

**2017-2018
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).

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1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
First Grade over the past 4 years has increased the DIBELS Benchmark population from -8% to 5% from fall to spring.	Four of the past 5 years, 2nd grade has decreased the percentage of students in the area of DIBELS Benchmark from fall to spring.
The CRT Assessment Index increased by 2 points from 14/15 to 15/16 with a slight dip in the 16/17 year of 0.1 point. It should be noted that over the last 3 years, the CRT Assessment Index has come back to higher levels over past years (13/14).	The CRT Assessment Index score dropped from 13/14 to 14/15 by 1.9 points, but recovered by 16/17 school year.
ELA Index has seen gains over the 12/13 to 16/17 years (5 year span) in each grade level 3rd-5th with gains of 12.9 points in 3rd grade, 5.7 points in 4th grade, and 19.4 points in 5th grade.	Social Studies remains the weakest index area from grades 3-5 consistently from 12/13 to 16/17 with a drop of 4.7 points in 3rd, 17.9 points in 4th grade, and 10.2 points in 5th grade across the 5 year span for each grade level.
4th Grade achieved the highest scores in ELA Index in 12/13, 14/15, and 16/17 with reading subclaims as the strengths specifically in Literary Text as the highest.	5th grade demonstrated the lowest scores in both ELA and Math in 12/13, 13/14, and 14/15. The lowest subclaim for 5th grade Math is Expressing Mathematical Reasoning, and Written Expression in ELA.
4th grade has strengths in ELA and Social Studies Indexes across 4 years from 12/13 to 15/16 with subclaim strengths in the areas of Literary Text and Vocabulary.	5th grade has weaknesses in the area of Social Studies indexes for 5 years from 12/13 to 16/17 and ELA for 4 of 5 years from 12/13 to 16/17 with the exception of 15/16. The subclaim that showed the greatest weakness was Written Expression.
ELA - highest subgroup of Two or More Races with no historical data to support if this is a trend.	Students with Disabilities in Math has been the lowest percent proficiency for the last 4 of 5 years.
The Hispanic subgroup in the area of math went up from 13/14 (73.3%) to 16/17 (85.2%) for a difference of 11.9% increase over 4 years.	The Economically Disadvantaged subgroup went down in ELA from 13/14 (87.8%) to 15/16 (80.5%). for a difference of -7.3% over 3 years.
The Black subgroup in ELA showed a decline in the achievement gap from 15/16 (13.2%) to 16/17 (3.7%). The SWD subgroup in ELA showed a decline in the achievement gap from 15/16 (24.6%) to 16/17 (19.3%). The Whole school subgroup declined in Math achievement gap from 14/15 (1.2%) to 15/16 (0.6%).	The Economically Disadvantaged subgroup showed an increasing trend in the achievement gap in ELA from 13/14 (4.6%) to 15/16 (9.0%). The Hispanic subgroup showed an increasing trend in the achievement gap in Math from 14/15 (4.1%) to 16/17 (14.8%).
Highest subgroups in ELA - Hispanic, White, and ED Highest subgroups in Math - 2 or More Races and Hispanic	Lowest subgroups in ELA - WS, Black, SWD Lowest subgroups in Math - White, ED

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

GOALS

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

1. 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 2017 to Spring 2018.
K- 66% to 67.5% (2.5% increase)
1st- 76% to 78% (2.5% increase)
2nd- 88% to 88% (maintain because past data indicates they decrease)
2. Eighty-five percent of 1st and 2nd grade students will achieve proficiency or better on the district created end of the year Math SLT assessment in Spring 2018.
3. Students with Disabilities will increase their overall Assessment Index score from 64.0 in Spring 2017 to 65.0 in Spring 2018 as measured by the LEAP by targeting the subclaim in math of expressing mathematical reasoning.
- 4.
- 5.

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2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA meetings with the principal • Open House (6 conducted the month of August & September 2017) • SIP (2 meetings – September & November 2017) • PBS Program (Marvelous Minnows – quarterly; Golden Fish tickets – daily) • Parent Surveys (May 2018) • PTA Facebook page (daily) • School website with the SIP as a link (December 2017) 	<p>Goal(s): 1,2,3</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 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: Stickers, Certificates, Prizes, Goldfish Tickets</p>	<p>Effectiveness Measure: 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): 1.2.3</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 type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Printing costs, Office supplies</p>	<p>Effectiveness Measure: Log of SAT meetings Annual IEP meetings PTA Signup sheets PTA Membership data Parent Conference Logs 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		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding 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 (6 per year/Reading & Math) • Moby Max Home Incentive Program (daily) • Weekly graded folders • Interims • Report cards (quarterly) • SPED progress reports (quarterly) • Meet & Greet (once a year) • Open House (August & September) • SAT & IEP Meetings (ongoing) 	Goal(s): 1,2,3	Budgets used to support this activity: <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	Items Needed: Printing supplies Office supplies Supplies for Family Learning Night Moby Max License Moby Max Prizes	Effectiveness Measure: Attendance Moby Max data Parent Communication Sheets Effectiveness Results:
<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House 	Goal(s): 1,2,3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Office Supplies	Effectiveness Measure: Sign in sheets

