

2020-21

School Improvement Plan Addendum

**Madisonville Junior
High School**



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 Junior High School 2020 DATA ANALYSIS	
STRENGTHS	WEAKNESSES
The four core areas of ELA, Math, Social Studies, and Science in grades 7 & 8 scored above the district in the 2020 LEAP 360 / District Created Readiness Assessments. See data below for data points.	Whole school overall placement on the 2020 Ready Math diagnostic assessment indicates 20% of students scored in Tier 1, 38% of students scored in Tier 2, and 42% of students scored in Tier 3.
7 th grade Social Studies scored 54% mastery compared to the district average of 44% mastery on the 2020 District Created Readiness Assessment.	The weakest domain whole school on the Ready Math diagnostic assessment administered at the end of September 2020 is Geometry with 14% of students in Tier 1, 35% of students in Tier 2 and 51% of students in Tier 3. The remaining domains of Number and Operations, Algebra and Algebraic Thinking, and Measurement all have 70% or more students scoring in Tier 2 and 3.
7 th grade Science scored 36% mastery compared to the district average of 28% mastery on the 2020 District Created Readiness Assessment.	The Ready Math diagnostic for 7 th grade data indicates 27% of students scored in Tier 1, 38% of students scored in Tier 2, and 36% of students scored in Tier 3. Ready Math diagnostic for 8 th grade indicates 12% of students scored in Tier 1, 39% of students scored in Tier 2, and 48% of students scored in Tier 3.
A potential strength noted in ELA with a small but steady increase from 48% mastery in 2019 to 50% mastery in 2020 on the LEAP 360 Diagnostic Assessment. Both 7 th & 8 th grade levels scored 4 points above the district.	The LEAP 360 Math Diagnostic Assessment 7 th grade cohort dropped 8 percentage points from 46% mastery in 2019 to 38% mastery in 2020 in 8 th grade.
The 2020 LEAP 360 Diagnostic Assessment shows the whole school ELA subclaim Reading Vocabulary is noted as a potential strength with 7 th grade scoring 70% mastery and 8 th grade scoring 66% mastery.	The 2020 LEAP 360 Diagnostic Assessment shows the whole school ELA subclaim Reading Informational Text is noted as a weakness with 7 th grade scoring 52% mastery and 8 th grade scoring 50% mastery.
DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8 th (K-3), ReadyMath Diagnostic (4-6), Science Readiness (4-8), Social Studies Readiness (4-8), LEAP 360 Diagnostic (3-12), ELPT	

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: BOY data from the LEAP 360 Diagnostic in Fall 2020 shows the percentage of 7th-8th grade math students scoring “correct” on the diagnostic as noted below. Based on that % correct, we expect the percent of students scoring “strong” on the LEAP 2025 Math Assessment in Spring 2021 to increase by 5% points as follows:

7th Grade: 45%-50%

8th Grade: 38%-43%

Action Plan:

Parent and Family Engagement:

- Create a three to four minute video demonstrating how I-Ready can be accessed from home for students.

Core Instruction:

- Implement utilizing IReady My Path lessons daily as a bell ringer.

Intervention Instruction:

- Teacher assigned lessons when skill deficits are observed.

Special Populations (Sped, EL, etc.):

- Attend Intervention Lab bi-weekly
- Continue to address needs on daily basis during classroom instruction
- Provide direct feedback

Professional Development:

- Begin utilizing and discussing implementation of teacher tutorials during PLCs.
- Discuss and plan utilizing effective teaching strategies.

Effectiveness Measure:

- IReady reports
- LEAP 2025 Math Assessment Results

Effectiveness Results:

Reflection on Results:

Goal #2: BOY data from the LEAP 360 Diagnostic in Fall 2020 shows the percentage of 7th-8th grade math students scoring “correct” in the reporting category “Modeling & Application” on the diagnostic as noted below. Based on the % correct, we expect the percent of students scoring “strong” in the reporting category “Modeling & Application” on the LEAP 2025 Math Assessment in Spring 2021 to increase by 15 points.

