

**Madisonville Junior High**  
**6<sup>th</sup> - 8<sup>th</sup> Grade**  
**Dwayne Kern**  
**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>
6 <sup>th</sup> grade social studies	1	Whole School SPS, CRT Index
7 <sup>th</sup> grade math	2	Whole School SPS, CRT Index
ELA across grade levels	3	Whole School SPS, CRT Index
6 <sup>th</sup> grade science	4	Whole School SPS, CRT Index
	5	

**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>
6 <sup>th</sup> grade math	1	Whole School SPS, CRT Index
7 <sup>th</sup> and 8 <sup>th</sup> grade social studies	2	Whole School SPS, CRT Index
Students with disabilities ELA and Math	3	Subgroup: Percent Proficient Trend Data
	4	
	5	

**GOALS**

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
<b>GOALS</b>
1Based on our strengths, we will continue to collaborate by subject area through monthly departmental meetings, set collaboration time, and central leadership team meetings. Our school will comply with the district's mandate to focus on social studies and science in our monthly design team meetings.
2Teachers in areas of strength will model lesson designs for other grade levels within departments and offer professional development to share ideas and teaching strategies under the leadership of the design team.
3Based on our challenges, we are continuing the co-teaching model to address the needs of students with disabilities.
4Departments collaborate to create subject-specific PGPs, which identify and address department challenges.
5We have designated increased computer lab usage to help engage students through technology in the specified areas needing improvement.

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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 93.8 %

- 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>-(be sure to mention personnel involved in this activity, i.e. Instructional Coach, Curriculum Specialist, Principal, Assistant Principal, RHT/TRT, substitutes, presenters, schedules etc.)</p> <ul style="list-style-type: none"> <li>• Design Team (teachers, admin)</li> <li>• PBIS Committee (teachers, admin)</li> <li>• Department meetings (teachers, admin)</li> <li>• CLT Meetings (department heads, admin)</li> <li>• Professional development days (teacher presenters, admin, paras)</li> <li>• Co-teaching (ELA and Math departments)</li> <li>• Achieve 3000 (teachers)</li> <li>• Paras (Meet monthly to go over expectations in the classroom)</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 type="checkbox"/> Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Software licensing</li> <li>• <i>Co-Teaching That Works</i> for participating SPED and regular education teachers</li> </ul>

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<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>___ Title I          ___ SRCL          ___ 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> <li>• Grade-Level Meetings</li> <li>• Guaranteed Curriculum Review</li> <li>• Teacher Surveys</li> <li>• Co-Teaching Trainings/Meetings</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>

**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>		
<p>◆ Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.</p> <ul style="list-style-type: none"> <li>• PTA Meetings (meets 1<sup>st</sup> Thursday of every month, 8AM)</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA</p>	<p>Item(s) to be purchased to support this strategy/activity:          Website subscription, Eagle Dads dinner, awards, prizes, pizza at Golden Student parties</p>

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<p>◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet.</p> <ul style="list-style-type: none"> <li>• Act 436- MJH will provide access to the Guaranteed Curriculum</li> <li>• State, district, school, and teacher websites</li> <li>• PTA newsletter</li> <li>• Robocalls</li> <li>• Flyers</li> <li>• Eagle Dads</li> <li>• Golden Student parties</li> <li>• Math Night</li> </ul> <p>◆ Describe how parents will be encouraged to participate in decision making opportunities about their child’s education. Identify specific decision-making opportunities for parents,</p> <ul style="list-style-type: none"> <li>• Parent Conferences, SAT, IEP, 504</li> <li>• 5<sup>th</sup> Grade Open House May 1, 2015</li> <li>• Open House- August 24, 2015</li> </ul>	<p>___ Title III          ___ Bond Money          ___ Other</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:          ___ Title I          ___ GFF          ___ SRCL  <u> X </u> Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</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</p>	<p>___ Title I  <u> X </u> 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-GFF          Postage-</p>

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facilitate the process.		
<i>Add additional parental involvement activities/strategies as needed.</i>	Copy list from above for each activity described.	Item(s) to be purchased to support this activity:

<b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <b>at least one</b> for incoming and one for outgoing students.		
Incoming Students  5 <sup>th</sup> Grade Open House- May 1, 2015 for incoming 6 <sup>th</sup> grade students	<b>10. BUDGETS</b> used to support this activity: <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	Item(s) to be purchased to support this activity:  Printing flyers/info
Outgoing students  Cub Day (students attending Covington High), Skipper Day (students attending Mandeville High), shadow days (students attending private schools in the area)	<b>10. BUDGETS</b> used to support this activity: <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	Item(s) to be purchased to support this activity:

