

**2018-2019
SCHOOL IMPROVEMENT PLAN**

**Madisonville
Elementary**



St. Tammany Parish Public Schools

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

3/15/2019

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
<p>Second grade has had the lowest percentage of At Risk for the past six years across all grade levels according to the DIBELS assessment. (2013 @ 9%; 2014 @ 7%; 2015 @ 12%; 2016 @ 6%; 2017 @ 8%; 2018 @ 5%) Second grade has also had the highest percentage of students at Benchmark/Above Benchmark for the past six years. (2013 @ 76%; 2014 @ 79%; 2015 @ 78%; 2016 @ 90%; 2017 @ 80%; 2018 @ 86%).</p>	<p>Over the past three years, first grade has had the highest percentage of students At Risk across all grade levels in our school according to the DIBELS assessment. (2016 @ 17%; 2017 @ 13%; 2018 @ 11%) For the past four years, Kindergarten has had the lowest percentage of students scoring At or Above Benchmark in the Spring for three consecutive years. (2015 @ 66%; 2016 @ 66%; 2017 @ 65%; 2018 @ 74%)</p>
<p>The school LEAP 2025 Assessment Index Score has increased for the past 3 years. (2016- 83.9pts; 2017- 84.5pts; 2018- 86.5pts) Our Student Growth to Mastery Index score is 91.6 points for 2018, although this is the first time we've had this score.</p>	<p>The LEAP 2025 Assessment Index was the lowest school index at 86.5 points compared to the Student Growth to Mastery Index in 2018.</p>
<p>The LEAP 2025 Assessment Index has increased by 2.1 points from 2016 to 2018 (2016 at 83.9pts; 2017 at 84.5pts; and 2018 at 86.5 pts). All 3rd grade subject area indexes have increased steadily from 2016 to 2018. The 3rd grade index increases include: ELA Index increased by 13.5 points; the Math Index increased by 9.4 points; and the Social Studies Index increased by 5.9 points since 2016.</p>	<p>The School Performance Score (SPS) has declined by 19.8 points since 2016 (2016 at 107.6; 2018 at 87.8). The lowest subject area index in 3rd grade is the Social Studies Index at 82.0 points in 2018. The 3rd grade Social Studies Index has consistently been the lowest subject area index in 3rd grade from 2016 to 2018.</p>
<p>3rd Grade Index Scores were highest indexes in ELA, Math, Science, and Social Studies in 2018 compared to 2016 and 2017.</p>	<p>3rd Grade Index Scores were lowest indexes in ELA, Math, Science, and Social Studies in 2016 compared to 2017 and 2018.</p>
<p>3rd Grade Math has been the strongest subject area index since 2016. (2016 - 89.9; 2017 - 97.0; and 2018 - 99.3). All 3rd Grade Math Categories increased in percent proficiency in 2018 (Major Content at 76% increased by 2%; Additional & Supporting Content at 76% increased by 6%; Expressing Math Reasoning at 71% increased by 2%; and Modeling & Application at 77% increased by 5%).</p>	<p>3rd Grade Social Studies has been the weakest subject area index since 2016 (2016 - 76.1pts; 2017 - 75.7pts; and 2018 - 82.0pts). The lowest 3rd Grade ELA Subcategory in 2018 was Knowledge & Use of Language Conventions at 61% proficiency, which declined by 4% from 2017. The lowest 3rd Grade Math Subcategory was Products & Quotients/ Solve Multiplication & Division Problems at 62% proficient.</p>