7th Grade: 13%-28%

8th Grade: 5%-20%

Action Plan:

Parent and Family Engagement:

- Create a three to four minute video on sample lessons to demonstrate modeling and application.

Core Instruction:

- Utilize LEAP like modeling and application problems by guiding and modeling solution.

Intervention Instruction:

- Provide teacher assigned lessons when skill deficits are observed.

Special Populations (Sped, EL, etc.):

- Attend Intervention Lab bi-weekly
- Continue to address needs on daily basis during classroom instruction
- Provide direct feedback

Professional Development:

- Begin utilizing and discussing implementation of teacher tutorials during PLCs.
- Discuss and plan utilizing effective teaching strategies.

Effectiveness Measure:

- IReady results
- LEAP 2025 Math Assessment results

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.)

- **Teachers provide Eagle Bucks (PBIS) on a weekly basis for students who pass with a 70% two My Path lessons. These students will then have the opportunity to enter Eagles Bucks in a raffle at the end of the nine weeks.**

2020-2021 Committee Members	
<p style="text-align: center;"><u>School Improvement Planning Committee</u></p> <p style="text-align: center;">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patricia Welch Nelson • Teacher: Felicia Hamilton-Johnson • Teacher: Shaylene Matthews • Parent/Family: Tanya Glass • Parent/Family: Jessica Lee • Parent/Family: • Community Member: 	<p style="text-align: center;"><u>Parent/Family Engagement Committee</u></p> <p style="text-align: center;">Responsible for the Implementation of the PFE Activities in the SIP</p> <p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patricia Welch Nelson • Student: Zoe Dieringer • Teacher: Felicia Hamilton-Johnson • Teacher: Shaylene Matthews • Parent/Family: Tanya Glass • Parent/Family: Jessica Lee • Parent/Family:

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

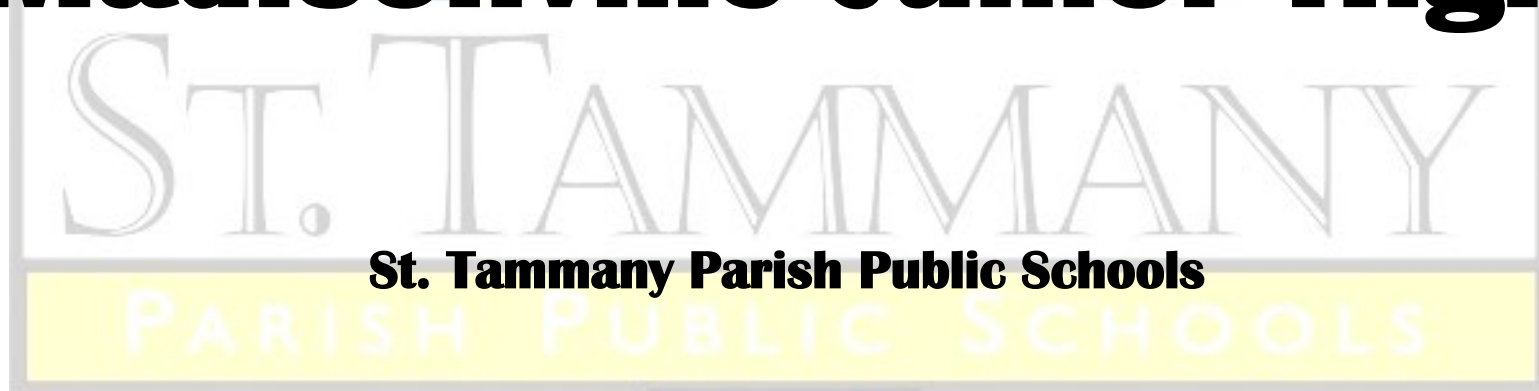
Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Madisonville Junior High



