

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Madisonville Junior High



St. Tammany Parish Public Schools

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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Our CRT Assessment Index score could be considered a potential strength, with an increase from 96.0 to 97.0 for the past year.	Our DCAI Index could be considered a weakness. For the last 3 years, scores showed declining values of: 141.8, 141.0 and 139.5.
We consider the 8th grade Social Studies Index to be a potential strength; the past 2 years showed an increase of 21.1 points.	The 7th grade Math Index is considered the greatest potential weakness, with significant declines over three years of 10.9 points. The Major Content and Modeling and Application subclaims showed 35% at Mastery and Advanced.
The 8th grade cohort is consistently strong in all areas, although there was a decline in the area of ELA last year. 8th grade has shown growth in all subject indexes, with a minimum increase of 2.7 points in Science, and a maximum increase of 14.8 points in the area of Social Studies.	7th Grade Math is noted as a potential weakness, with declines over the past 2 years of 0.3 points and 3.8 points.
The 6th Grade Math Index demonstrated two years of growth, for a total increase of 8.3 points. The 8th Grade Social Studies Index also had two years of growth, with a total increase of 20 points.	Between the subject areas of Math and ELA, Math is consistently a weakness across grade levels. ELA for the 2016-17 school year had overall scores of 102.8, 106.5, and 101.2. Math for the 2016-17 school year had overall scores of 87.9, 89.1 and 116.9 points.
Across all grade levels, the White ELA subgroup has been an overall strength.	Students with Disabilities scores have been low in both ELA and Math for all grade levels.
For all grades, the Students with Disabilities subgroup in Math has shown enough of an increase to be considered as a potential strength, with respective growths of 3.5 points, 3.0 points, and 13.5 points for the 2015 to 2017 school years.	For the subgroup of White students, 7th Grade Math showed a decline of 2.5 and 2.4 points over the past 2 years. This demonstrates a potential school-wide weakness.
From 2014 to 2016, the ELA Achievement Gap for Economically Disadvantaged students declined by 2.3% For the 2015-16 school year, the ELA Achievement Gap for Students with Disabilities declined by 3.8%.	From 2013 to 2015, the ELA Achievement Gap for Students with Disabilities for increased by 15.4%. The Math Achievement Gap for the Hispanic subgroup increased by 11.4% from 2015 to 2017, and Math Students with Disabilities increased by 19.8% for 2013 to 2016.
ELA and Math subgroup area of White have scored consistently higher than all other subgroups, and can be considered a potential strength for the school.	Math subgroup of students with disabilities in 7th grade have a consistent weakness which needs to be addressed.

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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From Spring of 2017 to Spring of 2018, 7th grade Math will increase its Student Growth Assessment Index by 3 points from 89.1 to 92.1. This will represent an increase of approximately 3.4%. The current 7th graders' scores will increase over their prior year 6th grade scores, with > 4% growth in Assessment index levels.
2. From Spring of 2017 to Spring of 2018, the Student Growth Assessment Index scores for 6th grade Social Studies will increase from 101.3 to 106.3. This will represent a growth of 5 points, or approximately 5%.
3. From Spring 2017 to Spring 2018, the Whole School Students with Disabilities subgroup will increase its Math Proficiency Score, from 27.7 to 30.5. This will represent a growth of at least 10%.
- 4.
- 5.

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • At the PTA meeting held on November 7, 2017, the SIP plan will be discussed and reviewed to receive parental feedback on our school-wide plan and how they can assist us in its successful implementation. • On November 16, 2017, the SIP plan will be brought to the EAGLE Dads’ meeting and follow a similar format and discussion held at the PTA meeting. 	<p>Goal(s): -To receive input on how we can create possible tutoring and mentor programs. -To have parents help create an online parent survey to collect data on how they feel our academics and teachers are performing to meet the needs of the students.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Survey items SIP plan</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr/> <p>Effectiveness Results: PTA members were very receptive and gave us a better picture as to what areas we can target as a staff to push school performance.</p>

