

2021-2024  
SCHOOL ADVANCEMENT PLAN

# Madisonville Elementary



*This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
<p>According to the 2020-2021 DIBELS assessment data, the Whole School subgroup demonstrates a strength with 85% being Benchmark or above.</p> <p>-Kindergarten- 82% At or Above Benchmark</p> <p>-1<sup>st</sup> Grade- 85% At or Above Benchmark</p> <p>-2<sup>nd</sup> Grade- 85% At or Above Benchmark</p>	<p>The third grade Assessment scores in the areas of Math and Social Studies have declined for 2019 only.</p> <p>Math- 2019- 75% proficient; 2021- 73% proficient</p> <p>The greatest area of weakness in math has been noted in Expressing Math and Reasoning.</p> <p>Social Studies- 2019- 47% Proficient; 2020- 45% Proficient</p> <p>The greatest area of weakness in Social Studies has been noted as Civics.</p>
<p>According to the 2020-2021 IRLA assessment data, the following results indicate an overall strength across grade levels with students entering their grade on-level with an increase from that number of students exiting their grade on-level.</p> <p>-53% of first grade students entered on-level at the BOY; 66% of first grade students were on-level for the EOY.</p> <p>-48% of second grade students entered on-level at the BOY; 74% of second grade students were on-level for the EOY.</p> <p>-84% of kindergarten students ended the year <i>on-level or above</i> grade level.</p>	<p>-The subgroup of White Males in Kindergarten have significantly more referrals than white males in the other grades at our school.</p> <p>2018- 16 referrals</p> <p>2019- 32 referrals</p> <p>2020- 44 referrals</p>

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<p><b>-According to the CLASS PreK Preliminary Data, the total domain average has consistently remained at the High Proficient or Excellent rating for the past 6 years. From the 2019-2020 school year to the 2020-2021 school year, the school improved and achieved the Excellent rating.</b></p> <p><b>2015-2016- 5.4 High Proficient</b></p> <p><b>2016-2017- 5.8 High Proficient</b></p> <p><b>2017-2018- 5.5 High Proficient</b></p> <p><b>2018-2019- 5.8 High Proficient</b></p> <p><b>2019-2020- 5.5 High Proficient</b></p> <p><b>2020-2021- 6.2 Excellent</b></p>	
	<p><b>According to the 2020 3rd grade LEAP assessment, there is a noted area of weakness in Written Expression within the moderate subgroup with a 7% decrease.</b></p>

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

**Goal #1**  
 From Spring 2021 to Spring 2024, K-2 students will increase the percentage of performance on items specifically addressing modeling on K-2 Math District Readiness Assessment by 2 percentage points each year.

\* Goal may be adjusted upon data analysis and review of 2022 K-2 Math District End of Year Assessment results.

Grade	21-22 BOY Score	21-22 EOY Score	22-23 BOY Score	22-23 EOY Score
K	67.5%	*	*	*
1st	67%	*	*	*
2nd	48%	*	*	*
3rd	59%			

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<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Eureka Math Curriculum</li> <li>● Zearn</li> <li>● Moodle</li> <li>● Instruction Coach (PLC support; modeling; co-teaching; collaboration)</li> <li>● DRDP (K)</li> <li>● Math Curriculum Based Assessments (K-2)</li> <li>● OWL Assessments (PreK)</li> <li>● TS Gold (Pre-K)</li> <li>● CLASS K-Pilot; Pre-K</li> </ul>	<p><b>Resources needed:</b></p> <p>District Chromebooks</p> <p>Internet Access</p> <p>Google Classroom Code</p> <p>JPAMS Student Progress Center</p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Moodle</li> <li>● Zearn</li> <li>● Unit Overviews</li> <li>● Power Goals</li> <li>● JPAMS</li> <li>● Newsletters</li> <li>● Clever</li> <li>● VIP Test Folders</li> </ul>	<p><b>Resources needed:</b></p> <p>Computers</p> <p>Instructional Coach</p> <p>GSMU</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Grade Level Collaboration</li> <li>● PLC Collaboration Teams</li> <li>● CLASS Training</li> </ul>	<p><b>Resources needed:</b></p> <p>Computers</p> <p>Instructional Coach</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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<ul style="list-style-type: none"> <li>● Google Classroom Training</li> <li>● Eureka Training</li> </ul>	<b>GSMU</b>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Math Content Leaders model lessons</li> <li>● PLCs will focus on planning purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.</li> <li>● Curriculum specialist provides specific PD based on goal identified/follow up support</li> <li>● Curriculum Specialist support to Content Leaders &amp; Math Instructional Coach Support</li> <li>● Instructional Coach-Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work.</li> </ul>		