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

Madisonville Junior High 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.*

STRENGTHS	WEAKNESSES
The Dropout Credit Accumulation Index has been the highest school Index Score for the past three years with the highest index score of 141.0 points earned in 2016. Although in the current year, 2019, there is a drop in DCAI of 2.3 points, this is still an area of strength.	For the past two years, the Student Progress Index has shown no growth with a drop of 0.8 points for the current year, 2019. (2019 = 82.1 points)
An analysis of Assessment Index trend data indicates 8th grade Social Studies is a potential strength with a growth of 18.7 points in the past year with scores increasing from 78.1 points in 2018 to 96.8 points in 2019. Additionally, the 8th grade ELA Index scores have shown an increase over the past two years with a growth of 6.6 points.	An analysis of Assessment Index trend data indicates Math is a potential weakness. Although there was an increase in 7th grade Math from 68.7 points in 2018 to 73.3 points in 2019 and an increase in 8th grade Math from 60.0 points in 2018 to 69.8 points in 2019, neither grade levels have surpassed scores from 2016-2017.
A potential strength is determined to be 8th grade in the Subcategory Proficiency Area of Social Studies. The Assessment Index Change for 2018-2019 is 19.4 points.	A potential weakness is determined to be 8th grade in the Subcategory Proficiency Area of Math. The Assessment Index Change for 2017-2018 declined 24.5 points. While there was a 9.8 point increase in 2018-2019, there is still a deficit of 14.8 points from the 2016-2017 school year.
The subject area listed as a potential strength is Social Studies with an index score of 96.8 points in 8th grade for the 2018-2019 school year. These index scores show an increase from 84.7 points in the 2017-2018 school year. The Subcategory Proficiency Area for Social Studies, Economics, is the strongest with 69% proficient.	The subject area listed as a potential weakness for whole school is Math: 73.3 points in 7th grade and 69.8 points in 8th grade for the 2018-2019 school year. The weakest Subcategory Proficiency Areas for Math which are Proportional Relationships at 31% proficiency (7 th grade), and Congruency/Pythagorean Theorem with 31% proficiency (8th grade).
According to Subgroup Index Trend Data Analysis, the subgroup "White" is consistently the highest performing in all subject areas (2016-2019).	According to Subgroup Index Trend Data Analysis, the subgroup "Students with Disabilities" is consistently the lowest performing in all subject areas.
According to the Subgroup Math Index Trend Data Analysis, the "Hispanic" subgroup increased 7.3 points (65.3 to 72.6) in Math from 2017 to 2019.	According to the Subgroup ELA Index Trend Data Analysis, the "Students with Disabilities" subgroup decreased 4.7 points (48.9 to 44.2) in ELA from 2017-2019.
In 2019, the subgroup with the highest SPS was "White" with a SPS of 86.7 points.	In 2019, the SPED subgroup has the lowest SPS score of 53.5 points.

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Using the Subject Level Index Scores from 2016 to 2019, whole school subgroup "White" in ELA has the highest scores. (2016=88.9 points; 2017=89.1 points; 2018=90.5 points; 2019=92.2)	In 2019, "Students with Disabilities" is the weakest subgroup in Math (37.5 points) and Social Studies (39.1 points).
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DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/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

GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. From Spring 2019 to Spring 2020, the LEAP 2025 Math Assessment Index Score for current 8 th grade students will increase from 73.3 points to 75.3 points (a growth of 2 points).
2. From Spring 2019 to Spring 2020, the LEAP 2025 ELA Assessment Index Score for current 8 th grade students will increase from 87.5 points to 89.5 points (a growth of 2 points).
3. From Spring 2019 to Spring 2020, the whole school students in the subgroup Students with Disabilities will increase their Assessment Index on the LEAP 2025 from 37.5 points to 39.0 points (a growth of 1.5 points).
4.
5.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • PTA meeting in November 2019 • Posting of SIP on school webpage uploaded in November 2019 <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Through survey and PTA meeting minutes 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Copy of SIP • Handout for PTA meeting • Website Survey 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Survey discussion and PTA meeting minutes • Sign-in sheet and results of survey <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Administration meets regularly with PTA, Madisonville Police Chief, School SRO, Mayor of Madisonville, Fire Department and First Responders, and Feeder School Administration for continued collaboration to create a successful and safe school climate. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> • None needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • PTA sign-ins, meeting minutes • Rapid Responder data • Discipline data • SAT data

