

**2018-2019  
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).*

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>The Dropout Credit Accumulation Index has been the highest school Index Score for the past three years with the highest index score of 141.0 points earned in 2016.</p>	<p>The Assessment Index (LEAP/EOC) for the whole school has been the lowest school Index Score for the past 3 years declining from 79.9 in 2016 to 77.4 in 2018.</p>
<p>An analysis of Assessment Index trend data indicates 7th grade ELA Index scores have shown an increase over the past two years with scores increasing from 88.0 in 2016 to 90.7 in 2017 then to 92.1 points in 2018. Additionally, the 7th grade Social Studies Index has shown consistent growth from 78.6 in 2016, 83.9 in 2017, and 84.7 in 2018. Analysis of this data indicates 7th grade ELA and Social Studies Indexes are potential areas of strength.</p>	<p>An analysis of Assessment Index trend data indicates 7th grade Math is a potential weakness due to declines in index scores from 74.9 in 2016 to 72.6 in 2017 and 68.7 points in 2018.</p>
<p>A potential strength is determined to be 7th grade in the Subcategory Proficiency Area of ELA. The Assessment Index Change for 2016-2017 is 2.8 points and in 2017-2018 1.4 points.</p>	<p>Current 7th grade students are listed as a potential weakness using the Assessment Index Comparison for SPS. The decline was 5.1 points overall for the 2017-2018 year according to Assessment Index Comparison.</p>
<p>The Subject Area listed as a potential strength for ELA with index scores of 92.1 points in 7th grade and 86.5 in 8th grade for the 2018 school year. These index scores are an increase from 90.7 points in 7th grade and 84.0 points in 8th grade for the 2017 school year. The Subcategory Proficiency Area for ELA which is the strongest for both grade levels is Vocabulary with 69% proficient in 7th, and 59% proficient in 8th grade.</p>	<p>The Subject Area listed as a potential weakness for whole school is Math: 68.7 points in 7th grade and 67.9 in 8th grade for the 2017-2018 school year. These scores are a decrease from 72.7 points in 7th grade and 84.3 points in 8th grade for 2016-2017. The Subcategory Proficiency Area for Math which are the weakest for 7th grade are Proportional Relationships at 24% proficiency, and Linear Equations with 30% proficiency for 8th grade.</p>
<p>The subgroup "Students with Disabilities" has increased their Math Index by 10.8 points (21.1 to 31.9) from 2016 to 2018. Also, the 7th grade subgroup "Hispanic" has increased 24.2 points (53.3 to 77.5) in Math from 2016 to 2018 according to Subgroup Index Trend Data Analysis.</p>	<p>The subgroup "Economically Disadvantaged" has declined 8.1 points (78.5 to 70.4) in ELA from 2016 to 2018. Also, in 8th grade the subgroup "Students with Disabilities" has decreased 23.3 points (51.1 to 27.8) in ELA from 2016 to 2018 according to Subgroup Index Trend Data Analysis.</p>
<p>According to the Subgroup Math Index Trend Data Analysis (LEAP), the current 2018 6th grade "Hispanic" subgroup increased 37 points in Math (36 to 73) from 2016 to 2018.</p>	<p>According to the Subgroup ELA Index Trend Data Analysis, the current 7th grade "Two or More Races" subgroup decreased 98 points (150 to 52) in ELA from 2016 - 2018.</p>

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<p>According to the Achievement Gap analysis for the subgroup "White", the gap declined 9.3 points (27.2 to 17.4) in their ELA Index gap from 2016 to 2018. Also, the subgroup "Students with Disabilities" declined 31.7 points (78.9 to 47.2) in their Math Index gap from 2016 to 2018.</p>	<p>According to the Achievement Gap analysis for the subgroup "Hispanic", the ELA index gap increased 0.6 points (21.6 to 22.2) in ELA from 2017 to 2018.</p>
<p>Using the Subject Level Index Scores from 2016 to 2018, within the area of ELA, the "White" subgroup has the highest scores consistently. From 2016 to 2018, their ELA index scores changed from 89.5 to 88.7 to 85.3.</p>	<p>Using the Subject Level Index Scores from 2016 to 2018, out of ELA and Math, Math has been consistently lower on an average of 10 index points (ELA 83.6 and Math 71.7 for 2017-2018 school year).</p>
<p><b>DATA SOURCES:</b> 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>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. From Spring 2018 to Spring 2019 the LEAP 2025 Math Assessment Index Score for current 8<sup>th</sup> grade students will increase from 68.7 to 73.7 points (a growth of 5 points or 7%).</p>	
<p>2. From Spring 2018 to Spring 2019 the LEAP 2025 ELA Assessment Index Score for current 8<sup>th</sup> grade students will increase from 73.1 to 80.1 points (a growth of 7 points or 10%).</p>	
<p>3. From the Spring 2018 to Spring 2019 the 7<sup>th</sup> grade ELA students in the subgroup "Students with Disabilities" will increase their Assessment Index on the LEAP 2025 from 28.1 to 40.0 points (a growth of 11.9 points).</p>	