**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X												

**Monitoring and Evaluating**

**Assessments:**

- EOY: 3<sup>rd</sup> grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks

**Observations:**

- Learning walks
- CIS Observations
- CLASS Observations

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<ul style="list-style-type: none"> <li>● Assessment Items specifically focused on Expressing Mathematical Reasoning (K-2 Benchmark assessment items)</li> <li>● Observational Assessment Items within Equip to support justifications and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>● Content area meetings</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

<b>Goal #2</b>							
By the end of the 2023-2024 school year, the total domain average on the CLASS observation tool will be in the excellent range at 6.00-7.00 for Pre-K and Kindergarten grade levels.							
*Kindergarten Observation Rating not available for 2020-2021.							
Grade Level	Spring 2020-2021	Fall 2021-2022	Spring 2021-2022	Fall 2022-2023	Spring 2022-2023	Fall 2023-2024	Spring 2023-2024
Pre-K	6.2652						
Kindergarten	*						
<b>Instructional Focus:</b>				<b>Resources needed:</b>		<b>Team Reflection:</b>	
				K-3 Dimensions Guide Book Instructional Coach			

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<p>Increase the quality of classroom interactions among teachers and students to improve the depth of knowledge and skills related to the Dimensions in the Instructional Support Domain:</p> <p>*Concept Development</p> <p>*Quality of Feedback</p> <p>*Language Modeling</p>	<p>PLC Meetings Dimension Analysis Form Cycle Analysis Form</p>	
<p><b>Parent and Family Engagement Activity:</b></p> <p>Suggested Topics for activities may include:</p> <p>Language Modeling- How to have open ended conversations with your child at home that will encourage advanced language</p> <p>Behavior Supports- Redirection of misbehavior at home and how to positively redirect</p> <p>Concept Development- How to make real world connections with your child during everyday life</p>	<p><b>Resources needed:</b></p> <p>Google Classroom JPAMS Parent/Teacher Conference Newsletters PTA</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <p>CLASS Dimensions/Indicators –connections with the curriculum and how to deepen student learning through the HOW? Process</p>	<p><b>Resources needed:</b></p> <p>CLASS: Teachstone website has webinars, teacher tips, etc. Coach Google Classroom on CLASS Pre-K Dimension Guide K-3 Dimension Guide Teachstone Account: Video Library if you have an account CLASS Primer for Teachers</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support: Instructional Coaches follow up/Feedback with teachers; focus on individual teacher goals based on CLASS Observations. PLC's to go in depth to connect CLASS, Curriculum, Standards</b></p>		



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	Observer Training for Pre-K, K-2	
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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

**Monitoring and Evaluating**

**Assessments:**

- Instructional Coach follow up with informal snapshots of the classroom as needed based on CLASS Observation scores

**Observations:**

- FALL/SPRING CLASS Observations for district personnel
- FALL/SPRING Third-party state CLASS Observations -50% of classrooms

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

**Goal #3 DIBELS 8th**

From Spring 2021 to Spring 2024, K-2 students will increase to or exceed 85% *At or Above Benchmark* on DIBELS EOY each year as follows:

Grade	2021/2022 BOY to MOY %	2022/2023 BOY to EOY %	2023/2024 BOY to EOY %
<b>K</b>	50% to 85%		
<b>1<sup>st</sup></b>	72% to 85%		
<b>2<sup>nd</sup></b>	71% to 85%		

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<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (RF.K.2 and RF.1.2)</li> <li>● Phonics: Know and apply grade-level phonics and word analysis skills in decoding words (RF.3)</li> </ul>	<p><b>Resources needed:</b></p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b> Family Engagement Night</p> <ul style="list-style-type: none"> <li>● Activity: Phonological awareness and phonics stations</li> <li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li> <li>● Family Literacy Engagement: LDOE has provided engaging parental involvement activities for home and school.</li> <li>● <a href="http://www.louisianabelieves.com/resources/library/literacy-library">www.louisianabelieves.com/resources/library/literacy-library</a></li> </ul>	<p><b>Resources needed:</b></p> <p>Learning Materials Newsletters Minnow Log</p>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Amplify Reading</li> <li>● Project Read</li> </ul>	<p><b>Resources needed:</b></p> <p>Amplify Instruction Amplify Reading Project Read</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Instructional Coach to provide support teachers with PD and observation feedback.</li> <li>● Administrative Assistant will provide assistance to students through TAT (Teacher Assistance Team).</li> </ul>		

