

**2021-2024**  
**SCHOOL ADVANCEMENT PLAN**

# **Madisonville Junior**



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

## 1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
7th grade in all content areas have higher Assessment Index scores on LEAP 2025 in spring 2021 compared to 8 <sup>th</sup> grade.	8th grade in all content areas have lower Assessment Index scores on LEAP 2025 in spring 2021 compared to 7th grade.
ELA had the highest Assessment Index by subject with a score of 83.8 on LEAP 2025 taken in spring 2021.	7th grade math only had 7 students score advanced and 8th grade math 0 students score advanced on LEAP 2025 in spring 2021.
Cohort performance indicates a 6.8 growth in assessment index for 7th grade social studies from 2019-2021 on LEAP 2025.	8th grade math had 35 students score unsatisfactory whereas 7th grade had 8 students score unsatisfactory on LEAP 2025 in spring 2021.
	On the Assessment Index, math had the lowest score by subject with a 65.3 on LEAP 2025 in spring 2021.
	Cohort performance indicates decline in all subject areas for 8th grade with social studies being the highest with a 23 point drop in assessment index from 2019-2021 on LEAP 2025.
	Cohort performance indicates a 14.8 drop in assessment index for 8th grade ELA from 2019-2021 on LEAP 2025.
	Cohort performance indicates a 13.9 drop in assessment index for 8th grade science from 2019-2021 on LEAP 2025.
	Students with exceptionalities scored significantly lower in assessment index in all content areas as compared to regular education students on LEAP 2025 in spring 2021: ELA 32.9/91.4; Math 21.3/72.4; Science 28.4/76.3; Social Studies 35.4/84.9.

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

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

### Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Major Content will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	42%	44%	46%	48%
8th	26%	28%	30%	32%

<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Math content focus will be in the area of problem solving. We will work with curriculum specialists and math teachers within Content Leader Module Instructional Strategies to Improve Curriculum Implementation Session.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Math Curriculum Specialist</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Send home LDOE Parent Support information</li> <li>● Curriculum Based Parental Support Letters to support at-home learning</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● LDOE resource</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Curriculum Specialist will revisit modules sessions 1 and 2 and will teach module 4.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Math Curriculum Specialist</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Math Content Leader Module Support and Training</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Math - I Ready Mathematics</li> <li>● Louisiana Math Content Leader</li> </ul>	

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<ul style="list-style-type: none"> <li>● Model lessons focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory</li> <li>● Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area</li> <li>● Analyzing assessments, feedback and next steps</li> <li>● Walk Through and Look Fors</li> </ul>	<ul style="list-style-type: none"> <li>● District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents</li> </ul>	
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**Budgets** used to support this activity:

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

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: Unit tasks and district/teacher created unit assessments</li> <li>● IReady Diagnostics Assessment Reports</li> <li>● Assessment Data - topic/lesson quizzes, mid- and end-of Unit Assessment Tasks</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● Admin will visit every math classroom monthly to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> <li>● ILT members will visit math classrooms monthly to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

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**Goal #2**

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the subcategory category of Reading Vocabulary for each cohort of students will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	47%	49%	51%	53%
8th	53%	55%	57%	59%

**Instructional Focus:**

- Indirect Vocabulary Instruction
- Direct Vocabulary Instruction
- Academic Vocabulary Instruction
- Use Mentor Sentences to Support Vocabulary Acquisition

**Resources needed:**

- Protocol for Explicitly Teaching Vocabulary
- Grade Appropriate Academic Vocabulary
- LDOE ELA Guidebook Units
- LDOE ELA Mentor Sentences (Language Task) for each Guidebook Unit

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Virtual Literary Night - provide activity and/or vocabulary tips

