



**2020-21**  
**School Improvement Plan Addendum**

**Madisonville Elementary**

**St. Tammany Parish Public Schools**

**\*\*2020-21 SIP Disclaimer:** Due to the Covid-19 pandemic, LEAP 2025 testing was unable to occur in Spring 2020; therefore, the school was unable to complete the SIP evaluation process. As a result, 2019-20 SIP remains in effect for the 2020-21 school year. For the 2020-21 SIP the school used data based on any assessments/measures that were able to be evaluated as well as administered beginning of the year assessments. These were all used to determine learning gaps, set goals for these gaps, and develop action plans. These additional goals and plans, along with the 2019-20 SIP, comprise the school's 2020-21 SIP.

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

Madisonville Elementary 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
<p>TS Gold: Pre-K 9a- 68% use an expanded and expressive vocabulary. 9c- 59% uses conventional grammar. 19a- 50% are able to accurately write their name. 22b- 67% can measure time and money.</p>	<p>TS Gold: Pre-K The whole dimension of Social/Emotional is deemed a weakness by the SIP team. 72.37% are <i>below expectations</i>.</p>
<p>BOY SLT Math Data: 1<sup>st</sup> Grade K.ND.A.1- 94% can describe and compare measurable attributes of objects. K.OA.A.1- 84% can understand addition as putting together and subtracting as taking apart.</p>	<p>BOY SLT Math Data: 1<sup>st</sup> Grade K.CC.1.A.1- 34% can accurately count by 1s and by 10s to 100. K.CC.B.5- 44% can count to tell the number of objects. K.OA.A.3- 44% are able to demonstrate addition and subtraction using more complex strategies such as number equations.</p>
<p>BOY SLT Math Data: 2<sup>nd</sup> Grade 1.MD.A.1- 91% are able to order and compare objects by length. 1.MD.A.2- 85% can express the length of an object as a whole number length of units.</p>	<p>BOY SLT Math Data: 2<sup>nd</sup> Grade 1.G.A.1- 34% can reason with shapes and their attributes. 1.MD.B.3- 32% can tell and write time.</p>
<p>BOY SLT ELA Data: 1<sup>st</sup> Grade R.L.K.4- 95% can ask and answer questions about unknown words in a text.</p>	<p>BOY SLT ELA Data: 1<sup>st</sup> Grade W.K.1- 55% can use a combination of drawing, dictating, and writing to compose an opinion piece.</p>
<p>BOY SLT ELA Data: 2<sup>nd</sup> Grade RL.1.4- 62% can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>BOY SLT ELA Data: 2<sup>nd</sup> Grade RL.1.2b- 13% can recognize or understand the central message or lesson.</p>
<p>BOY IRLA Data- Kindergarten 190 students out of 282 (67%) are identified in the 1Y-3Y.</p>	<p>BOY IRLA Data- Kindergarten 86 students out of 282 (30%) are identified in the Read to Me (RTM) category which is below grade level expectations.</p>
	<p>BOY IRLA Data- 1<sup>st</sup> Grade 249 students out of 337 (74%) are identified as below grade level in the 1Y-1G categories.</p>
	<p>BOY IRLA Data: 2<sup>nd</sup> Grade 166 students out of 331 (50%) are identified below grade level in the 1G-1B categories.</p>
<p><b>DATA SOURCES:</b> CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8<sup>th</sup> (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT</p>	

**GOALS**

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include 2-3 Academic Goals Aligned to the Beginning of the Year School Data Analysis/Other Measureable Data Available*
- *UIR/UIIN Schools must have 3 goals, one of which must address area in which the school received this designation.*

**Goal #1:** 1st grade students will increase reading achievement from Fall 2020 to Spring 2021 as evidenced by a 25% increase of students who are proficient according to IRLA as follows:

1<sup>st</sup> Grade BOY Data: 249 students (74%) were below grade level according to the BOY IRLA placement results.

1<sup>st</sup> Grade EOY Goal: 260 out of a total of 337 students will achieve grade level proficiency (2B or above) by Spring 2021.