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<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA meetings held the third Tuesday of every month. • EAGLE Dads held the third Thursday of every month. • Parent/Teacher conferences held with administration for at-risk students in the areas of academics and/or discipline. • SAT meetings are held every Wednesday of the month to develop plans for students with academic or emotional needs. 	<p>Goal(s): To better utilize our parents and their role in the school success, surveys will be administered to gather information on how we can get parent mentors for students at risk, how we can improve our academics and the needs of our students who struggle in the areas mentioned in our SIP plan.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Each teacher is required to maintain their teacher webpages weekly. • JPAMS update grades each week. • Parent/Teacher team meeting are held to address students who are at risk of failing, or struggling with discipline issues, to come up with a plan for their child. • Robo Calls for upcoming events or parent involvement opportunities. • Digital sign near the parent carline keeps parents informed of upcoming events. • Good News Post Cards • PTA Facebook page • Open House 	<p>Goal(s): To increase the quality and type of information we communicate to our parents in order to better prepare our parents to help their child.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Teacher Webpages JPAM Robo Calls Digital Sign Good News Postcards PTA Facebook</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): To make our parents better informed in the area of academic standards and where they can access the information they need help work with the school and increase their child's overall academic performance.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School- 	<p>Goal(s): Provide effective communication to parents in need of translation in order to help and address individual student needs. Provide translated newsletters for LEP students.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<p>Wide Announcements over intercom; Special Education meetings; etc.</p>				
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open house will be revisited to make adjustments, to the presentations which will target our goals for 7th grade students in the areas of Math and Social Studies. Beginning with the 2018-19 school year, the one-hour program at Open House will focus on the changes in grading scales from 6th to 7th grade, as well as presenting on state standards in each subject area. Additionally, the Open House will provide information on how parents can help with student performance and growth. 	<p>Goal(s): To provide parents with the resources and knowledge needed to help their children be successful in 7th grade.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> We will create "Parent-Connect 411" night, to provide parents with the resources and strategies to help at-risk children, and particularly our students with disabilities, succeed with the standards they are required to 	<p>Goal(s): To increase the parent involvement of our students with disabilities</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II	<p>Items Needed: Resources for at risk students</p>	<p>Effectiveness Measure: Attainment of goal</p>

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<p>accomplish. This program will be led by our Special Ed. department.</p>	<p>and give them the knowledge and resources to accomplish this goal.</p>	<p><input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> The Social Studies and Math Departments will communicate with parents via webpages and open house, presenting the state standards that each student will be required to understand throughout the year. Updating webpages with parent-friendly explanations of the state standards to be covered at the beginning of each unit will be a priority, so parents will better be able to assist their child with any outside resources their child may need to attain academic growth. Webpages will also contain video links and academic resources for students and parents to access throughout the year. 	<p>Goal(s): To make parents more aware of the standards students are required to attain throughout the academic school year, and provide additional resources in a parent/student friendly manner.</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Items Needed: Teacher Webpages Academic resources for state standards</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum ● Guide Books 2.0 ● Achieve 3000- Students with Disabilities and at-risk students ● Reflex Math-6th and 7th grade math ● Read-Write-Gold ● State Standards guide instruction/assessments 	<p>Goal(s): To meet the needs of our at-risk population with accessible materials to improve student growth.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> ● LEAP 2025 Writing Rubric ● SLTs ● LEAP 360 ● LEAP Connect-Students with Disabilities ● Weekly Assessments 	<p>Goal(s): To increase the rigor of our assessments by creating</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attainment of goal</p>