**Resources needed:**

- Teacher created in Google Classroom

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

**Professional Development:**

- ELA Content Leader Module 2: Building Knowledge to Support

**Resources needed:**

- ELA Content Leader

**Feedback from Teachers:**

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<p>-Session 5: Direct and Indirect Vocabulary Instruction in the Guidebooks</p> <p>-Session 6: The Importance of the Volume of Reading</p> <ul style="list-style-type: none"> <li>● ELA Content Leader Module 3:</li> </ul> <p>-Session 4 Unpacking Direct Vocabulary Instruction in the Guidebooks</p>	<ul style="list-style-type: none"> <li>● Guidebook Vocabulary Guide</li> <li>● Vocabulary Instruction with Guidebook Lessons</li> </ul>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader provide instruction during PLCs (focused on vocabulary)</li> <li>● PLCs will focus on             <ul style="list-style-type: none"> <li>○ identifying vocabulary instruction embedded in Guidebook lesson</li> <li>○ distinguishing between words/phrases to teach and words/phrases to define</li> <li>○ applying the protocol for explicitly teaching vocabulary to words/phrases that should be taught within the current Guidebook unit/lesson</li> <li>○ accessing the Louisiana Student Standards to know and understand the vocabulary standards in order to appropriately plan the incorporation of vocabulary instruction</li> </ul> </li> <li>● Curriculum Specialist</li> </ul>		

<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other

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<b>Monitoring and Evaluating</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>• EOY: LEAP 2025</li> <li>• Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim , teacher created unit assessments (analyze specific vocabulary items)</li> </ul>	<b>Observations:</b> <ul style="list-style-type: none"> <li>• One administrator will visit every ELA classroom monthly to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> <li>• ILT members will visit ELA classrooms each nine weeks to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> </ul>
<b>Middle of the Year Monitoring Results/Areas for improvement:</b>	
<b>End of the Year Results:</b>	

<b>Goal #3</b> From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in science will increase by 2 percentage points as follows:				
Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7th	41%	43%	45%	47%
8th	41%	43%	45%	47%
<b>Instructional Focus:</b>		<b>Resources needed:</b>	<b>Team Reflection:</b>	
<ul style="list-style-type: none"> <li>• Implementing high quality instructional resources from the Guaranteed Curriculum.</li> </ul>		<ul style="list-style-type: none"> <li>• Google Classroom and STPPS Guaranteed Curriculum</li> </ul>		

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<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Understanding the importance of building curiosity by engaging in unfamiliar phenomena.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Teacher created media to share with parents</li> </ul>	<p><b>Number of Participants:</b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <p>Priority 1:</p> <ul style="list-style-type: none"> <li>● The “Why”: shifts in science instruction, three dimensional and phenomenon based learning.</li> <li>● High Quality Curriculum: Louisiana Student Standards for Science, scope and sequence, 5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources.</li> </ul> <p>Priority 2:</p> <ul style="list-style-type: none"> <li>● Pedagogy: Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning</li> <li>● Supports/Scaffolds: CER(R) writing checklist, three answer methods writing frames</li> </ul> <p>Priority 3:</p> <ul style="list-style-type: none"> <li>● Assessments: Creating common assessments that are standard/3D aligned in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries.</li> <li>● Feedback: Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics).</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom and STPPS Guaranteed Curriculum</li> <li>● LDOE assessment resources</li> <li>● CER posters</li> <li>● Writing frames</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work, using scoring rubrics to ensure</li> </ul>		



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<p>consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</p> <ul style="list-style-type: none"> <li>● Curriculum Specialists</li> <li>● Side-by side planning and model lesson support with TRT/RHT, instructional coach, department team and/or individual teacher.</li> </ul>		
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**Budgets** used to support this activity:

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

<b>Monitoring and Evaluating</b>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress monitoring: District created readiness and benchmark assessment and sample unit performance task assessments.</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● One administrator will visit every science classroom monthly to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> <li>● ILT members will visit science classrooms each nine weeks to conduct a snapshot using the district observation ‘Look-Fors’ tool.</li> </ul>