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<ul style="list-style-type: none"> • Parent/teacher conferences are held with administration for at-risk students in the areas of academics and/or discipline. • SAT meetings are held every Wednesday to develop plans for students with academic or emotional needs. • Open door policy 		<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>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Webmaster updates school website as needed to inform parents of upcoming events. • Teachers are required to maintain their teacher webpage weekly. • Grades are updated in JPAMS for parents' view in Student Progress Center. • Parent/teacher team meetings are held to address students who are at risk of failing or struggling with discipline issues in order to be proactive and develop a plan of action. • Robo calls are made for upcoming events to encourage parental involvement. • The digital sign near the parent carline is updated weekly to inform parents of upcoming events. • PTA maintains and updates a Facebook page. • PTA creates and distributes, in both digital and hard-copy format, a monthly newsletter highlighting current curriculum and events, as well as spotlighting student achievement. • Colored flyers are made and provided to students for upcoming events. • Good News Postcards • Golden Student Program each month to acknowledge students exceeding PBIS expectations. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • JPAMS • Robo calls • Digital sign • PTA Facebook page • PTA Newsletter • Colored paper for flyers • Computers and Website • Good News postcards • Golden Student forms 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Sign-in sheets, meeting minutes, number of participants, student progress data <hr/> <p>Effectiveness Results:</p>

Madisonville Junior High 2019-2020

<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for 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. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEP teacher/ parent communication logs
<p><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></p> <p><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></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet: Collaboration between MJH and LES administration will take place to schedule the event in the spring where parents and students of incoming 7th graders are invited to come to MJH for a student-lead Meet and 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> Flyers Computer & Website PPT Robo Call 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attendance count

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<p>Greet. During this time, parents and students are able to tour the school, meet teachers and support personnel, provided information on daily procedures and our school wide expectations. PTA will also have forms to order school supply kit and school t-shirts.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open House: Open House is grade level specific. This is a time for parents to meet the faculty, visit classrooms, and hear important information from teachers regarding classroom policies and procedures. The PTA is also present for a brief meeting with parents as a whole. Curriculum is discussed, as well as, state standards, and information on student performance and growth. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Flyers Computer & Website PPT Robo Call 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign-in sheet/attendance records <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Eagle Families with Guest Speakers Eagle Families meet bi-monthly and participate in school service projects bi-monthly. During these meetings, parents and students enjoy a meal (provided by the PTA and parent volunteers). The school has area businesses or stakeholders as guest speaker, we spotlight student groups, and spotlight teachers. This is a time for parents to learn more about what is offered in the community and school. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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	<p>Items Needed:</p> <ul style="list-style-type: none"> Guest Speaker Projector & Screen Meal & Preps Robo Call Computer/ Website 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Sign-in sheet/attendance records <hr/> <p>Effectiveness Results:</p>

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		<input checked="" type="checkbox"/> Other		
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Gumbo Cook-off & Informational Booth #Lovethetest The Gumbo Cook-off is held in the spring and sponsored by the PTA. This event raises funds for the school and students. This is a time for the school and community to connect. It's also a time where we will have an informational station for parents and students regarding state test preparation and best practices. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input 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 checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> PTA Sponsors Robo Call Computer/Website Flyers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Ticket sales Number of participants
				<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>
				<p>Effectiveness Results:</p>

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Parent Family Engagement Activity 6: <ul style="list-style-type: none"> • 	Goal(s):	Budgets 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	Items Needed:	Effectiveness Measure:
				Effectiveness Results:

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
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Madisonville Junior High 2019-2020