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<b>Budgets used to support this activity:</b>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<b>Monitoring and Evaluating</b>														
<b>Assessments:</b>							<b>Observations:</b>							
<ul style="list-style-type: none"> <li>DIBELS 8 Benchmark Assessments</li> <li>DIBELS 8 Progress Monitoring</li> </ul>							<ul style="list-style-type: none"> <li>One administrator will visit every K-2 classroom during their foundational skills time at least once a month to conduct a snapshot.</li> </ul>							
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>														
<b>End of the Year Results:</b>														

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

#### DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

**Goal #1 (Discipline):**  
 From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 0.02 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
.06			

<b>Tier 1 (School wide):</b>	<b>Resources needed:</b>	<b>Team Reflection:</b>
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<ul style="list-style-type: none"> <li>● Weekly social skills lessons, positive behavior reinforcement, classroom circles, brain breaks, positive reinforcement, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling</li> <li>● <u>Triad of Instruction:</u></li> <li>● Second Steps (PK-K)</li> <li>● Classroom Management Plan</li> <li>● Weekly Social Emotional Learning on Google Classroom</li> <li>● PBIS</li> <li>● Development of classroom culture</li> <li>● Supportive counseling not occurring on a regular basis</li> <li>● Classroom Guidance Lessons</li> </ul>	<p>Reflection Forms Major/Minor Forms Golden Fish Tickets Off the Charts stickers Second Steps Materials Positive Reinforcement Google Calming Corners PBIS Slideshows</p>	
<p><b>Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Calming corners, calming boxes, therapeutic room, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences</li> <li>● <u>Triad of Instruction:</u></li> <li>● Targeted social skills instruction</li> <li>● Student specific reinforcement system</li> <li>● Peer Based Supports</li> <li>● Behavior Contracts</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Classroom Groups</li> <li>● Small group counseling groups</li> <li>● Check in/Check out</li> </ul>		
<p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● referrals to wrap around community supports, homeschool plans to improve relationships and create proactive plans</li> <li>● <u>Triad of Instruction:</u></li> <li>● FBA &amp; BIP</li> <li>● Safety Plan</li> <li>● Daily, explicit social skill instruction</li> <li>● Crisis Intervention Plans</li> </ul>		

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<ul style="list-style-type: none"> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Crisis Intervention Services</li> <li>● CSoC (Coordinated System of Care wrap-around referral)</li> <li>● FINS (Families in need of services referral)</li> </ul>														
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Phone Conferences</li> <li>● Behavior Logs (Monthly Minnow Logs)</li> <li>● Minnow Mail- positive postcard to parent regarding child</li> </ul>	<p><b>Resources needed:</b></p> <p>Postcards Behavior Logs</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making</li> <li>● Adult Wellness-Self Care</li> <li>● Conscious discipline</li> <li>● Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES</li> <li>● Stress management</li> <li>● Classroom Management Plan</li> </ul>	<p><b>Resources needed:</b></p> <p>Schedule time to plan, develop and collaborate-set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</p>	<p><b><u>Feedback from Teachers:</u></b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan</li> <li>● Every nine weeks survey the school climate and provide follow up and support to the areas most in need.</li> <li>● Classroom Observations-Proactive Classroom Management plans</li> <li>● Coaching</li> <li>● Weekly team staffing</li> </ul>														
<p><b>Budgets used to support this activity:</b></p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p><b>Data used to Monitor and Evaluate Goal:</b></p>														

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- Discipline data will be reviewed every monthly to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.
- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

**STUDENTS WITH EXCEPTIONALITIES**

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

**Goal #2 (SWE):**

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by \_\_\_ points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
SPS	SPS	SPS	SPS

**Describe policies and practices to identify disabilities early and accurately:**

- DRDP
- Literacy Screener (DIBELS 8<sup>th</sup>)
- IRLA
- Eureka Math Equip
- Grades
- Attendance
- Teacher observations and data
- Early Intervention Services
- Home Language Survey
- LA Residency Questionnaire