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

**End of the Year Results:**

### 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

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

**DISCIPLINE**

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

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**Goal #1 (Discipline):**

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
13.96	12.96	11.96	10.96

**Tier 1 (School wide): Mindful Mondays, bi-weekly social skills lessons, positive behaviors reinforcement, brain breaks, seating charts, supportive counseling**

- Classroom Management Plan
- Bi-weekly Social Emotional Learning on Google Classroom
- PBIS

**Tier 2 (Targeted Prevention): Sensory rooms, check-in/check-out, parent conferences**

- Targeted social skills instruction
- Student specific reinforcement system
- Mental Health Counseling Services Individual
- Check-in/Check-out
- Disciplinarian works closely with MHP and Guidance Counselor

**Tier 3 (Intensive Individual): referral to wrap around community supports, homeschool plans to improve relationship and create proactive plan**

- MAE Support
- Behavioral Coach
- FBA & BIP
- Safety Plan
- Daily, explicit social skills instruction
- Crisis Intervention Plans

**Resources needed:**

- \*Virtual Projects
- \*More Tools for Teaching Social Skills/Use of those lessons through scheduled lessons with students
- \*Monthly PBIS Meeting
- \*Schedule time to plan
- \*Disciplinarian/Parent Conference
  
- \*Observations
- \*Develop and collaborate set times to conduct data reviews
  
- \*Team staffing

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● Mental Health Counseling Service individual</li> <li>● Crisis Intervention Services</li> <li>● CSoC (Coordinated System of Care wrap-around referral)</li> <li>● FINS (Families in need of services referral)</li> </ul>														
<p><b>Parent and Family Engagement Activity:</b></p> <p>Counselor Corner on School website, School Counseling Resources on Google Classroom.</p>	<p><b>Resources needed:</b> Google Classroom</p>	<p><b>Participation Outcome:</b></p> <p><b>Parent Feedback/Exit Tickets/Survey:</b></p>												
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Classroom Management Plan</li> <li>● Non-Crisis Intervention</li> </ul>	<p><b>Resources needed:</b> Classroom Management Plan Utilization of Behavior Coach on Campus PBIS Meetings</p>	<p><b>Feedback from Teachers:</b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Crisis Intervention Team</li> </ul>														
<p><b>Budgets used to support this activity:</b></p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p><b>Data used to Monitor and Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.</li> </ul>														
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>														
<p><b>End of the Year Results:</b></p>														

**STUDENTS WITH EXCEPTIONALITIES**

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

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**Goal #2 (SWE):**

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 2 points each year as follows: (May change when new data is provided)

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

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

- SBLC Team & 504 Committee

**Team Reflection:**

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

- Teacher Communication Logs (3 times per 9 weeks)
- Service Delivery Logs for Monitor Only students (weekly collaboration via direct or indirect)
- IEP Teacher Follow-up Information (after every annual IEP meeting via email)

**Team Reflection:**

**Supports and Strategies in Tier 1 (Core Instruction):**

- Guidebooks, Unique Learning and News 2 You (Moderate), Writing Scaffoldings built in Writing Revolution, Achieve 3000, Anchor Charts, Adapted Novels, i-Ready Math, i-Ready My Path Lessons

**Resources needed:**

ELA Content Leader  
STPPS Writing  
Revolutionary Google Classroom/The Writing Revolutionary book and website  
Math Content Leader  
District Resources within Moodle/Google Classrooms  
Louisianan Believes State Planning Documents and Resources

**Team Reflection:**

**Supports and Strategies in Tier 2 (Targeted Prevention):**

- Project Read, Guidebook Support, Achieve 3000 (Print Material-Small Group), Ready Math (Small Group), allowing students to use manipulatives, timelines etc. during assessments, i-Ready Teacher Assigned Lesson and i-Ready My Path Lessons

**Supports and Strategies in Tier 3 (Intensive Individual):**

- Achieve 3000, i-Ready My Path Lessons, during classroom assessments provide teacher led deconstruction of what is being required or asked