**Action Plan:**

**Parent and Family Engagement:**

Google Classroom  
 Weekly Newsletters  
 JPAMS  
 Home Connect

**Core Instruction:**

IRLA lessons as part of the daily curriculum (30 minutes per day)

**Intervention Instruction:**

Teacher/Student conferencing where the frequency is based on the students' individual reading level.

**Special Populations (Sped, EL, etc.):**

Teachers conference and provide interventions to students identified with special needs more frequently to reinforce skills and promote progress through the program.

**Professional Development:**

IRLA Training provided by the district

**Effectiveness Measure:**

Spring 2021 IRLA Levels

**Effectiveness Results:**

**Reflection on Results:**

**Goal #2:**

2nd grade students will increase their skill of being able to accurately identify the central message of a passage (RL.1.2.b) based upon results of the EOY ELA SLT data.

- BOY Results: 87% of the second grade population was not able to identify the central message of a passage or lesson as evidenced by the BOY ELA SLT assessment.
- EOY Goal: At least 25% of the second grade population will be able to accurately identify the central message of a passage or lesson as evidenced by the EOY ELA SLT assessment.

**Action Plan:**

**Parent and Family Engagement:**

Google Classroom  
 Newsletters  
 Unit Overviews  
 IRLA Power Goals  
 JPAMS

**Core Instruction:**

ReadyGen Curriculum  
 IRLA  
 Small Group Instruction  
 End of Unit Assessments  
 Selection Test  
 Reading & Listening Assessments

**Intervention Instruction:**

Small Group Instruction  
 TAT Team

**Special Populations (Sped, EL, etc.):**

Fast ForWord  
 Small Group Instruction

**Professional Development:**

Grade Level Collaboration

**Effectiveness Measure:**

2<sup>nd</sup> Grade EOY ELA SLT Assessment

**Effectiveness Results:**

**Reflection on Results:**

**Additional School Actions**

- *Include new actions the school is taking to improve overall student growth  
(Those actions not already included in the 2019-20 SIP or in the 2020-2021 SIP Addendum)*

**Additional Actions:** (Discipline, Transition Activities, After-school Programs, Recruitment Efforts, Mentor Teacher, Content Leaders, Post-Secondary Education and Workforce, etc.)

- TAT (Teacher Assistance Team)
- School-Based Interventionist
- Math Content Leader

<b>2020-2021 Committee Members</b>	
<p style="text-align: center;"><b><u>School Improvement Planning Committee</u></b></p> <p style="text-align: center;"><b>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>● Principal: Candice Hickman</li><li>● TRT- Sarah Al-Juraid</li><li>● Teacher: Sarah deGruy</li><li>● Teacher: Sherie Honeycutt</li><li>● Parent/Family: Jenny Lachney</li><li>● Parent/Family:</li><li>● Parent/Family:</li><li>● Community Member: Sherri Hallner</li></ul>	<p style="text-align: center;"><b><u>Parent/Family Engagement Committee</u></b></p> <p style="text-align: center;"><b>Responsible for the Implementation of the PFE Activities in the SIP</b></p> <p><b>Members Include:</b></p> <ul style="list-style-type: none"><li>● Principal: Candice Hickman</li><li>● TRT- Sarah Al-Juraid</li><li>● Student: Aubrey Lachney</li><li>● Teacher: Sherie Honeycutt</li><li>● Teacher: Sarah deGruy</li><li>● Parent/Family: Jenny Lachney</li><li>● Parent/Family:</li><li>● Parent/Family:</li></ul>

## DISTRICT ASSURANCES

- I certify that this school improvement 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 schoolwide 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.