<p>Rigorous, Standards-Based Curriculum: Our goal is to utilize the following parish-directed curriculum and resources to provide rigorous classroom instruction:</p> <ul style="list-style-type: none"> • ELA use of Guidebook units • Guaranteed Curriculum • Eureka Math • Achievement Level Descriptors <p>Strategies being used school-wide to support instruction:</p> <ul style="list-style-type: none"> • RACE • SOAPStone • Achieve 3000 • Moby Max 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Additional copies • Guidebooks • Primary Sources • LEAP Rubrics • Eureka Math Modules through Graphic Arts 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance scores • Pre/post test scores • SLTs <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction: The following assessments will be used school-wide:</p> <ul style="list-style-type: none"> • LEAP 360 Diagnostic and Interim Assessments • District created Readiness Assessments • LEAP 2025 State End of the Year Assessment • Guidebook Unit Assessments • Eureka Math Module Assessments <p>During instruction, teachers will use observations, checklists, graded assignments, and rubrics to monitor mastery of content learning.</p> <p>During PLC meetings, teachers will analyze data and collaborate to create common summative assessments aligned to content standards and LEAP 2025 using the following resources:</p> <ul style="list-style-type: none"> • Achievement Level Descriptors • Eagle • Data compiled from Diagnostic and Interim Assessments 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input 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>Items Needed:</p> <ul style="list-style-type: none"> • District provided resources 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance scores • Diagnostic and Interim Assessment Data • Achieve Reports • PLC <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to Students with Disabilities:</p> <p>Within the special education environments at MJH (Inclusion, Co-Teaching, Resource, Moderate, and RNC), the following resources and strategies are being utilized:</p> <ul style="list-style-type: none"> • Scaffold Instruction • Tools Within the Adapted Novels • Guaranteed Curriculum • Eureka Math • LEAP Connect - Unique Learning • Achieve 3000 • Moby Max • Reflex Math • PCI • Khan Academy • Paraeducators in Inclusion, Moderate, and Resource classrooms 	<p>Goal(s):</p> <p>1-3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> • District provided resources • Eureka Math Modules through Graphic Arts 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance scores • SLT data • LEAP 360 Data • Subgroup Index Data for SpEd <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to English Learners:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student's level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. 	<p>Goal(s):</p> <p>1-3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> DSS</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <ul style="list-style-type: none"> • District provided resources 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions: The following are the data collection tools and assessments used to determine which students are in need of intervention:</p> <ul style="list-style-type: none"> • Teacher Observation/Referrals • LEAP 360 Diagnostic Assessment • Achieve 3000 Baseline Data • Student Grades • Students' Incoming LEAP 2025 Scores <p>Data collection is ongoing for progress monitoring.</p>	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Achieve Reports • Weekly Grade Reports • LEAP Scores • LEAP 360 Scoring Companion 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance scores • Achieve Reports <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need: Data analysis will determine which intervention(s) each student will receive.</p> <p>In Study Skills (elective), Morning Intervention Lab (Tuesdays and Thursdays before school), and classroom environments, the following interventions will be provided by teachers:</p> <ul style="list-style-type: none"> • Achieve 3000 • Moby Max • Reflex Math • Check-in/Check-out <p>Data collection is ongoing for progress monitoring.</p>	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Computer based programs: Moby Max, Reflex Math, and Achieve 3000 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Growth reports from Moby Max, Reflex, Achieve 3000, and LEAP Scores <hr/> <p>Effectiveness Results:</p>

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <p>Students who continue to struggle after documented interventions are addressed by one of the following:</p> <ul style="list-style-type: none"> • SAT • PLC team collaboration • 504 meetings • IEP meetings 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Data collection • Accommodations on IEP or 504 plan 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Outcome of SAT committee decisions, 504 meetings, or IEP meetings • Attainment of student goals <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <p>Within the special education environments at MJH (Inclusion, Co-Teaching, Resource, Moderate, and RNC), the following interventions are being utilized:</p> <ul style="list-style-type: none"> • Scaffold Instruction (All) • Tools Within the Adapted Novels (Resource) • Achieve 3000 (Inclusion, Co-Teaching, Resource) • Reflex Math • Moby Max • LEAP Connectors • Read Write Gold • PCI • Khan Academy <p>Data analysis will determine which intervention(s) each student will receive.</p> <p>Special Education and regular education teachers will regularly monitor student performance to determine student progress.</p>	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Computer based programs – Reflex Math and Achieve 3000 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Data collection on interventions • Attainment of Goals • LEAP 360 Diagnostic/ Interim <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • ELL support district • Collaboration with teachers for specific instruction 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • District support personnel 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Student performance <hr/> <p>Effectiveness Results:</p>
<i>Support and Extended Learning</i>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <p>The following structures and programs are provided for accelerated learners:</p> <ul style="list-style-type: none"> • Acceleration to Algebra 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Curriculum Resources • Guest speakers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Data collected such as grades, student performance scores and assessments