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<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>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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</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.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Family Learning Night – sharing strategies with parents through the activities such as Bag & Tag, retell, and RAP (Restate, Answer, & Prove) for ELA and number bonds, making a 10, and number comparison for Math. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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>	<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): 1,2,3</p>	<p>Budgets used to support this activity:</p> <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>	<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"> Moby Max – parents are provided login information for the child to access the program at home to remediate & accelerate the child’s overall academic progress. 	<p>Goal(s): 1,2,3</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>Moby Max subscription for each student</p> <p>Moby Max prizes</p> <p>Login sheets for each student</p> <p>Progress sheets</p> <p>Printing supplies</p>	<p>Effectiveness Measure: Program Monitoring via the internet</p> <hr/> <p>Effectiveness Results:</p>
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3. SCHOOLWIDE PLAN STRATEGIES

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

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

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • T-1 classes • Moby Max • BrainPop • Guided Reading • Guaranteed Curriculum • OWL (PreK) • Interactive Read Alouds • Math and Literacy Stations • Differentiated Instruction • KIT tutoring • Math Journals • Fluency logs 	<p>Goal(s): 1,2,3</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 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: Moby Max subscription, BrainPop subscription, Reading Series provided resources</p>	<p>Effectiveness Measure: DIBELS Next, SLTs, Weekly Assessments, Unit Post-Tests (Math), DRDP</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • DIBELS Next results • Weekly assessments • SLTs • DRDP • OWL assessments (PreK) 	<p>Goal(s): 1,2,3</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 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>Process for Determining Student Participation in School and Classroom Interventions:</p> <p><i>How are students identified?</i></p> <ul style="list-style-type: none"> • SAT process (weaknesses noted in the SAT process) • Pre/Post Assessments (Classroom level) • SLTs • DIBELS Next benchmark testing <p><i>How are students monitored for interventions?</i></p> <ul style="list-style-type: none"> • SAT data collection • Academic checklists • DIBELS Next progress monitoring 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printing supplies</p>	<p>Effectiveness Measure: DIBELS Next SLT results Weekly grades SAT log</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Moby Max • PCI Reading • KIT Tutoring • Fast ForWord • Project Read 	<p>Goal(s): 1,2,3</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 type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Moby Max subscriptions, PCI Intervention Kit, Fast ForWord licenses,</p>	<p>Effectiveness Measure: System monitoring for computer-based programs, checklists</p>

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		<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	Project Read manuals and supplies	Effectiveness Results:
Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: <ul style="list-style-type: none"> • Student Assistance Team (SAT)- Meets weekly with SAT Chairperson, PAS, Speech Therapists, and Parent • 504 Program – Determined through a SAT meeting and qualifying for services • Special Education Evaluations- Determined by the SAT members. • LRE Safeguard- Least Restrictive Environment- Already identified SPED students who may need additional support outside of the regular education classroom. 	Goal(s): 1,2,3	Budgets used to support this activity: <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: Office Supplies, Class Sitters	Effectiveness Measure: SAT Tracking Data SPED rosters 504 roster
				Effectiveness Results:
Comprehensive and Coherent Approach to Meet Needs of LEP Students: <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. • Madisonville Elementary School- (1) ELL para educator who provides support within the classroom setting, (1) On-Staff Translator in Spanish, (1) ELL District provided translator 	Goal(s): 1,2,3	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed:	Effectiveness Measure: LEP Subgroup Data
				Effectiveness Results:

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<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Gifted Teacher (1)- Enrichment program for 1st & 2nd grade • Co-Teaching (1)- 1st and 2nd grade • EC-SPED (Early Childhood-Special Education)- (1) • EC-Blended (1)- Early Childhood Reg/Sped Ed students • LA4- (1)- Pre-K • MAE Teacher (1)- Management in Alternative Education • SPED Resource (2)- Special Education • SPED Moderate (1)- Special Education Moderate-Self-Contained teacher • K- Inclusion (1)- Sped Ed teacher who services students in the classroom • Speech Therapist (4) • Physical Therapist (1) • Occupational Therapist (2) • Adapted Physical Education (2) • ELL para (1)- English Language Learner • Mental Health Provider (MHP)- (1)- provides 20 hours per week of emotional, social, and behavioral support services for students • School Counselor (1) 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input 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>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Moby Max (Core and Supplemental Home Incentive Program) • Counselor Programs – Red Ribbon Week, Bullying, Stranger Danger, etc.) 	<p>Goal(s): 1,2,3</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 type="checkbox"/> Title II <input checked="" type="checkbox"/> LA4 	<p>Items Needed: Moby Max subscriptions, Supplies for Learning Night</p>	<p>Effectiveness Measure: Evaluation of Programs</p>

