVE Evaluations will include comparison of state test results & SPS factors including DIBELS, LEAP, iLEAP, EOC, GEE, ITBS, dropout rates and graduation index

Activity (include PD, implementation, & follow-up steps)	Timeframe	Person(s) responsible & Person(s) involved	Funding source & amount	Procedure for documenting/evaluating/ Student outcomes
Teacher leaders will participate in ELA, Math, Science, and Social Studies virtual state standard training.	May 28-June 5, 2020 (Virtual Teacher Leader Summit) And throughout 2020-2021 school year	Teacher Leaders District Support Team	Title I	Virtual Sign-in sheets Feedback
Teacher Leaders will redeliver information from the Virtual Teacher Leader Summit	Due to COVID-19 mandates we transitioned to training our teachers to teach virtually and use a hybrid schedule.			

Implement state standards throughout the school year	August 26, 2020 and ongoing through May 2021	Teachers	GF	<p>Virtual or Face-to-Face Walk- around forms completed by teacher leaders, principals &amp; supervisors indicating Common Core Standards and fidelity checks conducted by principals and supervisors</p> <p>Annotated Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>
State standard follow-up through PLCs	Weekly – Each Friday while in the COVID-19 mandated hybrid schedule	Teacher leaders Principals District Support Team	Title I	<p>PLC logs checked monthly by principals</p> <p>Virtual or Face-to-Face Walk around forms completed by principals and supervisors</p>
6 <sup>th</sup> - 8 <sup>th</sup> grade ELA teachers will participate in Guidebooks 2.0 training conducted by ELA Content Leaders. They will share their knowledge about	New Teachers Grades 6-8 July 20 <sup>th</sup> – 23 <sup>rd</sup>	ELA teachers Instructional coaches District Support Team	Title I Instructional Coach 55% Salary & Benefits 100 & 200 \$39,931.00	Virtual Sign-in sheets/google calendar Agenda Feedback/evaluations

the importance of effectively using guidebooks to the newly hired teachers. Teachers will also participate in a training about using the curriculum effectively in a hybrid schedule and rigorous home learning activities.	All Teachers Grades 6-8 August 17 <sup>th</sup>			
Implement Guidebooks 2.0 throughout the school year	August 26, 2020 and ongoing through May 2021	ELA teachers Instructional Coaches District Support Team	Title I School Funds (Novels)	<p>Virtual or Face-to-Face Walk- around forms completed by teacher leaders, principals &amp; supervisors indicating implementation of Guidebooks 2.0.</p> <p>Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>
Follow-up by lead teachers during Teacher Leader Collobarations. Lead teachers will redeliver to ELA teachers during district PLCs or content specific meetings.	Bi-Monthly August 2019-May 2020	ELA teacher leaders District Support Team	Title I	Virtual Sign-in sheets and agendas from redelivery

<p>6<sup>th</sup> - 8<sup>th</sup> grade math teachers will participate in Tier I Math training conducted by RPSB Math Coach and Math Content Leaders. They will share their knowledge about the importance of effectively using guidebooks to the newly hired teachers. Teachers will also participate in a training about using the curriculum effectively in a hybrid schedule and rigorous home learning activities.</p>	<p>New Teachers Grades 6-8 July 20<sup>th</sup> – 23<sup>rd</sup></p> <p>All Teachers Grades 6-8 August 17<sup>th</sup> or 18<sup>th</sup></p>	<p>Math teachers Principals Math Coach Instructional Coaches District Support Team</p>	<p>Title I</p>	<p>Virtual Sign-in sheets/google calendar Agenda Feedback/evaluations</p>
<p>Implement Tier I Math Curriculum throughout the school year</p>	<p>August 26, 2020 and ongoing through May 2021</p>	<p>ELA teachers Instructional Coaches District Support Team</p>		<p>Virtual or Face-to-Face Walk- around forms completed by teacher leaders, principals &amp; supervisors indicating implementation of Tier 1 Math Curriculum.</p> <p>Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>

Follow-up by lead teachers during Teacher Leader Collobarations. Lead teachers will redeliver to Math teachers during district PLCs or content specific meetings.	Bi-Monthly August 2019-May 2020	Math teacher leaders District Support Team	Title I	Virtual Sign-in sheets and agendas from redelivery
6 <sup>th</sup> - 8 <sup>th</sup> grade science/social studies teachers will participate in Tier I science/social studies training conducted by RPSB Coach and Content Leaders. They will share their knowledge about the importance of effectively using guidebooks to the newly hired teachers. Teachers will also participate in a training about using the curriculum effectively in a hybrid schedule and rigorous home learning activities.	All OpenSciEd Science Teachers Grades 6-8 July 20 <sup>th</sup> - 23 <sup>rd</sup>  All Science/Social Studies Teachers Grades 6-8 August 18 <sup>th</sup>	Science/Social Studies teachers Principals Instructional Coaches District Support Team	Title I	Virtual Sign-in sheets/google calendar Agenda Feedback/evaluations
Implement Tier I Science/Social Studies Curriculum throughout the school year	August 26, 2020 and ongoing through May 2021	Science/Social Studies teachers Instructional Coaches District Support Team		Virtual or Face-to-Face Walk- around forms completed by teacher leaders, principals & supervisors indicating implementation of Tier 1 Science/Social Studies Curriculum.