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

\_\_\_\_\_  
Date

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

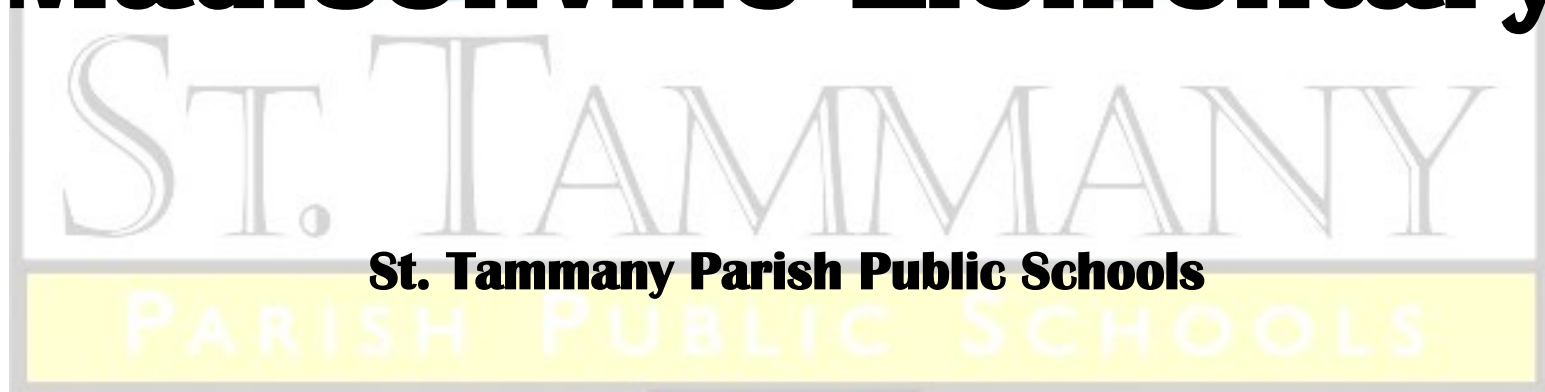
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Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date

**2019-2020  
SCHOOL IMPROVEMENT PLAN**

**Madisonville Elementary**



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



**Madisonville Elementary 2019-2020**

**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.*

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Second grade has had the lowest percentage of At Risk for the past seven years across all grade levels. (2013 @ 23%; 2014 @ 22%; 2015 @ 22%; 2016 @ 10%; 2017 @ 20%; 2018 @ 13%; 2019 @ 15%) Over the past seven years, second grade has had the highest percentage of students at Benchmark in the Spring. (2013 @ 76%; 2014 @ 79%; 2015 @ 78%; 2016 @ 90%; 2017 @ 80%; 2018 @ 86%; 2019 @ 86%)	Four of the past five years, kindergarten has had the highest percentage of students At Risk in Spring testing. (2015 @ 34%; 2016 @ 33%; 2017 @ 35%; 2018 @ 25%; 2019 @ 30%)
The Whole School Assessment Index was 86.5 pts in 2018 with a relative strength in 2019 with a score of 86 pts.	The Whole School Progress Index decreased by 2.1pts from 91.6 pts in 2018 to 89.5 pts in 2019.
The third grade Assessment Index for ELA has consistently improved for the past four years. (2016- 82.5 pts; 2017- 95.5; pts 2018- 95.9 pts; 2019- 97.5 pts)	The third grade Assessment scores in the areas of Math and Social Studies have declined for 2019 only. Math- 2018- 99.3 pts; 2019- 96.5 pts Social Studies- 2018- 82.0 pts; 2019- 91.4 pts
Assessment Index Scores for 3rd grade in ELA have been consistent for four years in the subcategory of writing. (2016- 82.5 pts; 2017- 95.5 pts; 2018- 95.9 pts; 2019- 97.5 pts)	Assessment Index Scores for 3rd grade in Math, but the scores have been inconsistent for the last five years with increases and decreases. The subcategory that has declined the most was problem solving with multiplication and division.
Assessment Index Scores for 3rd grade in ELA have been consistent for three years in the subcategory of writing.	Assessment Index Scores for 3rd grade in Math were weaker, but the scores have been inconsistent for the last five years with increases and decreases. The subcategory that has declined the most was problem solving with multiplication and division.
The Index scores for the White subgroup have displayed a strength in ELA, Science, and Social Studies in 2019. (ELA- 92.7 pts; Science- 83.7 pts; Social Studies- 79.0 pts) The Hispanic subgroup scored the highest in Math in 2019. (88.7 pts)	The Index scores for Students with Disabilities were the lowest in ELA, Math, and Social Studies. (ELA- 63.7 pts; Math- 53.1 pts; Social Studies- 52.4 pts) The Black subgroup scored the lowest in the area of Science. (53.9 pts)