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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 department, faculty, design team, CLT, co-teaching and PBIS 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>___ Title I          ___ GFF          ___ SRCL  <u>  X  </u> Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Identify various assessments used to assess student learning and to help inform instructional planning.</p> <ul style="list-style-type: none"> <li>• EAGLE Testing</li> <li>• Achieve 3000</li> <li>• SPED diagnostic testing</li> <li>• Tutoring</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>  X  </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u>  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</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 Junior High students experience, a Mental Health Provider will work with students for 3 days 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 (Dwayne Kern, Patricia Welch-Nelson) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, Kelli Evans 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 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><b><u>Positive Behavior Support (PBS) or other Social Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Monthly PBIS committee meetings- 3<sup>rd</sup> Monday of each month</li> <li>• School-wide discipline plan</li> <li>• Community circles</li> <li>• School-wide counseling lessons</li> <li>• DARE</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>

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<ul style="list-style-type: none"> <li>• Pride assembly</li> <li>• Red ribbon week activities</li> <li>• Conflict resolution within the counseling program</li> <li>• Check-In/Check-Out</li> <li>• Tracking forms</li> <li>• Club Day</li> <li>• Eagle Buddies Club to partner with special needs/mild/moderate population</li> <li>• Rewards program for positive behavior- Eagle Bucks, Golden Students, 9 week behavior incentives</li> </ul>	<p style="text-align: center;"> <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other </p>	
<p><b><u>Instructional Program Enhancements</u></b>  Where applicable discuss how your <b>teachers, paraprofessionals, timesheet employees, tutors, etc.</b> are used to improve the academic performance of lower achieving students.</p> <p>Paras are in needed classrooms at various times throughout the day to assist with students' individual academic needs. Paras assist with SRA program. Paras are expected to attend professional development provided by the school to be aligned with our school's goals.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> Xplc IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other </p>	Item(s) to be purchased to support this activity:
<p><b><u>Tutoring Programs-Pull out</u></b>  N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <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>	Item(s) to be purchased to support this activity:
<p><b><u>Tutoring/Helping Hands-Push-in</u></b>  Tutoring only- Students are identified by teacher or parent recommendations</p> <p>Students are monitored through attendance and</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"> <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> X GFF  <input type="checkbox"/> SRCL </p>	Item(s) to be purchased to support this activity:

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<p>individual progress throughout the program.</p> <p>The program is evaluated by parent feedback and test scores.</p>	<p><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><b><u>Technology Resources and Personnel:</u></b></p> <p><b><u>General Technology</u></b> to increase student engagement: Activboards, Votes, Expressions, computers, printers, laptops, computer labs, Elmos, Mimios, broadcasting equipment, calculators, Quizlet, Spelling City, Spellcab, Discovery Education</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b>  AlphaSmart, Achieve 3000, My Reading Coach, Read, Write, Gold</p>	<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><b><u>Special Education Program Design</u></b></p> <p><i>We implemented the co-teaching model in our Math and ELA classes for the 2014-2015 school year. Our data shows that there are inconsistencies in our SWD scores. The only group showing marked improvement in 14-15 is 6<sup>th</sup> grade ELA.</i></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 checked="" 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:  Achieve 3000</p>
<p><b><u>Student Assistance Team (SAT):</u></b></p> <p><b><u>Referral</u></b></p> <p><input type="checkbox"/> The SBLC committee is referred to when help is needed because of a potential disability that is outside of the scope of what can be solved and exterminated through teacher</p>	<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:  Carbon-copy note taking paper,  Overlays</p>