				<p>Lesson plans turned in weekly to principals</p> <p>Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments</p>
Follow-up by lead teachers during Teacher Leader Collobarations. Lead teachers will redeliver to Science/Social Studies teachers during district PLCs or content specific meetings.	Bi-Monthly August 2019-May 2020	Science/Social Studies teacher leaders District Support Team	Title I	Virtual Sign-in sheets and agendas from redelivery
Teachers meet bimonthly on Fridays to collaborate. Meetings should address our priority goal in school redesign of skillful implementation of curriculum through instructional best practices: Skillful curriculum use, high expectations, and demonstration of learning	Bimonthly August 2020-May 2021	Teachers and paras Instructional Coaches Data Coach Principals Assitant Principals District support		PLC logs checked monthly by principals
Implementation of strategies discussed during collaborative meetings	Daily August 2020-May 2021	Teachers and paras	Title I Materials & Supplies \$2,528.00	Lesson plans Walk around forms completed monthly by principals and supervisors

				Student progress from pre-tests, benchmarking, and post-tests; six weeks grades; improvement on state assessments
RTI through Reading Interventionist and guided reading conducted in classrooms.	August 2020-May 2021	Reading Interventionists Teachers		Student progress from DIBELS Scores, DRA scores, pre-tests, benchmarking, and post test, six weeks grades
As a result of the School Redesign work, teachers will focus on skillful use of curriculum, high expectations, and demonstration of learning during the COVID-19 pandemic. An overview will be given during the virtual leadership team meeting	July 15-16, 2020	TNTP Supervisors Principals Assistant Principals Instructional Coaches School Level Leadership Teams		PLC logs checked monthly by principals
Implementation of skillful use of curriculum, high expectations, and demonstration of learning	Monthly during the school year there will be learning walks with the redesign team and TNTP.	TNTP Teachers Principals Math and ELA Coaches		Walk around forms completed monthly by principals and supervisors  Time on text tracked by student(s)/math

				coach/instructional facilitator  Student discourse and students use of academic language measured through Compass Rubric 3c
After-school tutoring program will be cancelled due to COVID-19. District will re-evaluate tutoring programs as the pandemic phases change.				
Follow-up through PLCs and district collaborations	School level PLCs will be the 1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> Fridays of the month District PLCs will be on the 2 <sup>nd</sup> and 4 <sup>th</sup> Friday of the month	Teachers Supervisors Principals Math and ELA Coaches		PLC logs Sign-in sheets Agendas
Principal and Principal Intern will provide an overview (rewards and consequences of actions) of the School Wide Positive Behavior Plan.	August 2020	Principal Principal Intern		Sign-in sheets Agenda Copy of SWPB Plan



Principal, Principal Intern, Instructional Facilitator will provide monitoring and written feedback to teachers in the implementation of the plan by completing walk around forms.	Ongoing August 2020 - May 2021	Principal Principal Intern Supervisors Instructional Coaches	PBIS \$800.00	Walk around forms completed monthly by principals and supervisors
Teachers will establish and monthly review individual classroom behavior plans, follow the guidelines of the school behavior plan daily, and use the JPAM system to assist with documentation. (SWPB team monthly meetings)	Monthly August 2020 - May 2021	Teachers		JPAMS reports  Classroom behavior plans  Meeting logs from SWPB team  Improved student behavior
Students with good behavior and without office referrals will be rewarded during an assembly with privileges/prizes/ and certificates each six weeks. Teachers will provide, written or verbal, positive feedback to parents of each student every six weeks.	Each six weeks August 2020 - May 2021	Teachers Principal Principal Intern	Title I Parental Engagement \$1,202.00 (see attached budget)	Copy of parent log kept by teacher

The Principal Intern will work an additional month scheduling A/B students for classes and bus routes, parent orientations, emailing teachers, preparing for the district re-opening plan during the pandemic, and preparing for RVA	July 2020 and/or August 2021	Principal Intern Assistant Principal	Title I Assistant Principal 50% Salary & Benefits 100 & 200 \$3,040.00	Schedules, school reopening steps, PD agendas and sign in sheets for RVA
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**\*Each school must add all Title I funded activities that correlate with identified weaknesses from LANA and attach the parent action plan.**

# Blue Signature Pages for Mangham Junior High School

**2020-2021**

Should be signed in August 2020 by all faculty members

and sent to Shelly Crawford by Sept. 30, 2020.

*I have read and understand my role in the school improvement process.*

*I agree to implement the strategies and activities in the school improvement plan.*

<b><i>Name (printed)</i></b>	<b><i>Signature</i></b>	<b><i>Position</i></b>

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_