### Madisonville Elementary 2019-2020

<p>The Index scores in the area of Math all increased in all subgroups. Whole School Math- (86.6pts); Black- (63.2pts); Hispanic- (88.7pts); White- (87.8pts); Two or More Races- (76.6pts); Economically Disadvantaged- (75.8pts); Students with Disabilities- (53.1pts). Subgroups (Hispanic, White, and Economically Disadvantaged) have increased index scores in Social Studies for three years. 2017- Hispanic- 60.6pts; White- 70.7pts; Economically Disadvantaged- 54.9pts. 2018- Hispanic- 68.5pts; White- 75.0pts; Economically Disadvantaged- 57.3pts; 2019- Hispanic- 73.8pts; White- 57.3pts, Economically Disadvantaged- 66.5pts).</p>	<p>From 2017- 2019 every subgroup decreased in Science except for Hispanic. 2017- Whole School- 82.9pts; Black- 63.0pts; White- 84.5pts; Two or More Races- 75.8pts; Economically Disadvantaged- 71.4pts; and Students with Disabilities- 63.9pts. 2019- Whole School- 81.7pts; Black- 53.9pts; White- 83.7pts; Two or More Races- 70.9pts; Economically Disadvantaged- 70.9; and Students with Disabilities- 55.3pts.</p>
<p>The School Performance Score in the Whole School and White subgroups demonstrated strengths with the following scores: Whole School- 86 pts. White- 87.4pts.</p>	<p>The School Performance Score in the Students with Disabilities subgroup demonstrated a weakness with a score of 58.3pts.</p>
<p>The Index scores for the Hispanic, White, and Economically Disadvantaged subgroups in the area of Social Studies have increased for the past three years. (Hispanic- 2017- 60.6pts; 2018- 68.5pts; 2019- 73.8pts) (White- 2017- 70.7pts; 2018- 75.0pts; 2019- 79.0pts) (ED- 2017- 54.9pts; 2018- 57.3pts; 2019- 66.5pts)</p>	<p>The Index scores for the Hispanic subgroup in the area of ELA have decreased for the past three years. (2017- 86.9pts; 2018- 86.4pts; 2019- 85.5pts)</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 Claim/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>• <b><i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i></b></li> <li>• <b><i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></b></li> <li>• <b><i>Must Include at Least 1 Subgroup Goal</i></b></li> </ul>	
<p>1. K-2<sup>nd</sup> grade students will increase reading achievement by maintaining or exceeding their percentage of students scoring At Benchmark or Above on DIBELS Next from Fall 2019 to Spring 2020.  <span style="background-color: #e0ffff;">K- 74% to 76% (2% increase)</span>  <span style="background-color: #e0ffff;">1<sup>st</sup>- 74% to 76% (2% increase)</span>  <span style="background-color: #e0ffff;">2<sup>nd</sup>- 86% to 88% (2% increase)</span></p>	
<p>2. 80% of 1<sup>st</sup> and 2<sup>nd</sup> grade students will achieve proficiency on the End of the Year (EOY) District created Student Learning Target (SLT) assessment in Spring 2020.</p>	

**Madisonville Elementary 2019-2020**

3. 65% of 1<sup>st</sup> and 2<sup>nd</sup> grade Students with Disabilities will increase one level on the End of the Year (EOY) District created Student Learning Target (SLT) assessment in Spring 2020.

**2. PARENT AND FAMILY ENGAGEMENT**

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• PTA meetings with the Administrative team</li> <li>• Open House (6 conducted the month of September 2019)</li> <li>• PBIS Program (Marvelous Minnow Ceremony- quarterly; Golden Fish tickets- daily; Off the Charts stickers; Student Spotlight)</li> <li>• School website with SIP as a link</li> </ul>	<p>Goal(s):</p> <p>All 3 goals</p>	<p>Budgets 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p>Items Needed:</p> <p>Stickers, certificates, prizes, Golden Fish tickets</p>	<p>Effectiveness Measure:</p> <p>Results of Parent Surveys</p> <hr/> <p>Effectiveness Results:</p>