**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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTA meeting in November 2018</li> <li>• Posting of SIP on school webpage uploaded in November 2018</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• Through survey and PTA meeting minutes</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Copy of SIP</li> <li>• Handout for PTA meeting</li> <li>• Website Survey</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Survey discussion and PTA meeting minutes</li> <li>• Sign-in sheet and results of survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>Administration meets regularly with PTA, Madisonville Police Chief, School SRO, Mayor of Madisonville, Fire Department and First Responders, and Feeder School Administration for continued collaboration to create a successful and safe school climate.</li> <li>Parent/teacher conferences are held with administration for at-risk students in the areas of academics and/or discipline.</li> <li>SAT meetings are held every Wednesday to develop plans for students with academic or emotional needs.</li> <li>Open door policy</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>None needed</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>PTA sign-ins, meeting minutes</li> <li>Rapid Responder data</li> <li>Discipline data</li> <li>SAT data</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>Webmaster updates school website as needed to inform parents of upcoming events.</li> <li>Teachers are required to maintain their teacher webpage weekly.</li> <li>Grades are updated in JPAMS for parents' view in Student Progress Center.</li> <li>Parent/teacher team meetings are held to address students who are at risk of failing or struggling with discipline issues in order to be proactive and develop a plan of action.</li> <li>Robo calls are made for upcoming events to encourage parental involvement.</li> <li>The digital sign near the parent carline is updated weekly to inform parents of upcoming events.</li> <li>PTA maintains and updates a Facebook page.</li> <li>Colored flyers are made and provided to students for upcoming events.</li> <li>Good News Postcards</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>JPAMS</li> <li>Robo calls</li> <li>Digital sign</li> <li>PTA Facebook page</li> <li>Colored paper for flyers</li> <li>Computers and Website</li> <li>Good News postcards</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-in sheets, meeting minutes, number of participants, student progress data</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Survey/Questionnaire feedback</li> </ul> <hr/> <p><b>Effectiveness Results:</b></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><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Meet and Greet: Collaboration between MJH and LES administration will take place to schedule the event in the spring where parents and students of incoming 7<sup>th</sup> graders are invited to come to MJH for a student-lead Meet and Greet. During this time, parents and students are able to tour the school, meet teachers and support personnel, provided information on daily procedures and our school wide expectations. PTA will also have forms to order school supply kit and school t-shirts.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Flyers</li> <li>Computer &amp; Website</li> <li>PPT</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-in sheet/attendance records</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Open House: Open House is grade level specific. This is a time for parents to meet the faculty, visit classrooms, and hear important information from teachers regarding classroom policies and procedures. The PTA is also present for a brief meeting with parents as a whole. Curriculum is discussed, as well as, state standards, and information on student performance and growth.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Flyers</li> <li>Computer &amp; Website</li> <li>PPT</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-in sheet/attendance records</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Eagle Families with Guest Speakers Eagle Families meet bi-monthly and participate in school service projects bi-monthly. During these meetings, parents and students enjoy a meal (provided by the PTA and parent volunteers). The school has area businesses or stakeholders as guest speaker, we spotlight student groups, and spotlight teachers. This is a time for parents to learn more about what is offered in the community and school.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Guest Speaker</li> <li>Projector &amp; Screen</li> <li>Meal &amp; Preps</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Sign-in sheet/attendance records</li> </ul>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>Gumbo Cook-off / Fun Run: Informational Booth #Lovethetest The Gumbo Cook-off is held in the spring and sponsored by the PTA. This event raises funds for the school and students. This is a time for the school and community to connect. It's also a time where we will have an informational station for parents and students regarding state test preparation and best practices.</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>PTA Sponsors</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Ticket sales</li> <li>Number of participants</li> </ul>