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<ul style="list-style-type: none"> • Achieve 3000 Individual Lexile Assessments • Grade level common assessments • Unit Pre-Post Assessments 	common, challenging assessments for each child at his or her individual academic level.	<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Monitoring and use of JPAMs test distribution and graphs to assess students’ comprehension of rigorous content. • Quarterly grade level meetings for determining possible failures and necessary parent meetings. • SAT meetings and IEPs for at-risk students, particularly our students with disabilities. 	<p>Goal(s): To increase each teacher’s use of data to improve each students individual performance.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: JPAM State Data</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Co-Teaching which brings our students with disabilities into the regular curriculum rigor and allows for interventions and differentiation specific to these students. • Study Skills classes for students struggling in math and ELA, to provide extra guided instruction and assistance. Determination of need for this course is data driven using LEAP data from 2016-17. 	<p>Goal(s): To increase student with disabilities performance on math and ELA state tests.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money	<p>Items Needed: Study Skills course information Co-teaching student data</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other		
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> Through the school weekly SAT program, students in need are identified and provided RTI strategies. These meetings are held by the SAT team. 	<p>Goal(s): To successfully identify and assist students who require RTI strategies, and process them in a timely manner.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s): To increase student performance for LEP students.</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Online translation service. LEP teacher for direct instruction. Assessments and performance documentation</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Inclusion • MAE Teacher • RNC Teacher • Gifted Programs for Math, ELA and Science • Co-Teaching in Math and ELA • Special Ed 	<p>Goal(s): To increase student with disabilities performance on math and ELA state tests by providing the SPED department monthly collaboration and professional development opportunities to identify areas of concern.</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Professional Development time Collaborative meetings Notebooks Guest speakers</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Achieve 3000 • Study Skills program • Reflex Math • Khan Academy 	<p>Goal(s): To have 70% participation of students with disabilities at least 60 minutes a week outside of school hours on the following online programs listed.</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</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"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: Parent Letter Home Weekly updates of log in information and time spent on the programs.</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 18 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p> <p>To use current baseline data of students who meet with the MHP and to identify patterns and goals from the data presented.</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>List of students who are on the MHP caseload. Current GPA Current Behavior Reports</p>	<p>Effectiveness Measure:</p> <p>Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> PBIS monthly meetings School Wide Discipline Program/PBIS AIM program (Check-in/Check-out) Project Be There EAGLE Survivor ISS –Ripple Effects 	<p>Goal(s):</p> <p>To keep our behavioral referrals below 9% of our student population.</p> <p>To target and address trends during monthly meetings.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <p>Assembly Time JPAMS Discipline Data Monthly PBIS meeting agenda School wide broadcast.</p>	<p>Effectiveness Measure:</p> <p>Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • SPED students go on tours of their future classrooms at the high school to help with transition. • Spring 5th grade visit from feeder school. • 6th Grade orientation/open house –extended presentation to acclimate incoming 6th graders and help with transition. • Incoming Students with Disabilities come for a Spring visit to help with transition. • Prior to the new school year, SWD and parents meet and greet new teacher and see classrooms. • Skipper Day and Cub Day with the high schools. 	<p>Goal(s): Meet quarterly with Administration from MHS and LES in order to come up with a bigger and more efficient way to make transitions to schools more easily attainable.</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Meeting place – Coffee shop Agendas Topics – Academic transitions, behavior transitions, Open-House schedules, etc.</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Monthly Department meetings to discuss assessments, Data, and SIP. • Math Department meets weekly to discuss assessments, rigor, and students at risk. • SPED department does weekly progress monitoring of the students with disabilities to make sure they are continuing to meet the rigor of the curriculum and assess and modify goals as needed. • Curriculum Specialists have visited for Reflex Math, Social Studies, Guide Books, Achieve 3000, Learning Walks, SPED. 	<p>Goal(s): Develop and implement protocols and procedures for data informed planning for professional development</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Meeting agendas, minutes, assessment materials, guidance documents, feedback forms.</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> Teachers will continue to receive professional development on data interpretation, SIP, math curriculum, and rigorous assessments. 	<p>Goal(s): To discuss and evaluate current data trends monthly at our faculty meetings</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Teacher assessment analysis Library for room to meet Assessments</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. Teacher openings are advertised through the district website. District leaders attend local college and university teacher recruitment fairs in the fall and spring. The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. Placement of Student Teachers from local universities The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. 	<p>Goal(s): Administration will serve on the district team to attend recruitment fairs and create a team of MJH teachers to interview at Job Fair and Transfer Fair.</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: List of eligible and eager teachers Schedule of when recruitment fairs take place List of effective interview questions developed by the team of teachers recruited for the fairs.</p>	<p>Effectiveness Measure: Attainment of goal</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 				
Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:				
Career and Technical Education Programs: <ul style="list-style-type: none"> • N/A 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: N/A <hr/> Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • N/A 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money	Items Needed:	Effectiveness Measure: N/A <hr/> Effectiveness Results:

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		<input type="checkbox"/> Other		
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

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:

- The committee will meet monthly to discuss the status of the SIP. Primarily, we will focus on the action items for parent involvement and how our stakeholders can be involved more with the process. The team will discuss and share the vision of the ongoing use and importance of using the data. The team will develop a shared vocabulary and common dialogue that is critical to increasing student achievement. The team will evaluate what data, evidence, achievement, and collaboration means to our school. Monthly meetings will help monitor the progress in executing the SIP plan effectively and consistently.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The committee will evaluate the Leap 360 data for math and ELA to monitor growth for all students. The committee will meet with the SPED department and evaluate data from Reflex Math and Achieve 3000 to better meet the individual student needs for our students with disability target group. Teachers will also continue to submit assessments to the administration for discussion and approval. This will help align and target the major LEAP stands.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- First and foremost, we will be using a collaborative approach with all teachers to evaluate and maximize the data to target student achievement in all areas. Teachers will analyze the assessments given and align those assessments with the standards. As teachers collaborate across their disciplines, they will hypothesize about students’ learning needs and the important target areas. Teacher will then reflect on their practice and implement instructional changes that they believe are likely to increase student achievement. Our SPED department will evaluate their web based interventions to help target their instruction on a biweekly basis. Teachers will provide timely feedback that is specific, well formatted, and constructive. Teachers will begin to guide students through student-developed assessment rubrics and peer reviews, to help students “buy into” their learning process. The data team will be instrumental in rolling this out. Their role will be to explain and guide the vision of how all the data pieces will be used. The team will help create more professional development for teachers to use data to drive instruction. The ultimate goal is to create a culture of using data every day to drive all of our instruction.

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Describe how results of this assessment are reported to the school's stakeholders:

- Stakeholders will be encouraged to visit the school website, where the SIP will be available for the community to read and provide input. As the SIP will be easily accessible, we will hold the school community accountable, providing the ultimate "buy in" to help raise our School Performance Score.