

**Madisonville Elementary School**  
**Pre- K through 2nd Grade**  
**Mrs. Phyllis Stephens**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1. COMPREHENSIVE NEEDS ASSESSMENT**

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

**STRENGTHS**

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
2nd grade is lowest At Risk in Spring '14 and '15	1	DIBELS Next
2nd grade is highest at Benchmark in Spring '14 and '15	2	DIBELS Next
Math is a subject strength for 3rd grade from 12/13 to 14/15	3	CRT 3rd Grade Data
The Hispanic subgroup has improved in Math from 12/13 to 14/15	4	CRT 3rd Grade Data
Math is a subgroup strength for SWD, White and Black over 3 years	5	CRT 3rd Grade Data

**CHALLENGES**

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
<b>CHALLENGES</b>		<b>DATA SOURCES</b>
1st grade is highest At Risk in Spring '14 and '15	1	DIBELS Next
1st grade is lowest at Benchmark in Spring in '13 and '14	2	DIBELS Next
School SPS Index score fell from 13/14 to 14/15	3	CRT 3rd Grade Data
Social studies is a subject weakness for 3rd grade from 12/13 to 14/15	4	CRT 3rd Grade Data
ELA is a subgroup weakness for SWD, White, and Black over 3 years	5	CRT 3rd Grade Data

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1 Align professional development with assessments and Common Core standards through PLCs.
2 Strengthen the use of Accelerated Reader & STAR assessments in 1st and 2nd Grade.
3 Continue the development of the co-teaching model for all grade levels.
4 Continue with literacy & math stations, KAGAN Engagement activities, fluency practice, and the development of writing across all grade levels.
5

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**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified - 100%.

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>Professional Learning Communities (PLCs)</u></b></p> <p>This year's PLCs are focused on quality assessments that consider rigor and the effects of student learning.</p> <p>Personnel involved include the Assistant Principal and TRT as the presenters and the teachers as the participants.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other - PTA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p>
<p><i>If you have an <b>Instructional Coach</b>, describe in detail her duties and responsibilities</i></p> <p>N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> <li>•Faculty meetings for parish and state-mandated trainings</li> <li>•Parish required PD days – Curriculum, Assessment, SpEd, AdvancED</li> <li>•After-school, before-school, and district sponsored professional development</li> <li>•New Teacher Meetings</li> <li>•Learning Walks</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p> <p>AR/STAR Program</p>

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<ul style="list-style-type: none"> <li>•Grade-Level Meetings</li> <li>•Guaranteed Curriculum Review</li> <li>•Teacher Surveys</li> <li>•Co-Teaching Trainings/Meetings</li> </ul>	<input type="checkbox"/> Other	
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**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> <li>◆ Parents are involved with the components of the schoolwide program through our PTA meetings with the principal, the School Improvement Plan, the PBIS program, and parent surveys.</li> <li>◆ At least three meetings will be held during the school year to provide parents information on how to access the curriculum including open house events and PTA meetings. Parents also receive information regarding the curriculum &amp; assessments used, and student levels through teacher newsletters &amp; websites, teacher/parent correspondence &amp; conferences, 504 meetings, and SAT meetings. Parents can also access information regarding the Guaranteed Curriculum through the STPSB website. Parents are issued student passwords to access online resources for math curriculum.</li> <li>◆ Parents may participate in PTA, SIP and PBIS meetings held at MES. The SIP meeting were held on 11/18/15 and 12/2/15. PTA and PBIS meetings are held monthly.</li> <li>◆ Parents are encouraged to participate in decision making opportunities about their child's education through opportunities such as:             <ul style="list-style-type: none"> <li>▪ SAT meetings</li> <li>▪ IEP meetings</li> <li>▪ Parent Conferences</li> <li>▪ PTA Committees</li> </ul> </li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> SRCL</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other - PTA</li> </ul>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Cost of teacher websites</p> <p>PTA purchases supplies needed for parent involvement opportunities</p>

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<p>◆Parent involvement opportunities include Open House, Veteran’s Day, President’s Day, Parent/Child Learning Night, Grandparents Bingo, Morning Broadcast, Family Dining, Field Day, Art Day, Planting Day, Workroom &amp; Classroom Volunteers, MES PTA (day &amp; night meetings), Community Partners, Scholastic Book Fair, and Santa &amp; Smores</p> <p>◆Parent communication strategies used at our school include school/teacher websites, teachers’ weekly newsletters, PTA monthly newsletter, <i>Lighthouse Lagniappe</i>, monthly calendar of events, email, and Robo calls.</p>		
<p>◆In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Office supplies</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies  Postage</p>
<p><i>Add additional parental involvement activities/strategies as needed.</i></p>	<p>Copy list from above for each activity described.</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school? Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students –</p> <p>Beginning of the school year:</p> <ul style="list-style-type: none"> <li>•Pre-K orientation</li> <li>•Kindergarten testing meeting</li> <li>•Meet &amp; Greet for 1st and 2nd grade students</li> </ul> <p>End of the school year:</p> <ul style="list-style-type: none"> <li>•A Kindergarten teacher visits the Head Start program for incoming students</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitute for K teacher</p>
<p>Outgoing students –</p> <p>End of the school year:</p> <ul style="list-style-type: none"> <li>•2nd grade students visit the 3rd graders at Lancaster Elementary School</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other (student field trip fee)</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bus transportation to Lancaster Elementary</p>