**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
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• ELA use of Guidebook units</li> <li>• Guaranteed Curriculum</li> <li>• Eureka Math</li> <li>• Achieve 3000</li> <li>• Use of Achievement Level Descriptors to guide level of rigor within instruction</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Additional copies</li> <li>• Guidebooks</li> <li>• Primary Sources</li> <li>• LEAP Rubrics</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Student performance scores</li> <li>• Pre/post test scores</li> <li>• SLTs</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 360 Diagnostic and Interim Assessments</li> <li>• District created Readiness Assessments</li> <li>• LEAP 2025 State End of the Year Assessment</li> <li>• Guidebook Unit Assessments</li> <li>• Creation of Standard Based Common Assessments</li> <li>• Eagle</li> <li>• SLTs</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• None – District provided resources</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Student performance scores</li> <li>• SLT data</li> <li>• Achieve Reports</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• ELA use of Guidebook units</li> <li>• Scaffold Instruction</li> <li>• Tools Within the Adapted Novels</li> <li>• Guaranteed Curriculum</li> <li>• Eureka Math</li> <li>• LEAP Connect</li> <li>• Achieve 3000</li> <li>• Moby Max</li> <li>• Reflex Math</li> <li>• PCI</li> <li>• Khan Academy</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• None – District provided resources</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Student performance scores</li> <li>• SLT data</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets used to support this activity:</b></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><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>

***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation/Referrals</li> <li>LEAP Diagnostic Assessment</li> <li>Achieve 3000 Baseline Data</li> <li>Student Grades</li> <li>Students' Incoming LEAP 2025 Scores</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Achieve Reports</li> <li>Weekly Grade Reports</li> <li>LEAP Scores</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Student performance scores</li> <li>Achieve Reports</li> </ul>
				<p><b>Effectiveness Results:</b></p>

**Madisonville Junior High 2018-2019**

<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• Study Skills</li> <li>• Tutoring (Honor Society Students)</li> <li>• Achieve 3000</li> <li>• Reflex Math</li> <li>• Check-in/Check-out</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Computer based programs – Reflex Math and Achieve 3000</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Growth reports from Achieve 3000, Reflex, and LEAP Scores</li> </ul>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Refer to SAT</li> <li>• PLC team collaboration</li> <li>• 504 meetings</li> <li>• IEP meeting</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets used to support this activity:</b></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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Accommodations on IEP or 504 plan</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Outcome of SAT committee decisions</li> <li>• Attainment of student goals</li> </ul>

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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Scaffold Instruction</li> <li>• Tools Within the Adapted Novels</li> <li>• Achieve 3000</li> <li>• Reflex Math</li> <li>• PCI</li> <li>• Khan Academy</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Computer based programs – Reflex Math and Achieve 3000</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Data collection on interventions</li> </ul>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• ELL support district</li> <li>• Collaboration with teachers for specific instruction</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• District support personnel</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Student performance</li> </ul>

**Support and Extended Learning**

<p><b>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):</b></p> <ul style="list-style-type: none"> <li>• Acceleration to Algebra</li> <li>• Art I</li> <li>• Choir I</li> <li>• Journey to Careers</li> <li>• Spanish I</li> <li>• Algebra I</li> <li>• Gateway to Technology</li> <li>• Family and Consumer Science I</li> <li>• Honor Band</li> <li>• Speech</li> <li>• KIT</li> <li>• Inclusion</li> <li>• Co-teaching</li> <li>• LEP Services</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Resources</li> <li>• Guest speakers</li> <li>• Teacher professional development</li> <li>• Computer access</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Data collected such as grades, student performance scores and assessments</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>• Robotics</li> <li>• Tutoring (Honor Society)</li> <li>• Field Trips- Band and Choir</li> <li>• Special Olympics</li> <li>• Unified Softball</li> <li>• Extra-curricular club opportunities</li> <li>• Career Days (guest speakers)</li> <li>• KIT tutoring</li> <li>• Field trips</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Club meetings</li> <li>• Guest speakers</li> <li>• Internet/computer access</li> <li>• Tutors</li> <li>• Transportation to events</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

**Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas**

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b> To use current baseline data of students who meet with the MHP and to identify patterns and goals from the data presented</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>List of students who are on the MHP caseload</li> <li>Access to records</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Attainment of goal</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>A full time School Counselor is available to work with students. All students have access to the School Counselor to discuss personal concerns, as well as to plan for academics and future careers. The counselor will work with students to identify academic, emotional and/or behavioral needs. The School Counselor is available to assist parents and students with monitoring student's educational progress in conjunction with classroom teachers. In addition to individual student planning, the counselor will deliver responsive services, including but not limited to, resolving conflicts, responding to crisis events, and threats of violence/self-harm.</li> </ul>	<p><b>Goal(s):</b> To provide academic, personal/social and career counseling to all students</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Access to records</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Attainment of goal</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

**Madisonville Junior High 2018-2019**

<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• PBIS monthly meetings</li> <li>• School Wide Discipline Program/PBIS</li> <li>• AIM program (Check-in/Check-out)</li> <li>• ISS – Ripple Effects</li> <li>• Behavior Intervention Plans (Individual basis)</li> <li>• Plans for Safety and Success (Individual Basis)</li> </ul>	<p><b>Goal(s):</b></p> <p>To keep behavioral referrals below 9% of our student population</p> <p>To target and address trends during monthly meetings</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Assembly time</li> <li>• JPAMS discipline data</li> <li>• Monthly PBIS meeting agenda</li> <li>• Principal’s daily morning broadcast</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Attainment of goal</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Cub Day</li> <li>• Skipper Day</li> <li>• LES Meet and Greet at MJH</li> <li>• National Junior Honor Society at LES</li> </ul>	<p><b>Goal(s):</b></p> <p>1-3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Transportation to Cub and Skipper Days</li> <li>• Flyers</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Bi-weekly (one after school and one during the school day)</li> <li>• Grade level by content area</li> <li>• Teacher leader facilitates meetings</li> <li>• Curriculum Specialist provide professional development to teachers</li> <li>• Learning walks</li> <li>• Grade level meetings</li> <li>• Subject area meetings</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Curriculum specialist</li> <li>• District support</li> <li>• Planning time</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Attainment of goals</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Moodle Training</li> <li>• Achieve 3000 ELA &amp; Social Studies Teachers</li> <li>• Achievement Level Descriptors</li> <li>• Curriculum Specialist visiting school</li> <li>• ELA Leaders Guidebook Training</li> </ul>	<p><b>Goal(s):</b> 1-3</p>	<p><b>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"/> 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"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>• District professional development</li> <li>• Specialist to deliver professional development at school</li> <li>• Computers</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>• Teacher sign-ins</li> <li>• Teachers use of programs</li> <li>• Student achievement</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

## Madisonville Junior High 2018-2019

### **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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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:**

- Discussion at PLC times and meetings; SIP available for all stakeholders to view on school’s website and a hard copy in the main office; Administration and teachers regularly meet to evaluate student performance to guide instruction.

**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:**

- Committee will meet in the spring to review SIP and plan for upcoming school year.

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

- Results will be articulated to stakeholders through PTA meetings, faculty meetings, and website.

**2018-2019 Committee Members**

**School Improvement Planning Committee**

**Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP**

**Members Include:**

- **Principal: Patricia Welch Nelson**
- **Student: Sydney Sneider**
- **Teacher: Mary Ferry**
- **Teacher: Ava Pines**
- **Teacher: Renee Davis**
- **Teacher: Ellen Rutledge**
- **Teacher: Michael Adams**
- **TRT: Tanya Glass**
- **Parent/Family: Brigitte Antwiler**
- **Community Member:**

**Parent/Family Engagement Committee**

**Responsible for the Implementation of the PFE Activities in the SIP**

**Members Include:**

- **Principal: Patricia Welch Nelson**
- **Student: Sydney Sneider**
- **Teacher: Mary Ferry**
- **Teacher: Ava Pines**
- **Teacher: Renee Davis**
- **Teacher: Ellen Rutledge**
- **Teacher: Michael Adams**
- **TRT: Tanya Glass**
- **Parent/Family: Brigitte Antwiler**
- **Community Member:**