**Parent and Family Engagement Activity:**

- Virtual Literary/Math Night

**Resources needed:**

Teacher created in Google Classroom

**Participation Outcome:**

**Parent Feedback/Exit Tickets/Survey:**

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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Monthly SWE Meeting with Consultant</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Adapted Novel available for some novels</li> <li>● Accountable talk/mathematical discussions</li> </ul>	<p><b>Resources needed:</b></p> <p>SWE data manager Curriculum resources Adapted novels</p>	<p><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PLCs for SWE</li> <li>● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.</li> <li>● Analyzing assessments, feedback and next steps</li> <li>● Walk Through and Look Fors</li> </ul>		

**Budgets used to support this activity:**

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

**Data used to Evaluate Goal:**

EOY: LEAP 2025; Progress monitoring: LEAP 360 diagnostic, LEAP 360 interim, District/teacher created unit assessments, Unit tasks/Culminating Writing Task; Assessment Data- Topic quizzes, mid- and end- of module Assessment Tasks, Performance Reports generated

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

**End of the Year Results:**

**ENGLISH LEARNERS**

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

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

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From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)		
<b>Supports and Strategies in Tier 1 (Core Instruction):</b> <ul style="list-style-type: none"> <li>● Full English language immersion with push-in support</li> <li>● Achieve 3000</li> <li>● Rosetta Stone</li> </ul>	<b>Resources needed:</b>  Programs listed in tiers	<b>Team Reflection:</b>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>● IRLA</li> <li>● Achieve 3000</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>● Project Ready</li> <li>● IRLA</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● EL Breakfast</li> <li>● Additional resources to supplement learning at home</li> </ul>	<b>Resources needed:</b> EL outreach documents for families	<b>Participation Outcome:</b>  <b>Parent Feedback/Exit Tickets/Survey:</b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> </ul>	<b>Resources needed:</b>  EL team	<b>Feedback from Teachers:</b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>● EL team, EL teachers and EL instructional aides, ELA and math district coaches</li> <li>● Whole classroom observations</li> </ul>		

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<ul style="list-style-type: none"> <li>• Small group observations</li> <li>• EL Team Presentation / Q &amp; A during PLCs</li> <li>• ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</li> </ul>		
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**Budgets** used to support this activity:

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

**Data used to Evaluate Goal:**

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

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

**End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet the federal requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

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

- Webmaster updates the school website as needed to inform parents of upcoming events.
- Teachers are required to maintain their teacher webpage weekly.

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- Grades are updated in JPAMS for parents' view in the 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.
- 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.

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

- 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.
- The School Advancement Plan is located on the school website.
- Parent/teacher conferences are held with administration for at-risk students in the areas of academics and/or discipline.
- SBLC meetings are held every Wednesday to develop plans for students with academic or emotional needs.
- Open door policy

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

- JPAMS
- Robo calls
- Digital sign
- PTA Facebook page
- Computers and Website



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- Good News postcards
- Golden Student forms

**Budgets** used to support this activity:

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

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

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

- For students with IEPs who receive specific accommodations for text to speech, calculator use or both are required to participate in morning intervention
- Students scoring unsatisfactory and/or approaching basic for both ELA and math on prior year’s state testing
- SBLC referrals

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

- Interventions are held before school from 7:00 am to 7:26 am

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

- 7th & 8th graders can attend interventions for math deficits, basic reading skills deficits, or both utilizing I-Ready Math and Achieve 3000.

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

- Sign-in logs
- Intervention being utilized that week
- Student data tracking forms for both Achieve 3000 and My Path Lessons through Ready Math
- If students are absent or missed morning intervention, student can be pulled from physical education class

**Budgets used to support this activity:**

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

**Resources Needed to Support Interventions:**

LEAP data, Achieve and IReady Math diagnostic data, Sign in logs, Google sheets to track student receiving intervention, student data tracking forms

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

### Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- 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
- Acceleration to Algebra
  
- PE
  
- Art I
  
- Choir I

### Resources needed:

- Curriculum Resources
- Guest speakers

### Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):