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<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> <li>•Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed.</li> <li>•Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below).</li> <li>•Teachers are to use the data to develop lessons and interventions for at-risk students</li> <li>•Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <ul style="list-style-type: none"> <li>•DIBELS (Benchmark &amp; Progress Monitoring), Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments, CBAs, informal teacher assessments/observations</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other (PTA)</p>	<p>Item(s) to be purchased to support this activity:</p> <p>STAR/AR Program</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><b><u>Mental Health Providers</u></b>-(please adjust to fit your school's MHP plan)  <b>MHP:</b> Due to the transient and often unstable environments that many of Madisonville Elementary's students experience, a Mental Health Provider will work with students for 14 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (Phyllis Stephens &amp; Candice Hickman) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Tammy Grieg, school counselor, Kim Core, MHP, and Aleta Spears, EC MHP, will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <ul style="list-style-type: none"> <li>●Counseling is provided by Tammy Grieg, the school counselor who also puts on the Phil &amp; Pippy Show each morning on the schoolwide broadcast.</li> <li>●Champo Program</li> <li>●Fishing Camp Program</li> <li>●Ripples Effect Program</li> <li>●Marvelous Minnow Banner</li> <li>●Monthly Fish Focus based on schoolwide behavioral data</li> <li>●"Off the Charts"</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Certificates  Trophies  Stickers  Candy rewards for teachers who are PBIS'd  "Black Out" whole school reward (blow ups)</p>

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<p><b><u>Instructional Program Enhancements</u></b>  Volunteer tutors work with students in the classroom.</p> <p>Paraprofessionals and special education teachers are active participants with regular education teachers in the co-teaching model for special education students.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Tutoring Programs-Pull out</u></b></p> <ul style="list-style-type: none"> <li>•Students who qualify for tutoring services during the school day are identified through the LA Residency Form that is provided to all students at the beginning of the year. If a student qualifies for the Kids in Transition (KIT) program and receives a D or F on their report card, he/she/qualifies for tutoring.</li> <li>•Students are progress monitored through their interim reports and report cards.</li> <li>•The tutoring program is evaluated through the KIT supervisors who review report cards of qualifying students and provide approval.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Tutors</p>
<p><b><u>Tutoring/Helping Hands-Push-in</u></b></p> <ul style="list-style-type: none"> <li>•Students are identified and progress monitored by the classroom teacher.</li> <li>•Volunteer tutors assist students based on teacher recommendations and tracking information. Student progress is monitored by the classroom teacher.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Technology Resources and Personnel:</u></b></p> <ul style="list-style-type: none"> <li>•MES has a part-time para technician who comes to our school every Friday to manage technology requests.</li> </ul> <p><b><u>General Technology</u></b> to increase student engagement:</p> <ul style="list-style-type: none"> <li>•Activboards, document cameras, interactive</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Technology items</p>



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<p>projectors, Votes, Expressions, iPods, iPads, Kindle Fires, flip cameras, computers, printers, and laptops</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>• Earobics Program – students are given a license based upon DIBELS Next Benchmark scores, reports, and/or teacher request</li> <li>• DIBELS Next Program – Benchmark scores dictate the need for progress monitoring</li> </ul>	<p>___ Title III          ___ Bond Money          ___ <input checked="" type="checkbox"/> Other (PTA)</p>	
<p><b><u>Special Education Program Design</u></b></p> <p>Special education students are under the direction of one of the following programs:</p> <ul style="list-style-type: none"> <li>• 2 Early Childhood teachers</li> <li>• 1 Early Childhood inclusion teacher</li> <li>• 1 Moderate Self-Contained teacher</li> <li>• 1 MAE teacher</li> <li>• 2 Resource/Co-teaching teachers</li> <li>• 1 Gifted teacher</li> <li>• 4 Speech pathologists</li> </ul> <p>Based on data through our SIP, SWD are the subgroup with the lowest percent proficiency in Math and ELA. A co-teaching model was developed in an effort to teach our students in the least restrictive environment, ensure appropriate peer models, and maximize student inclusion time while using the resource setting for intense remediation &amp; interventions.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Student Assistance Team (SAT):</u></b></p> <p>The Student Assistance Team meets weekly to provide assistance, support and interventions to teachers for their students in need and their families. Interventions are research-based and designed based on student needs and weaknesses. The majority of concerns focus on academic, behavioral, speech and 504 needs.</p> <p>Teachers must conference with the parents before their concerns are brought to the SAT committee. Once the teacher turns in her necessary paperwork, a SAT meeting is scheduled. If necessary, additional meetings are reconvened.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ <input checked="" type="checkbox"/> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Office supplies</p>

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<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable)          Title I or Title II          State grade and how data supports this decision for this position and how it will be utilized to address student needs.</p> <p>N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Add additional activities implemented to address students experiencing difficulties as needed.</p>		

<p><b>10. COORDINATION OF PROGRAMS</b></p>		
<ul style="list-style-type: none"> <li>•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 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> <li>•Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</li> <li>•Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?**

<p>The SIP Committee, comprised of selected faculty members and a parent, meets at the beginning of the school year to analyze data and discuss the effectiveness of programs in the prior year. Information to help with the school’s direction comes from various sources such as DIBELS reports, STAR data, the PBIS committee, PLC meetings, professional development, SLTs, and parent &amp; teacher surveys. Additional meetings are added as needed.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Parents are provided assessment information through a variety of sources – PTA meetings, parent conferences, interim reports, report cards, and STAR &amp; DIBELS reports. Faculty members are provided information through PLC and PD meetings, faculty meetings, and various reports from STAR and DIBELS.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>