**Madisonville Elementary 2019-2020**

<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parent Surveys (May 2020)</li> <li>• SIP (2 meetings- September 2019)</li> </ul>				
<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>• PTA Meetings (quarterly), PTA Board Meetings (monthly)</li> <li>• PTA Membership Drive (ongoing)</li> <li>• PTA Parent Committees (ongoing)</li> <li>• SAT (Student Assistance Team) Meetings (ongoing)</li> <li>• IEP (Individualized Education Plan) Meetings (ongoing)</li> <li>• Teacher/Parent Conferences (ongoing)</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing costs, Office supplies</p>	<p><b>Effectiveness Measure:</b> Log of SAT meetings Annual IEP meetings PTA Signup sheets PTA Membership data Parent Conference Logs Meeting agendas</p> <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>• Weekly teacher newsletters &amp; JPAMS (ongoing)</li> <li>• School PTA websites (ongoing)</li> <li>• PTA Newsletter (monthly)</li> <li>• PTA Meetings (quarterly) &amp; Board Meetings (monthly)</li> <li>• Beginning of the Year mandatory parent/teacher conference (once)</li> <li>• Parent/Teacher Conferences</li> <li>• Student Progress Center/JPAMS (ongoing)</li> <li>• Minnow Log (daily)</li> <li>• Family Learning Night (3 per year/Reading &amp; Math)</li> <li>• Weekly graded folders</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing supplies Office supplies Supplies for Family Learning Night</p>	<p><b>Effectiveness Measure:</b> Attendance Parent Communication Sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Madisonville Elementary 2019-2020**

<ul style="list-style-type: none"> <li>• <b>Report cards (quarterly)</b></li> <li>• <b>Meet &amp; Greet (once a year)</b></li> <li>• <b>Open House (September 2018)</b></li> <li>• <b>SAT &amp; IEP Meetings (ongoing)</b></li> <li>• <b>Interim Reports</b></li> <li>• <b>SPED Progress Reports</b></li> <li>• <b>Monthly Calendar at a Glance</b></li> <li>• <b>Robocall</b></li> </ul>				
<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 EL 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></p>	<p><b>Budgets</b> used to support this activity:</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></b></p> <p><b><i>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.</i></b></p>				

**Madisonville Elementary 2019-2020**

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Family Learning Night- sharing strategies with parents through activities that will support learning in the home environment in both ELA and Math.</li> </ul>	<p><b>Goal(s):</b></p> <p>All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Supplies for learning stations</p>	<p><b>Effectiveness Measure:</b></p> <p>Incentive Pass Cards</p> <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- parents are provided information on the State Standards, teacher assessments, discipline, student progress and communication</li> </ul>	<p><b>Goal(s):</b></p> <p>All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p> <p>Printing supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>Attendance/Sign-in sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Fall/Spring Activities- A variety of activities are held throughout the year which include inside the classroom and outside the classroom learning activities which provide an opportunity for parental involvement.</li> </ul>	<p><b>Goal(s):</b></p> <p>All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p> <p>Login sheets for each student          Progress sheets          Printing supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>Exit Tickets</p>

**Madisonville Elementary 2019-2020**

		<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"/> DSS <input type="checkbox"/> Other	Activity Manipulatives	<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 4:</b> <ul style="list-style-type: none"> <li>Parent/Teacher Conferences- Each teacher is required to have at least one conference a year (in-person or phone) to discuss student strengths, weaknesses, and transitions.</li> </ul>	<b>Goal(s):</b> All 3 goals	<b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b> Printing Supplies	<b>Effectiveness Measure:</b> Parent Sign-In Sheets Teacher Meeting Log  <b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 5:</b> <ul style="list-style-type: none"> <li>Family Planting Day - Family members visit the school to plant flowers and beautify the campus in connection with the Social Living curriculum that promotes community involvement.</li> </ul>	<b>Goal(s):</b> All 3 goals	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS	<b>Items Needed:</b> Plants Planting tools Soil	<b>Effectiveness Measure:</b> Exit Ticket  <b>Effectiveness Results:</b>

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		<input checked="" type="checkbox"/> Other		
<b>Parent Family Engagement Activity 6:</b>  <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Goal(s):</b>	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b>	<b>Effectiveness Measure:</b>
				<b>Effectiveness Results:</b>