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<p>The 3rd Grade Asian/Pacific Islander subgroup was the highest performing subgroup in 2018 in both the ELA Index (at 125.0 points) and the Math Index (at 100.0 points). The 3rd Grade Asian/Pacific Islander subgroup was the highest performing subgroup in both the ELA and Math Indexes for both 2017 and 2018.</p>	<p>The 3rd Grade Students with Disabilities subgroup was the lowest performing subgroup in 2018 in both the ELA Index (at 52.6 points) and the Math Index (at 51.9 points).</p>
<p>Since 2016, the following 3rd Grade Subgroup ELA Indexes have increased: Whole School increased by 13.5 points; Asian/Pacific Islander increased by 75 points; Whites increased by 13.8 points; and English Learners increased by 66.7 points. Since 2016, the following 3rd Grade Subgroup Math Indexes have increased: Whole School increased by 9.4 points; Whites increased by 9 points; and English Learners increased by 83.3 points. The Black Subgroup also increased in the 3rd Grade Math Index since 2017 by 15.5 points.</p>	<p>Since 2017, the following 3rd Grade Subgroup ELA Indexes have declined: Blacks declined by 7.5 points; Hispanics declined by 10.8 points; and Students with Disabilities declined by 29.6 points. Since 2017, the following 3rd Grade Subgroup Math Indexes have declined: Asian/Pacific Islanders declined by 30 points; Hispanics declined by 23.1 points; and Students with Disabilities declined by 19.6 points.</p>
<p>The following 3rd Grade Math subgroups showed declines in the achievement gap in 2018: Whole School by 22.3pts; Blacks by 35.5pts; Whites by 23.8pts; Two or More Races by 13.3pts; English Learners by 60pts; Economically Disadvantaged by 19.7pts; and Students with Disabilities by 0.4 points.</p>	<p>All subgroups in 3rd Grade ELA increased in their achievement gaps over the past 2-3 years: Whole School by 27.4pts; Blacks by 48pts; Hispanics by 35.8pts; Whites by 27.1pts; Two or More Races by 35.5pts; Economically Disadvantaged by 32.3pts; and Students with Disabilities by 54.6pts. The following 3rd Grade Math subgroups increased in their achievement gaps over the past year: Asian/Pacific Islanders by 10pts; and Hispanics by 3.1 points.</p>
<p>All 3rd Grade subgroups have consistently scored higher on the Math Index over the past 2-3 years. The average 3rd Grade Math index for the all subgroups in 2017 was 90.7pts while ELA was 85.5pts; and in 2018 the Math Index average for all subgroups was 88.6pts while ELA was 84.6pts.</p>	<p>All 3rd Grade subgroups have consistently scored lower on the ELA Index over the past 2-3 years. The average 3rd Grade ELA Index for all subgroups in 2017 was 85.5pts while Math was 90.7pts; and in 2018 the ELA Index average for all subgroups was 84.6pts while the Math Index was 88.6pts.</p>
<p>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 Category/Subcategory 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</p>	

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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*
- *Must Include at Least 1 Subgroup Goal*

1. K-2nd grade students will increase reading achievement by maintaining or exceeding their percentage of students scoring At Benchmark or Above on DIBELS Next from Fall 2018 to Spring 2019.
K- 74% to 76% (2% increase)
1st- 74% to 76% (2% increase)
2nd- 86% to 88% (2% increase)
2. 85% of 1st and 2nd grade students will achieve proficiency on the End of the Year (EOY) District created Student Learning Target (SLT) assessment in Spring 2019.
3. 60% of 1st and 2nd grade Students with Disabilities will achieve proficiency on the End of the Year (EOY) District created Student Learning Target (SLT) assessment in Spring 2019.

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
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • PTA meetings with the principal • Open House (6 conducted the month of September 2018) • PBS Program (Marvelous Minnow Ceremony- quarterly; Golden Fish tickets- daily) • School website with SIP as a link (December 2018) <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Parent Surveys (May 2019) • SIP (2 meetings- September 2018 & October 2018) 	<p>Goal(s):</p> <p>All 3 goals</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:</p> <p>Stickers, certificates, prizes, Golden Fish tickets</p>	<p>Effectiveness Measure:</p> <p>Results of Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>
<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 (quarterly), PTA Board Meetings (monthly) • PTA Membership Drive (ongoing) • PTA Parent Committees (ongoing) • SAT (Student Assistance Team) Meetings (ongoing) 	<p>Goal(s):</p> <p>All 3 goals</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>Items Needed:</p> <p>Printing costs, Office supplies</p>	<p>Effectiveness Measure:</p> <p>Log of SAT meetings</p> <p>Annual IEP meetings</p> <p>PTA Signup sheets</p> <p>PTA Membership data</p> <p>Parent Conference Logs</p> <p>Meeting agendas</p>