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<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 year per grade). • Fire Safety Awareness- (Fire Truck Visits)- Local firefighters provide fire 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. 		<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>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students <u>20</u> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. • 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Outcomes of Measurement Data for MHPs</p>	<p>Effectiveness Measure: MHP Effectiveness Chart</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> <p>Full-Time School Counselor</p> <ul style="list-style-type: none"> • Individual and Group counseling provided by a full-time school counselor • Whole Class Guidance Lessons • Morning Broadcast linked to Positive Behavior Support System, FISH Philosophy, & School-wide CHAMPO program <p>PBIS Programs</p> <ul style="list-style-type: none"> • Individual Check-in/Check-Out (CICO)- 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). 	<p>Goal(s): 1,2,3</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 type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Printing Supplies, TV/Internet Connection for broadcast display, stickers, inflatables, classroom behavior incentive board, CHAMPO board, school-wide CHAMPO board, Golden Fish Tickets, goldfish snacks,</p>	<p>Effectiveness Measure:</p> <p>Attainment of Goals, Discipline Reports, JPAMS reports, minor/major reflection sheets, % of suspensions, PBIS data collected monthly to determine the focus for the upcoming quarter</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <p>Incoming Students:</p> <ul style="list-style-type: none"> • Beginning of the School Year • Pre-K Orientation • Meet & Greet for K, 1st and 2nd grade students 	<p>Goal(s): 1,2,3</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 type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <p>School busses for transportation for field trips</p>	<p>Effectiveness Measure:</p> <p>Completion of Activities, Self-Reflection of Activities</p>
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<ul style="list-style-type: none"> • End of the School Year • Kindergarten Teacher visits the Head Start program for incoming students. <p>Outgoing Students:</p> <ul style="list-style-type: none"> • End of the School Year • 2nd grade students visit the feeder school, Lancaster Elementary. 		<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>Effectiveness Results:</p>
<p align="center">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>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Teachers in grades K-2 will analyze data from math unit post-assessments, student/class item analysis, and identify academic deficiencies according to standard-based assessments to develop remediation and acceleration activities for small-group instruction to support areas of need. Teachers will also use the Guaranteed Curriculum question bank and state companion guide to design weekly and unit tests. Curriculum specialists will facilitate the PLCs seven times a year to offer support and guidance to the teachers. Twice a year teachers will be paid to meet in small groups after school to continue this process outside of curriculum specialist’s support. • PLCs average to be monthly throughout the school year. • PLC with Curriculum Specialist Support- 7 times a year • PLC w/o Curriculum Specialist Support in small grade level small groups - 2 times a year 	<p>Goal(s): 2, 3</p>	<p>Budgets used to support this activity:</p> <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: Substitutes, Printing supplies, computer-access, teacher stipends</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>

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<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Technology Instruction • Co-Teacher Trainings/Meetings (monthly) • Grade-Level Meetings (K-2nd, SPED) (monthly) • Faculty Meetings (monthly) • Parish and State-Mandated trainings- (Ethics, Safe Schools) (yearly) • New Teacher Meetings (August) • District Sponsored Professional Development (Go Sign Me Up) (ongoing) • Moby Max Training (3x a year) • PBS- Students in Crisis (KIT) (annually) • District Professional Development Days (Aug, Oct, & Mar) 	<p>Goal(s): 1,2,3</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 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, Class Sitters, Moby Max subscriptions</p>	<p>Effectiveness Measure: Attainment of Goals</p> <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. 	<p>Goal(s): 1,2,3</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 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: End of year evaluation</p> <hr/> <p>Effectiveness Results:</p>

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

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McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

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

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

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

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

- Available data is analyzed to determine student attainment of weekly/monthly/yearly goals by reviewing BOY, MOY, and EOY assessment results. Statewide testing data is analyzed in September of the following school year. Those results are communicated to us at that time.

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

- Results of the SIP will be reported through the school’s Open Houses and PTA newsletters for the 18–19 school year. Results from School Finder will be posted in the Fall of 2018 on the Louisiana Department of Education’s website in addition to the MES website.