**Team Reflection:**

**Describe structures to increase collaboration amongst general and special education teachers:**

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● All SWE teachers are included in PLCs and PD with regular education teachers</li> <li>● SWE and regular education teachers collaborate during planning periods regarding curriculum and student specific strategies</li> <li>● All PD is available to regular education and SWE teachers.</li> </ul>		
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b></p> <ul style="list-style-type: none"> <li>● IRLA, Ready Gen, Amplify Reading, Eureka Math, Eureka In Sync, Eureka Equip</li> </ul>	<p><b>Resources needed:</b></p> <p>ReadyGen – Scaffolded Strategies Handbook</p> <p>Great Minds Curriculum</p>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, Project Read (Small Group), Fast ForWord, Eureka Equip, Zearn (Small Group)</li> </ul>	<p>Resources- inSync, Equip, Navigator, Affirm/Edulastic</p>	
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC) SRA (only with IEP), Eureka Equip, Zearn (Small Group)</li> </ul>	<p>District Resources within Moodle/Google Classrooms</p> <p>Louisiana Believes State Planning Documents and Resources</p> <p>Discovery Education</p>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● District Family Informational Fair</li> <li>● Send information home about student progress in IRLA that includes ideas of how parents can help their child at home.</li> <li>● Send <i>Home Connect</i> newsletter, which is located in Amplify, three times a year which summarizes DIBELS benchmark results.</li> </ul>	<p><b>Resources needed:</b></p> <p>ReadyGen – Scaffolded Strategies Handbook</p> <p>Great Minds Curriculum</p> <p>District Resources within Moodle/Google Classrooms</p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>

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	Louisiana Believes State Planning Documents and Resources  Discovery Education	
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read – Phonics, Linguistics, Written Expression, Report Form</li> <li>● Amplify</li> <li>● Ready Gen</li> <li>● Zearn</li> <li>● Eureka Math, Equip</li> <li>● Dibels</li> <li>● IRLA</li> <li>● Discovery Education</li> <li>● Accountable talk/mathematical discussions</li> <li>● SER, FBA, BIP trainings</li> <li>● Monthly SWE consultants meetings</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● GB -Diverse Learners Guide/ Supports Flow Chart</li> <li>● ReadyGen – Scaffolded Strategies Handbook</li> <li>● Great Minds Curriculum Resources- inSync, Equip, Navigator, Affirm/Edulastic</li> <li>● District Resources within Moodle/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents and Resources</li> <li>● Discovery Education</li> <li>● Springboard</li> <li>● Louisiana Math and ELA Content Leader</li> <li>● Read and Write/ Equation</li> <li>● Actively Learn – Social Studies</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <p>Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)</p> <ul style="list-style-type: none"> <li>○ ELA and Math Content Leader Module Support and Training</li> <li>○ Model lessons - Instructional Strategies, pedagogy and scaffolding</li> <li>○ Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li> <li>○ Analyzing assessments, feedback and next steps</li> <li>○ Walk Through and Look fors</li> </ul>		



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**Budgets used to support this activity:**

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

**Data used to Evaluate Goal:**

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- DIBELS
- LEAP Connect/ Unique Learning assessments
- District Readiness Benchmark/End of Year (K-2)

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**


**ENGLISH LEARNERS**

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

**Goal #3 (English Learners):**

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

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1	 <h2 style="margin: 0;">English Learner Progress Tracking Form</h2>				Number of English Learners		5			
2					Students Growing in Listening (or @ lvl 5)		0	0.0%		
3					Students Growing in Reading (or @ lvl 5)		0	0.0%		
4					Students Growing in Writing (or @ lvl 5)		0	0.0%		
5					Students Growing in Speaking (or @ lvl 5)		0	0.0%		
6	Student Name	LASID	Listening		Reading		Writing		Speaking	
7			2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
8	Student A		3		2		1		3	
9	Student B		3		3		3		5	
10	Student C		3		3		1		3	
11	Student D		4		5		3		5	
12	Student E		3		1		1		1	
13										

<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b>                  The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.  <b>Grades K - 6:</b> full English language immersion with push-in support                  Programs include:</p> <ul style="list-style-type: none"> <li>● EL Para</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Newsletter</li> <li>● Translated Documents</li> <li>● Robocalls</li> <li>● Summer Learning Brochure</li> <li>● EL Para</li> </ul>	<p><b>Team Reflection:</b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b>                  Programs include:</p> <ul style="list-style-type: none"> <li>● Fast ForWord when appropriate</li> <li>● IRLA (supplement to core classroom instruction)</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b>                  If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.  <b>Programs include:</b></p>		