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<ul style="list-style-type: none"> • PE • Art I • Choir I • Quest for Success • Spanish I • Algebra I • Gateway to Technology • Family and Consumer Science I • Honor Band • Speech • KIT • Inclusion • Co-teaching • LEP Services • Robotics 		<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	<ul style="list-style-type: none"> • Teacher professional development • Computer access 	<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Robotics • Morning Intervention Lab (Tuesdays and Thursdays) • Field Trips- Band and Choir • Special Olympics • Unified Softball • Extra-curricular club opportunities • Career Days (guest speakers) • KIT tutoring • Field trips 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Club meetings • Guest speakers • Internet/computer access • Tutors • Transportation to events 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Survey <p>Effectiveness Results:</p>
<p align="center"><i>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</i></p>				

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<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p> <ul style="list-style-type: none"> To use current baseline data of students who meet with the MHP and to identify patterns and goals from the data presented 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> List of students who are on the MHP caseload Access to records 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attainment of goal <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> A full time School Counselor is available to work with students. All students have access to the School Counselor to discuss personal concerns, as well as to plan for academics and future careers. The counselor will work with students to identify academic, emotional and/or behavioral needs. The School Counselor is available to assist parents and students with monitoring student's educational progress in conjunction with classroom teachers. In addition to individual student planning, the counselor will deliver responsive services, including but not limited to, resolving conflicts, responding to crisis events, and threats of violence/self-harm. 	<p>Goal(s):</p> <ul style="list-style-type: none"> To provide academic, personal/social and career counseling to all students 	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Access to records 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Attainment of goal <hr/> <p>Effectiveness Results:</p>

Implementation of a schoolwide tiered model to prevent and address problem behavior:

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<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • PBIS monthly meetings • School Wide Discipline Program/PBIS • AIM program (Check-in/Check-out) • ISS – Ripple Effects • Behavior Intervention Plans (Individual basis) • Plans for Safety and Success (Individual Basis) 	<p>Goal(s):</p> <ul style="list-style-type: none"> • To keep behavioral referrals below 9% of our student population • To target and address trends during monthly meetings 	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Assembly time • JPAMS discipline data • Monthly PBIS meeting agenda • Principal’s daily morning broadcast 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Attainment of goal <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Cub Day • Skipper Day • LES Meet and Greet at MJH • National Junior Honor Society at LES 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Transportation to Cub and Skipper Days • Flyers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Survey <hr/> <p>Effectiveness Results:</p>

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Bi-weekly (one after school and one during the school day) • Grade level by content area • Teacher leader facilitates meetings • Curriculum Specialist provide professional development to teachers • Learning walks • Grade level meetings • Subject area meetings 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • Substitutes • Curriculum specialist • District support • Planning time 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Attainment of goals • PLC Documentation • PD Exit Tickets <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • Moodle Training • Achieve 3000 SPED, ELA & Social Studies Teachers • Curriculum Specialist visiting school • ELA Leaders Guidebook Training • Math Content Leader Training 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input 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>Items Needed:</p> <ul style="list-style-type: none"> • District professional development • Specialist to deliver professional development at school • Computers 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Teacher sign-ins • Teachers use of programs • Student achievement • PD Exit Tickets • PLC Documentation <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- 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:

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

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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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.

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

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

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

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

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

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

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">Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center">Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patricia Welch Nelson • AP: Paul Morlier • Teacher: Shaylene Matthews • Teacher: Ellen Rutledge • TRT: Tanya Glass • Parent/Family: Beth Mailho • Parent/Family: Catherine Tully 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Patricia Welch Nelson • Student: Skyla Dupuy • Teacher: Shaylene Matthews • Teacher: Jennifer Ostendorf • Parent/Family: Beth Mailho • Parent/Family: Catherine Tully • Parent/Family:

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