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<ul style="list-style-type: none"> • IEP (Individualized Education Plan) Meetings (ongoing) • Teacher/Parent Conferences (ongoing) 		<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>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Weekly teacher newsletters & websites (ongoing) • School PTA websites (ongoing) • PTA Newsletter (monthly) • PTA Meetings (quarterly) & Board Meetings (monthly) • Beginning of the Year mandatory parent/teacher conference (once) • Parent/Teacher Conferences • Student Progress Center/JPAMS (ongoing) • Minnow Log (daily) • Family Learning Night (3 per year/Reading & Math) • Weekly graded folders • Report cards (quarterly) • Meet & Greet (once a year) • Open House (September 2018) • SAT & IEP Meetings (ongoing) • Interim Reports • SPED Progress Reports • Monthly Calendar at a Glance • Robocall 	<p>Goal(s): All 3 goals</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 checked="" type="checkbox"/> Other	<p>Items Needed: Printing supplies Office supplies Supplies for Family Learning Night</p>	<p>Effectiveness Measure: Attendance Parent Communication Sheets</p> <hr/> <p>Effectiveness Results:</p>

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<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-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): All 3 goals</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input 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: Printing Supplies</p>	<p>Effectiveness Measure: Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>
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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. Include the month that the activity will take place if applicable.

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 school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Family Learning Night- sharing strategies with parents through activities that will support learning in the home environment in both ELA and Math. 	<p>Goal(s): All 3 goals</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: Supplies for learning stations</p>	<p>Effectiveness Measure: Homework Pass Cards</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open House- parents are provided information on the State Standards, teacher assessments, discipline, student progress and communication 	<p>Goal(s): All 3 goals</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: Printing supplies</p>	<p>Effectiveness Measure: Attendance/Sign-in sheets</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Fall/Spring Activities- A variety of activities are held throughout the year which include inside the classroom and outside the classroom learning activities which provide an opportunity for parental involvement. 	<p>Goal(s): All 3 goals</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: Login sheets for each student Progress sheets Printing supplies</p>	<p>Effectiveness Measure: Exit Tickets</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Parent/Teacher Conferences- Each teacher is required to have at least one conference a year (in-person or phone) to discuss student strengths, weaknesses, and transitions. 	<p>Goal(s): All 3 goals</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: Printing supplies</p>	<p>Effectiveness Measure: Parent Sign-In Sheets Teacher Meeting Log</p> <hr/> <p>Effectiveness Results:</p>

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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • T-1 Classes • BrainPop • ReadyGen • MyMath • Eureka • Project Read • Danco Phonics • OWL (PreK) • Interactive Read Alouds • Math & Literacy Stations • Differentiated Instruction • KIT Tutoring 	Goal(s): All 3 goals	Budgets used to support this activity: <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 	Items Needed: BrainPop subscription ReadyGen provided resources MyMath resources Eureka resources	Effectiveness Measure: DIBELS Next SLTs Weekly Assessments Unit Post-Tests DRDP <hr style="border-top: 1px dashed black;"/> Effectiveness Results:

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS Next Results • Weekly Assessments • Selection Tests • PBAs • SLTs • DRDP • OWL Assessments (PreK) 	<p>Goal(s): All 3 goals</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: Printing supplies</p>	<p>Effectiveness Measure: DIBELS Next SLT results Weekly grades</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Small Group Instruction • Project Read • Thinking Maps • Danco Phonics • ReadyGen Intervention Resources • Silvaroli • DRDP • Math Curriculum Based Assessments • OWL Assessments (PreK) • TS Gold • OSEP Assessments/Indicators 	<p>Goal(s): All 3 goals</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 checked="" 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: Printing Supplies Curriculum Resources</p>	<p>Effectiveness Measure: Progress Reports Weekly Grades Assessment Results</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> EL para provides support within the class and offers additional intervention outside of the classroom. The para provides Project Read tutoring outside of the classroom. 	<p>Goal(s): All 3 goals</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 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: Printing supplies Project Read Paraprofessional</p>	<p>Effectiveness Measure: Observational Data Assessment Results</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> How are students identified? SAT Process (weaknesses noted in the SAT process) Pre/Post Assessments (Classroom level) SLTs DIBELS Next Benchmark testing How are students monitored for interventions? SAT data collection Academic checklists DIBELS Next progress monitoring 	<p>Goal(s): All 3 goals</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: Printing supplies</p>	<p>Effectiveness Measure: DIBELS Next, SLTs, Weekly grades</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • PCI Reading (instruction provided by SPED teachers to ensure the student progresses through the intervention) • KIT Tutoring • Fast ForWord (monitored by SPED M/M and Speech Therapist to ensure the student is progressing and provides interventions as needed) • Project Read 	<p>Goal(s): All 3 goals</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <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 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: PCI Interventions kit, Fast ForWord licenses, Project Read manuals and supplies</p>	<p>Effectiveness Measure: System monitoring for computer-based programs, checklists</p> <hr/> <p>Effectiveness Results:</p>
<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"> • Student Assistance Team (SAT)- Meets weekly with SAT Chairperson, Pupil Appraisal Services, Speech Therapists, and Parent • Special Education Evaluations- Determined by the SAT members • LRE Safeguards- Least Restrictive Environment- Already identified SPED students who may need additional support outside of the regular education classroom • 504 	<p>Goal(s): All 3 goals</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: Office supplies</p>	<p>Effectiveness Measure: SAT Tracking Data SPED & 504 Rosters</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • Project Read • Fast ForWord • PCI Reading • Small Group Instruction • Special Education Resource settings outside of the homeroom • Inclusion (Co-Teaching) 	<p>Goal(s): All 3 goals</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 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: Project Read resources PCI Intervention Kit</p>	<p>Effectiveness Measure: Computer-based monitoring, Observational Data, Assessment Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Project Read • Paraprofessional Support 	<p>Goal(s): All 3 goals</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: Para Salary Project Read resources</p>	<p>Effectiveness Measure: Observational Data Assessment Results</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Gifted Teacher (1)- Enrichment program for 1st & 2nd grade • EC-SPED (2)- Early Childhood Reg/SPED students • EC-Blended (1)- Early Childhood Reg/Sped students • LA4- (2)- Pre-K • MAE Teacher (1)- Management in Alternative Education • SPED Resource/Inclusion (3)- Special Education • SPED Moderate (1)- Special Education Moderate Self-Contained teacher • K-Inclusion (1)- SPED teacher who services students in classroom • K-Inclusion Itinerant (1)- SPED teacher who services students in classroom • Speech Therapist (4) • Physical Therapist (1) • Occupational Therapist (2) • Adapted Physical Education (2) • EL para (1)- English Learner Paaprofessional • Mental Health Provider (MHP)- (1)- provides support daily for emotional, social, and behavioral support services for students • School Guidance Counselor (1)- provides daily support to individual students as needed and provides whole-group learning within the classroom twice a month 	<p>Goal(s): All 3 goals</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 checked="" 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: Personnel</p>	<p>Effectiveness Measure: SPED Data Review, Silvaroli, Math CBAs, Tracking data, Accelify, My Teaching Strategies (MTS), Progress reports, Outcomes Measurement Data for MHPs, IEP objectives</p> <hr/> <p>Effectiveness Results:</p>
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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • KIT Tutoring (Kids in Transition providing support to homeless students who score a D or F in Reading or Math) • Family Learning Night- Family learning opportunities for all grade levels targeting standard-based activities • Extended School Year (Sped)- Available for SPED students whose performance indicates and meets the required criteria to qualify for additional support measures. • Field Trips- Provided for all grade levels to enrich student learning within the community (2 field trips per grade) • Fire Safety Awareness- (Fire Truck Visits)- Local firefighters provide safety education to the kindergarten students • Dental Hygiene Program (1st and 2nd grade students)- Local dental office visits to provide dental hygiene information to 1st and 2nd grade students. • Zoo Mobile, Aqua Van, Insect Mobile- (Pre-K programs)- Audubon Institute visits to provide Pre-K students with animal science education. • Counseling Programs- Red Ribbon Week, Anti-Bullying, etc. 	<p>Goal(s): All 3 goals</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 checked="" 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: Supplies for Learning Night</p>	<p>Effectiveness Measure: Evaluation of Progress</p>
				<p>Effectiveness Results:</p>

Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas				
<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 full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and 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): All 3 goals</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 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: Outcomes of Measurement Data for MHPs</p>	<p>Effectiveness Measure: MHP Chart</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> School Guidance Counselor (1)- provides daily support to individual students as needed and provides whole-group learning within the classroom twice a month. The school guidance counselor also leads the school in PBIS education, Red Ribbon Week, bullying protocols, 504, KIT, and morning announcements. 	<p>Goal(s): All 3 goals</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: Personnel</p>	<p>Effectiveness Measure: SLTs, Observation Rubric</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS Programs- • Individual Check-in/Check-out- Provides behavioral supports to students in need with behavioral concerns • CHAMPO program- Classroom and School-wide program which provides opportunities for students to earn recognition for making good choices according to the Fish Philosophy • Off the Charts- In-class behavior recognition for individual student behavior used on daily basis • Golden Fish Tickets- awarded for individual behavior recognition for good choices throughout the day • Marvelous Minnow Awards Program- Held each quarter to recognize 2 students from each class for outstanding behavior. (1 program per grade each grade) 	<p>Goal(s): All 3 goals</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: Printing supplies, stickers, inflatables, classroom behavior incentive board, CHAMPO board, school-wide CHAMPO board, Golden Fish tickets, goldfish snacks</p>	<p>Effectiveness Measure: Attainment of goals, Discipline Reports, JPAMS reports, minor/major reflection sheets, PBIS data collected monthly to determine the focus for the upcoming quarter</p> <hr/> <p>Effectiveness Results:</p>
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"> • Beginning of the School Year- • Pre-K Orientation • Meet & Greet for K, 1st, & 2nd grade students • End of the Year- • Kindergarten teacher visits the Head Start program for incoming students • Outgoing Students- • 2nd grade students visit the feeder school, Lancaster Elementary 	<p>Goal(s): All 3 goals</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: School busses for transportation</p>	<p>Effectiveness Measure: Completion of activities, Self-reflection of activities</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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"> Teachers in grades K-2 will create lessons that include foundational skills, reading analysis, small group instruction, vocabulary, writing and language analysis. Teachers will analyze data from ELA performance based assessments (PBAs), selection tests, writing assessments, and observational data to identify academic deficiencies according to standard-based assessments to develop remediation and acceleration activities for small-group instruction to support areas of need. 	<p>Goal(s): 1, 3</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 checked="" type="checkbox"/> Other (B-days) 	<p>Items Needed: Printing supplies, computer access</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Technology Instruction SPED Monthly Meetings Grade-Level Meetings (K-2nd, SPED) (monthly) Faculty Meetings (monthly) Parish & State Mandated trainings- (Ethics, Safe Schools) (yearly) New Teacher Meetings (August) District Sponsored Professional Development (Go Sign Me Up) (ongoing) District Professional Development Days PBS- Students in Crisis (KIT) (annually) ReadyGen PD Math PD provided by curriculum specialist 	<p>Goal(s): All 3 goals</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: Printing supplies</p>	<p>Effectiveness Measure: Attainment of goals</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.
- 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.

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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- The SIP team meets a minimum of five times a year to analyze data, set goals, compose a school-wide plan and review ongoing school performance.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- **DIBELS Next** Benchmark and Progress Monitoring data, Student Learning Targets, Mid-Year Benchmark assessments, weekly/unit assessment, monthly PBS data.

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

- Stakeholders have access to results of this assessment by accessing the info on schoolfinder.com.

2018-2019 Committee Members

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center">Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Phyllis Stephens • Student: Samuel Digby • Teacher: Jenny Lachney • Teacher: Sheri Honeycutt • Parent/Family: Heather Cockfield • Parent/Family: Heidi Drott • Community Member: JKF Martial Arts 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Phyllis Stephens • Student: James Cockfield • Teacher: Jenny Lachney • Teacher: Sheri Honeycutt • Parent/Family: Heather Cockfield • Parent/Family: Elke Digby • Parent/Family: Francis Fontenot