- Robotics
  
- Morning Intervention Lab
  
- Field Trips- Band and Choir
  
- Special Olympics
  
- Unified Softball
  
- Extra-curricular club opportunities

### Resources needed:

- Club meetings
- Guest speakers
- Internet/computer access
- Tutors
- Transportation to events

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<ul style="list-style-type: none"> <li>● Career Days (guest speakers)</li> <li>● KIT tutoring</li> <li>● Field trips</li> </ul>														
<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<b>List programs that need to be evaluated and what data will be used to monitor and evaluate:</b>														
<ul style="list-style-type: none"> <li>● Intervention lab: weekly tracking data sheets of iReady Math and Achieve; goals are set for the nine weeks of a number of successful lessons in each program.</li> </ul>														
<b>Middle of the Year Monitoring Results/Areas for Improvement:</b>														
<b>End of the Year Results:</b>														

<h2 style="margin: 0;">7. COUNSELING SERVICES</h2> <p style="margin: 5px 0;"><i>A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</i></p>	
<p><b>Services Provided by Mental Health Provider(s):</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 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.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● List of students who are on the MHP caseload</li> <li>● Access to records</li> </ul>
<p><b>Services Provided by Counselor(s):</b></p> <ul style="list-style-type: none"> <li>● A full time School Counselor is available to work with students. All students have access to the School Counselor to discuss personal concerns, as well as to plan for academics and future careers. The counselor will work with students to identify academic, emotional and/or behavioral needs. The School Counselor is available to assist parents and students with monitoring student's educational progress in conjunction with</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Access to records</li> </ul>

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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.

**Budgets** used to support this activity:

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

**Team Reflection:**

## 8. TRANSITION ACTIVITIES

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

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

**Transition Activities for Students:**

- Cub Day
- Skipper Day
- LES Meet and Greet at MJH
- National Junior Honor Society at LES

**Resources needed:**

- Transportation to Cub and Skipper Days
- Flyers

**Parent and Family Engagement Activity:**

- Parents are informed of these transition activities through informational videos posted to website, digital flyers, and permission slips sent home.

**Resources needed:**

Identify resources needed

**Participation Results:**

**Feedback from Parents/Families:**

**Budgets** used to support this activity:

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

## 9. PROFESSIONAL LEARNING COMMUNITIES

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

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

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

- Content teachers (ELA, math, science, social studies)
- 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

### Resources needed:

- Curriculum specialist
- District support
- Planning time

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

- meet during common planning every other week

### Budgets used to support this activity:

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

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

### End of the Year Feedback from Teachers:

### Areas for Improvement:

## 10. OTHER PROFESSIONAL DEVELOPMENT

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

### Other Professional Development:

- Google Classroom Best Practices
- Achieve 3000 SPED, ELA & Social Studies Teachers
- Curriculum Specialist visiting school
- ELA Leaders Guidebook Training
- Math/ELA Content Leader Training

### Resources needed:

- District professional development
- Curriculum Specialists to deliver professional development at school
- Planning time

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

- 

### Budgets used to support this activity:

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

### Middle of the Year Reflection/Areas of Improvement:

### End of the Year Feedback from Teachers:

### Possible PD needs for next school year:

## 11. SCHOOL ADVANCEMENT PLANNING

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

- Communication through PTA meetings.

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

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

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

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

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Patricia Welch Nelson
- Teacher: Tanya Glass, TRT
- Teacher: [Felicia Hamilton-Johnson](#)
- Teacher: [Bailey Terrell](#)
- Parent/Family: Kerry Cantrell
- Parent/Family: Jessica Lee
- Community Member: Barney Tyrney
- Student: Beija Lopes Morgan

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: [Patricia Welch Nelson](#)
- Teacher: Tanya Glass, TRT
- Teacher: [Felicia Hamilton-Johnson](#)
- Teacher: [Bailey Terrell](#)
- Parent/Family: Kerry Cantrell
- Parent/Family: Jessica Lee



## DISTRICT ASSURANCES

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date