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<p>interventions.</p> <ul style="list-style-type: none"> <li>▣ It is a window to get accommodations through either 504 or 1508 through Response to Intervention</li> <li>▣ A way to come together as a committee of educational professionals to problem solve solutions</li> <li>▣ The SBLC process begins when a teacher, parent or guardian, administrator, or other school staff member refers. Then, a referral teacher is selected.</li> <li>▣ Referring teacher acquires a SBLC referral packet from Chairperson</li> <li>▣ Referring teacher documents parent conference on IRP 1</li> <li>▣ Referring teacher completes all required screening instruments</li> <li>▣ Referring teacher returns completed folder to SAT chairperson at least 1 week prior to scheduled meeting with the following screening instruments: <ul style="list-style-type: none"> <li>▣ Sensory Processing Checklist</li> <li>▣ Assistive Technology Screening Checklist</li> <li>▣ Communication Checklist</li> <li>▣ Motor Screening (give to PE teacher)</li> <li>▣ Vision and Hearing (look for current screening in CUM folder)</li> <li>▣ Parent Packet – Health Screening and Case History Form</li> </ul> </li> </ul>	<p>___ Title III  ___ Bond Money  ___ Other</p>	
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<p><b><u>Establish baseline of student performance through:</u></b></p> <ul style="list-style-type: none"> <li>▣ Curriculum Based Assessments (District made in Math – on Blackboard)</li> <li>▣ Informal Reading Inventory (Silvaroli (on Blackboard); cold reads)</li> <li>▣ SLT</li> <li>▣ Unit pretests</li> <li>▣ Attend SAT meeting with completed paperwork (IRP-1, screening instruments, cum folder and baseline data)</li> </ul> <p><b><u>Establish Interventions:</u></b></p> <ul style="list-style-type: none"> <li>▣ SBLC will implement interventions that meet state criteria.</li> <li>▣ Follow-up meeting date is set</li> <li>▣ Evidence-based interventions</li> <li>▣ Implemented with fidelity</li> <li>▣ On-going progress monitoring - quantitative</li> <li>▣ Data driven decisions</li> <li>▣ Implement interventions according to written plan</li> <li>▣ Progress monitor on IRP-3 form</li> <li>▣ Contact SAT chairperson for questions/assistance with interventions</li> </ul> <p><b><u>Resolution Meeting is held to determine placement in one of the following:</u></b></p> <ul style="list-style-type: none"> <li>▣ <b>Continue in Regular Education with Current/Revised Interventions</b> <ul style="list-style-type: none"> <li>○ The student is on track to meeting the goal</li> <li>○ There is a better intervention that will likely work</li> </ul> </li> </ul>		
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<ul style="list-style-type: none"> <li>○ The student still struggles in regular education; however, we do not suspect a disability at this time (low average/at-risk)</li> <li>▣ <b>Refer for 504 Evaluation</b> <ul style="list-style-type: none"> <li>○ The intervention plan consisted of accommodations, which were successful</li> <li>○ The student would struggle considerably without accommodations</li> <li>○ The student has a medical condition that interferes with learning</li> </ul> </li> <li>▣ <b>Refer for 1508 Evaluation</b> <ul style="list-style-type: none"> <li>○ The student has not responded adequately to one or more intense interventions</li> <li>○ The student continues to struggle</li> <li>○ The team suspects that the student has a disability</li> </ul> </li> </ul>		
<p><b><u>Classroom Size Reduction Teachers</u></b> (if applicable) N/A</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <ul style="list-style-type: none"> <li>___ Title I</li> <li>___ GFF</li> <li>___ SRCL</li> <li>___ Title II</li> <li>___ LA4</li> <li>___ IDEA</li> <li>___ Title III</li> <li>___ Bond Money</li> <li>___ Other</li> </ul>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

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<b>10. COORDINATION OF PROGRAMS</b>		
<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>• <i>Students in participating schools are entitled to attend 21<sup>st</sup> Century programs in the afternoons.</i></li> <li>• <i>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.</i></li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="padding-left: 20px;"><u>  X  </u> Title I  <u>    </u> GFF  <u>    </u> SRCL  <u>  X  </u> Title II  <u>  X  </u> LA4  <u>  X  </u> IDEA  <u>  X  </u> Title III  <u>    </u> Bond Money  <u>    </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

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**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<b><u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u></b>		
<p><i>Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year.</i></p> <p>SIP Committee members (Jessica Wilson, Paul Newfield, Michelle West, Susan Wright, Ellen Rutledge) meet twice in the fall to complete data analysis and complete all SIP forms. Several SIP members are also part of the scheduling committee, where data from the SIP is considered in making the schedule. Data is used by administration to plan professional development days.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF          ___ SRCL  <input checked="" type="checkbox"/> Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Subs for committee members</p> <p>PD day resources</p>
<p><i><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)?</i></p> <p>SIP binders are made available in the office as needed.</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>