**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>• T-1 Classes (2 classes)</li> <li>• BrainPopJr.</li> <li>• ReadyGen (K-2) Standards-based curriculum</li> <li>• MyMath (K-2) Standards-based curriculum</li> <li>• Eureka (K-2) Standards-based curriculum</li> <li>• Inspire Science curriculum (K-2) Standards-based curriculum</li> <li>• OWL (PreK)</li> <li>• Math &amp; Literacy Stations</li> <li>• Differentiated Instruction</li> <li>• KIT Tutoring</li> <li>• Tumblebooks- Interactive Read Alouds (Pre-K-2)</li> <li>• IRLA- Independent Reading Leveled Assessment (K-2)</li> <li>• American Reading Company- Toolkits (K-2)- Guided Reading program</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>BrainPop subscription Tumblebooks subscription ReadyGen provided resources MyMath resources Eureka resources Inspire Science resources IRLA resources ARC Toolkit resources</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Next SLTs Weekly Assessments Unit Post-Tests DRDP</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• DIBELS Next Results</li> <li>• Weekly Assessments</li> <li>• Selection Tests (Ready Gen)</li> <li>• PBAs (Ready Gen)</li> <li>• SLTs (ELA &amp; Math)</li> <li>• DRDP (K)</li> <li>• OWL Assessments (PreK)</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Printing Supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>DIBELS Next SLT results Weekly grades</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Project Read</li> <li>• Thinking Maps</li> <li>• Danco Phonics</li> <li>• ReadyGen Intervention Resources</li> <li>• Fast ForWord</li> <li>• PCI Reading Intervention (K-2)</li> <li>• Silvaroli</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>• OSEP Assessments/Indicators (Pre-K)</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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 checked="" type="checkbox"/> Title II</li> <li><input checked="" 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing Supplies Curriculum Resources</p>	<p><b>Effectiveness Measure:</b> Progress Reports Weekly Grades Assessment Results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• EL para provides support within the class and offers additional intervention outside of the classroom. The para provides Project Read tutoring outside of the classroom.</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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 checked="" 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing supplies Project Read Paraprofessional</p>	<p><b>Effectiveness Measure:</b> Observational Data Assessment Results</p> <hr/> <p><b>Effectiveness Results:</b></p>

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

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<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• How are students identified? TAT/SAT Process (weaknesses noted in the SAT process) Pre/Post Assessments (Classroom level) SLTs DIBELS Next Benchmark testing</li> <li>• How are students monitored for interventions? SAT data collection Academic checklists DIBELS Next progress monitoring PLC data Common/formal assessment data</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing supplies</p>	<p><b>Effectiveness Measure:</b> DIBELS Next, SLTs, Weekly grades</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• PCI Reading (instruction provided by SPED teachers to ensure the student progresses through the intervention)</li> <li>• KIT Tutoring</li> <li>• Fast ForWord (monitored by Speech Therapist to ensure the student is progressing and provides interventions as needed)</li> <li>• Project Read</li> <li>• Danco Phonics</li> <li>• SAT Interventions</li> </ul>	<p><b>Goal(s):</b> All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> PCI Interventions kit, Fast ForWord licenses, Project Read manuals and supplies</p>	<p><b>Effectiveness Measure:</b> System monitoring for computer-based programs, checklists</p> <hr/> <p><b>Effectiveness Results:</b></p>
<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>• Student Assistance Team (SAT)- Meets weekly with SAT Chairperson, Pupil Appraisal Services, Speech Therapists, Administrator, and Parent</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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> </ul>	<p><b>Items Needed:</b> Office Supplies</p>	<p><b>Effectiveness Measure:</b> SAT Tracking Data SPED &amp; 504 Rosters</p>