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<ul style="list-style-type: none"> <li>● Project Read</li> <li>● IRLA (supplement to core classroom instruction)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b> Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> <li>● Additional resources to supplement learning at home</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● EL Outreach documents for families, i.e.</li> <li>● Provide school information in parents' native language</li> <li>● Robocalls</li> <li>● Summer Learning Brochure</li> </ul>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> </ul>	<p><b>Resources needed:</b> EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</li> <li>● Whole classroom observations</li> </ul>		

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- Small group observations (based on previous ELPT achievement scores)
- EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs
- ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

**Data used to Evaluate Goal:**

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

**Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- **PTA meetings with the Administrative team**
- **Virtual Open House (6 conducted the months of August 2021 and September 2021)**
- **PBIS Program (Marvelous Minnow Ceremony- quarterly; Golden Fish tickets- daily; Off the Charts stickers)**
- **School website with SAP as a link**
- **Phone Teacher Conferences**
- **Interim Reports**
- **Report Cards- Quarterly**
- **Google Classroom**

**Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- **PTA Meetings (quarterly), PTA Board Meetings (monthly)**
- **PTA Membership Drive (ongoing)**
- **PTA Parent Committees (ongoing)**
- **SBLC (School Board Level Committee)**

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- TAT Meetings (Teacher Assistance Team)
- IEP (Individualized Education Plan) Meetings (ongoing)
- Teacher/Parent Conferences (ongoing)

**Resources Needed to Support Parent and Family Engagement:**

- Printing supplies
- Office supplies

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- DIBELS NEXT data is used to determine at-risk students who are in need of intervention. Progress-monitoring is completed by classroom teachers.
- Tutors available for intervention needs determined by TAT data.

Describe how the school ensures that interventions do not replace core instruction:

- Thirty minutes of Intervention time is implemented into the daily schedule to provide time to assist those students with their areas of identified weaknesses.

Interventions/programs available for students in need (include grade levels and skills addressed):

- IRLA (K-2)
- Project Read (K-2)
- Fast ForWord (2nd grade)
- mClass Intervention

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Progress monitoring results are collected and submitted to the school TRT.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X

**Resources Needed to Support Interventions:**

- IRLA Toolkits
- Project Read Materials
- District Chromebooks
- Amplify Reading Program

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

<p><b>Support and extended learning opportunities within the school day (field trips, art, music, etc.)</b></p> <ul style="list-style-type: none"> <li>● Gifted Teacher (1)- Enrichment program for 1<sup>st</sup> &amp; 2<sup>nd</sup> grade</li> <li>● EC-SWE (3)- Early Childhood Reg/SPED students</li> <li>● EC-Blended (3)- Early Childhood Reg/Sped students</li> <li>● LA4- (2)- Pre-K</li> <li>● EC-MAE- (1)</li> <li>● MAE Teacher (1)- Management in Alternative Education</li> <li>● SWE Resource/Inclusion (4)- Special Education</li> <li>● Pre-K/K-Inclusion (1)- SWE teacher who services students in classroom</li> <li>● Speech Therapist (5)</li> <li>● Physical Therapist (1)</li> <li>● Occupational Therapist (2)</li> <li>● Adapted Physical Education (2)</li> <li>● EL para (1)- English Learner Paraprofessional</li> <li>● Mental Health Provider (MHP)- (2)- provides support daily for emotional, social, and behavioral support services for students</li> </ul> <p>School Guidance Counselor (1)- provides daily support to individual students as needed and provides whole-group learning within the classroom once a month</p>	<p><b>Resources needed:</b></p> <p>Professional Development                  Enrichment Materials and Supplies                  Qualified Personnel                  Curriculum Materials                  Supportive Technology</p>
<p><b>Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):</b></p> <ul style="list-style-type: none"> <li>● Extended School Year (SWE)- Available for SWE students whose performance indicates and meets the required criteria to qualify for additional support measures.</li> <li>● Accelerated Learning Camp- (ALC) Summer learning program available to qualifying students</li> <li>● Counseling Programs- Red Ribbon Week, Anti-Bullying, etc.</li> <li>● Fast ForWord Program</li> <li>● KIT Tutoring (Kids in Transition providing support to homeless students who score a D or F in Reading or Math)</li> </ul>	<p><b>Resources needed:</b></p> <p>Learning Materials                  Bus Transportation</p>