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<ul style="list-style-type: none"> <li>• Special Education Evaluations- Determined by the SAT members</li> <li>• LRE Safeguards- Least Restrictive Environment- Already identified SPED students who may need additional support outside of the regular education classroom</li> <li>• 504</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<b>Effectiveness Results:</b>
<b>Interventions Specific to <u>Students with Disabilities</u>:</b> <ul style="list-style-type: none"> <li>• Project Read</li> <li>• Fast ForWord</li> <li>• PCI Reading</li> <li>• Small Group Instruction</li> <li>• Special Education Resource settings outside of the homeroom</li> <li>• Inclusion (Co-Teaching)</li> </ul>	<b>Goal(s):</b> All 3 goals	<b>Budgets used to support this activity:</b> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<b>Items Needed:</b> Project Read resources PCI Intervention Kit	<b>Effectiveness Measure:</b> Computer-based monitoring, Observational Data, Assessment Results  <hr/> <b>Effectiveness Results:</b>
<b>Interventions Specific to <u>English Learners</u>:</b> <ul style="list-style-type: none"> <li>• Project Read</li> <li>• Paraprofessional Support</li> </ul>	<b>Goal(s):</b> All 3 goals	<b>Budgets used to support this activity:</b> <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	<b>Items Needed:</b> Para Salary Project Read resources	<b>Effectiveness Measure:</b> Observational Data Assessment Results  <hr/> <b>Effectiveness Results:</b>

**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>• <b>Gifted Teacher (1)</b>- Enrichment program for 1<sup>st</sup> &amp; 2<sup>nd</sup> grade</li> <li>• <b>EC-SPED (2)</b>- Early Childhood Reg/SPED students</li> <li>• <b>EC-Blended (3)</b>- Early Childhood Reg/Sped students</li> <li>• <b>LA4- (2)- Pre-K</b></li> <li>• <b>MAE Teacher (1)</b>- Management in Alternative Education</li> <li>• <b>SPED Resource/Inclusion (3)</b>- Special Education</li> <li>• <b>Pre-K/K-Inclusion (1)</b>- SPED teacher who services students in classroom</li> <li>• <b>Speech Therapist (5)</b></li> <li>• <b>Physical Therapist (1)</b></li> <li>• <b>Occupational Therapist (2)</b></li> <li>• <b>Adapted Physical Education (2)</b></li> <li>• <b>EL para (1)</b>- English Learner Paraprofessional</li> <li>• <b>Mental Health Provider (MHP)- (1)</b>- provides support daily for emotional, social, and behavioral support services for students</li> <li>• <b>School Guidance Counselor (1)</b>- provides daily support to individual students as needed and provides whole-group learning within the classroom once a month</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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 checked="" 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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel</p>	<p><b>Effectiveness Measure:</b> 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><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>• <b>KIT Tutoring (Kids in Transition providing support to homeless students who score a D or F in Reading or Math)</b></li> </ul>	<p><b>Goal(s):</b> All 3 goals</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 checked="" type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Supplies for Learning Night</p>	<p><b>Effectiveness Measure:</b> Evaluation of Progress</p>