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- **Before and After School Care Program**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X

**List programs that need to be evaluated and what data will be used to monitor and evaluate:**

- **Student Learning Targets are set by music, art, PE, and library teachers each year with assessment data used to evaluate the program.**
- **TAT and SBLC intervention data is used to determine qualified students for summer learning programs.**

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## **7. COUNSELING SERVICES**

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

**Services Provided by Mental Health Provider(s):**

- **Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.**

**Resources needed:  
Personnel**

**Services Provided by Counselor(s):**

- **School Guidance Counselor (1)- provides daily support to individual students as needed and provides whole-group learning within the classroom once a month. The school guidance counselor also leads the school in PBIS education, Red Ribbon Week, bullying protocols, 504, KIT, and morning announcements.**

**Resources needed:  
Personnel**

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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X			X										

**Team Reflection:**

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

**Transition Activities for Students:**

- **Pre-K Orientation**
- **Meet & Greet for K, 1<sup>st</sup>, & 2<sup>nd</sup> grade students**
- **Outgoing Students- 2<sup>nd</sup> grade students visit the feeder school, Lancaster Elementary**
- **SWE teachers communicate with SWE teachers at feeder schools ahead of grade level transitions each year**

**Resources needed:**

SWE Student Data

**Parent and Family Engagement Activity:**

- **Meet and Greet**
- **Virtual Open House**

**Resources needed:**

Chromebooks

**Participation Results:**

**Feedback from Parents/Families:**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													



## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

**Describe the structure/make-up of your PLC groups:**

- Teachers in grades K-2 will create lessons that include foundational skills, reading analysis, small group instruction, vocabulary, writing and language analysis. Teachers will analyze data from ELA performance based assessments (PBAs), selection tests, writing assessments, and observational data to identify academic deficiencies according to standard-based assessments to develop remediation and acceleration activities for small-group instruction to support areas of need.
- Instructional Coach will provide support in preparing teachers for upcoming CLASS observations and positive classroom interventions.

**Resources needed:**

K-3 CLASS Dimension Guide

**Describe the format of your PLC groups (When? How often? How long?):**

- PLC groups are lead by the school Instructional Coach. Teachers gather one to two times a month to collaborate and plan to implement CLASS Instruction into daily lessons.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

**Middle of the Year Reflection/Areas for Improvement:**

**End of the Year Feedback from Teachers:**

**Areas for Improvement:**

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

**Other Professional Development:**

- Technology Instruction
- SWE Monthly Meetings
- Grade-Level Meetings (K-2<sup>nd</sup>, SWE) (monthly)
- Faculty Meetings (monthly)
- Parish & State Mandated trainings- (Ethics, Safe Schools) (yearly)
- New Teacher Orientation
- District Sponsored Professional Development (Go Sign Me Up) (ongoing)
- District Professional Development Days
- PBIS
- Students in Crisis (KIT) (annually)
- ReadyGen PD
- Math PD provided by curriculum specialist
- CLASS Professional Development

**Resources needed:**

- Teacher Committees
- Grade-Level Chair
- Copies/Printed Materials
- Instructional Coach

**Describe how the Instructional Coach will support your school (if applicable):**

- The Instructional Coach will support teachers through PLC meetings, interventions within the classroom, and teacher support in areas needed in the curriculum.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

## 11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Parent input through teacher conferences, ongoing
- Parent input through PTA, ongoing

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

- PLC Meetings

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- **ILT Meetings**
- **Monthly data checkpoints**
- **Grade level meetings**
- **PTA meetings/websites**

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- **Monthly ILT meetings**

**2021-2024 Committee Members**

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator: Candice Hickman**
- **Administrator: Tonya Barth**
- **Teacher: Sherie Honeycutt**
- **Teacher: Jenny Lachney**
- **Teacher: Sarah deGruy**
- **Parent/Family: Jenny Lachney**
- **Community Member: Sherie Hallner**

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator: Candice Hickman**
- **Teacher: Ashley Mahne**
- **Teacher: Jenny Lachney**
- **Teacher: Sherie Honeycutt**
- **Parent/Family: Jamie Kratzer**
- **Community Member: Staci Kelley**

## DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
  
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
  
- I hereby certify that this plan has all of the following components:
  - Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school-wide action plan with timelines and specific activities for implementing the above criteria
  
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date