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<ul style="list-style-type: none"> <li>• <b>Family Learning Night-</b> Family learning opportunities for all grade levels targeting standard-based activities</li> <li>• <b>Extended School Year (Sped)-</b> Available for SPED students whose performance indicates and meets the required criteria to qualify for additional support measures.</li> <li>• <b>Field Trips-</b> Provided for all grade levels to enrich student learning within the community (2 field trips per grade)</li> <li>• <b>Fire Safety Awareness- (Fire Truck Visits)-</b> Local firefighters provide safety education to the kindergarten students</li> <li>• <b>Dental Hygiene Program (1<sup>st</sup> and 2<sup>nd</sup> grade students)-</b> Local dental office visits to provide dental hygiene information to 1<sup>st</sup> and 2<sup>nd</sup> grade students.</li> <li>• <b>Zoo Mobile, Aqua Van, Insect Mobile- (Pre-K programs)-</b> Audubon Institute visits to provide Pre-K students with animal science education.</li> <li>• <b>Counseling Programs-</b> Red Ribbon Week, Anti-Bullying, etc.</li> </ul>		<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"/> DSS <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
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***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> <li>•</li> </ul>	<p><b>Goal(s):</b> All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Outcomes of Measurement Data for MHPs</p>	<p><b>Effectiveness Measure:</b> MHP Chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• <b>School Guidance Counselor (1)-</b> 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.</li> </ul>	<p><b>Goal(s):</b> All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Personnel</p>	<p><b>Effectiveness Measure:</b> SLTs, Observation Rubric</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• <b>PBIS Programs-</b></li> <li>• <b>Individual Check-in/Check-out- Provides behavioral supports to students in need with behavioral concerns</b></li> <li>• <b>CHAMPO program- Classroom and School-wide program which provides opportunities for students to earn recognition for making good choices according to the Fish Philosophy</b></li> <li>• <b>Off the Charts- In-class behavior recognition for individual student behavior used on daily basis</b></li> <li>• <b>Golden Fish Tickets- awarded for individual behavior recognition for good choices throughout the day</b></li> <li>• <b>Magnificent Minnow Awards Program- Held each quarter to recognize 2 students from each class for outstanding behavior. (1 program per grade each grade)</b></li> </ul>	<p><b>Goal(s):</b> All 3 goals</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b> Printing supplies, stickers, inflatables, classroom behavior incentive board, CHAMPO board, school-wide CHAMPO board, Golden Fish tickets, goldfish snacks</p>	<p><b>Effectiveness Measure:</b> Attainment of goals, Discipline Reports, JPAMS reports, minor/major reflection sheets, PBIS data collected monthly to determine the focus for the upcoming quarter</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<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>• <b>Beginning of the School Year-</b></li> <li>• Pre-K Orientation</li> <li>• Meet &amp; Greet for K, 1<sup>st</sup>, &amp; 2<sup>nd</sup> grade students</li>   <li>• <b>End of the Year-</b></li> <li>• Kindergarten teacher visits the Head Start program for incoming students</li>   <li>• <b>Outgoing Students-</b></li> <li>• 2<sup>nd</sup> grade students visit the feeder school, Lancaster Elementary</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> School busses for transportation</p>	<p><b>Effectiveness Measure:</b> Completion of activities, Self-reflection of activities</p> <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>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.</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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 checked="" 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"/> DSS</li> <li><input checked="" type="checkbox"/> Other (B-days)</li> </ul>	<p><b>Items Needed:</b> Printing supplies, computer access</p>	<p><b>Effectiveness Measure:</b> Attainment of goals</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>Technology Instruction</li> <li>SPED Monthly Meetings</li> <li>Grade-Level Meetings (K-2<sup>nd</sup>, SPED) (monthly)</li> <li>Faculty Meetings (monthly)</li> <li>Parish &amp; State Mandated trainings- (Ethics, Safe Schools) (yearly)</li> <li>New Teacher Meetings (August)</li> <li>District Sponsored Professional Development (Go Sign Me Up) (ongoing)</li> <li>District Professional Development Days</li> <li>PBIS</li> <li>Students in Crisis (KIT) (annually)</li> <li>ReadyGen PD</li> <li>Math PD provided by curriculum specialist</li> </ul>	<p><b>Goal(s):</b> All 3 goals</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"/> DSS</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Printing Supplies</p>	<p><b>Effectiveness Measure:</b> Attainment of goals</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

**Madisonville Elementary 2019-2020**

**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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.

**Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:**

<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> 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"/> DSS <input type="checkbox"/> Other	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Results:</b></p>

**Madisonville Elementary 2019-2020**

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

**McKinney Vento:**

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

**Food Services:**

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

**Special Education:**

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

**English Learners (EL):**

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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:**

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

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

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

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

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

**2019-2020 Committee Members**

<p align="center"><u>School Improvement Planning Committee</u></p>	<p align="center"><u>Parent/Family Engagement Committee</u></p>
<p align="center"><b>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</b></p>	<p align="center"><b>Responsible for the Implementation of the PFE Activities in the SIP</b></p>
<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal: Candice Hickman</li> <li>• AP: Kelly Morris &amp; Tonya Barth</li> <li>• Teacher: Jenny Lachney</li> <li>• Teacher: Sherie Honeycutt</li> <li>• Parent/Family: Allison Spencer</li> <li>• Parent/Family:</li> <li>• Parent/Family:</li> </ul>	<p><b>Members Include:</b></p> <ul style="list-style-type: none"> <li>• Principal:</li> <li>• Student:</li> <li>• Teacher:</li> <li>• Teacher:</li> <li>• Parent/Family:</li> <li>• Parent/Family:</li> <li>• Parent/Family:</li> </ul>

## DISTRICT ASSURANCES

- I certify that this school improvement 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 schoolwide 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.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, School Improvement Team Signature

\_\_\_\_\_  
Date