

2020-21

School Improvement Plan Addendum

Monteleone 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).

**Monteleone Junior High School
2020 DATA ANALYSIS**

STRENGTHS	WEAKNESSES
<p>ELA has shown steady growth from 2017-2019. Based on the LEAP 360 Diagnostic taken in Fall 2020, the trend continues. ELA continues to outscore the district on the LEAP 360. This year 7th and 8th grade were higher than the district. In 7th grade the district scored 47% correct while the school average was 51% correct. In 8th grade the district scored 46% correct while the school average was 50% correct.</p>	<p>Based on the District Readiness assessment given in Fall 2020, social studies is a weakness. Both 7th and 8th grade scored equal to the district overall. 7th grade scored significantly lower than the district on standard 6.4.2. The district scored 36% and the school scored 28% on standard 6.4.2.</p>
<p>Based on the LEAP 360 diagnostic taken in Fall 2020, Algebra I scored higher than other 8th graders taking Algebra I in the district on the LEAP 360 by 6%. The district scored 46% correct while the school average was 52%.</p>	<p>Based on the District Readiness assessment given in Fall 2020, science is a weakness. On the District Readiness assessment, the 7th grade students scored 3% correct on 6-PS2-3 and 4% correct on 6-PS3-1.</p>
	<p>Historically Students with Disabilities consistently scores lower than all other subgroups. Based on the LEAP 360 Diagnostic given in Fall 2020 this trend continues. In math, the resource classes scored lower than the school average. In 7th grade, the math resource students averaged 25% correct while the school average was 46% correct. In 8th grade, the math resource students averaged 23% correct while the school average was 37% correct.</p>

DATA SOURCES: CLASS (PreK), TSGold (PreK), DRDP (K), IRLA (K-2), ReadyGen Baseline (K-2), Math District Readiness (K-2), DIBELS 8th (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: Beginning of the year data from the Science Readiness Assessment in Fall 2020 shows the percentage of 7th and 8th grade students scoring proficient on the readiness assessment as noted below. Based on that percent correct, we expect the percent of students scoring proficient on the LEAP 2025 Science Assessment in Spring 2021 to increase by at least 25%.

7th - 6% to 31%

8th - 19% to 44%

Action Plan:

Parent and Family Engagement:

- SAT Meetings when needed
- IEP meetings
- Parent conferences
- Incoming student Google Classroom
- School postcards are sent by teachers notifying parents of concerns and offering tips when needed. Postcards are also used to inform parents of student growth and improvement.
- The school will provide information to the parents via the school website, flyers and Robocalls
- JPAMS

Core Instruction:

- Gizmos –Science classes incorporate interactive labs and modeling of concepts through Gizmos on a biweekly basis
- Departmental assessments
- Teacher assessments are aligned to content area standards and state assessments
- Analysis of scores in a variety of professional communities
- Collaborative development of instructional materials and assessment

Intervention Instruction:

- A support program is in place to aid students who need additional time to process academic concepts. Teachers identify students who need additional support and refer them to the principal who sets them up with a certified teacher mentor to provide individual support.

Effectiveness Measure:

- LEAP 2025 scores
- Failure rate
- Additional Teacher Support Form

Effectiveness Results:

Reflection on Results:

<p><u>Special Populations (Sped, EL, etc.):</u></p> <ul style="list-style-type: none"> • All students with disabilities use Achieve 3000 at least 3 times a week through their ELA and Social Studies classes • All English Learners receive two hours of English Language instruction daily provided by an ESL teacher. <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • Utilizing school and district resources to collaboratively plan for upcoming unit development. • Bi-monthly PLC meetings are held to address curricular and instructional needs • Collaborative planning periods utilized to improve instruction, analyze data and provide support for teacher growth. • Learning walks and guided learning walks • Utilization of curriculum specialists to further enhance teacher understanding of state standards 	
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Goal #2: Beginning of the year data from the Social Studies Readiness Assessment in Fall 2020 shows the percentage of 7th and 8th grade students scoring proficient on the readiness assessment as noted below. Based on that percent correct, we expect the percent of students scoring proficient on the LEAP 2025 Social Studies Assessment in Spring 2021 to increase by at least 25%.

7th - 15% to 40%
 8th - 18% to 43%

<p>Action Plan:</p> <p><u>Parent and Family Engagement:</u></p> <ul style="list-style-type: none"> • SAT Meetings when needed • IEP meetings • Parent conferences • Incoming student Google Classroom • School postcards are sent by teachers notifying parents of concerns and offering tips when needed. Postcards are also used to inform parents of student growth and improvement. • The school will provide information to the parents via the school website, flyers and Robocalls • JPAMS <p><u>Core Instruction:</u></p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 scores • Failure rate • Additional Teacher Support Form <p>Effectiveness Results:</p>
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- Document Based Questions (DBQ) – rigorous instruction that promotes analysis of primary and secondary sources mastery of state social studies standards.
- Achieve 3000 – support in reading comprehension which promotes individualized growth in student achievement
- Departmental assessments
- Teacher assessments are aligned to content area standards and state assessments
- Analysis of scores in a variety of professional communities
- Collaborative development of instructional materials and assessment

Intervention Instruction:

- A support program is in place to aid students who need additional time to process academic concepts. Teachers identify students who need additional support and refer them to the principal who sets them up with a certified teacher mentor to provide individual support.

Special Populations (Sped, EL, etc.):

- All students with disabilities use Achieve 3000 at least 3 times a week through their ELA and Social Studies classes
- All English Learners receive two hours of English Language instruction daily provided by an ESL teacher.

Professional Development:

- Utilizing school and district resources to collaboratively plan for upcoming unit development.
- Bi-monthly PLC meetings are held to address curricular and instructional needs
- Collaborative planning periods utilized to improve instruction, analyze data and provide support for teacher growth.
- Learning walks and guided learning walks
- Utilization of curriculum specialists to further enhance teacher understanding of state standards

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.)

- Due to Covid mandates, we are unable to have our usual incoming 7th grader parent night and school visits. This year we setup a google classroom for the incoming 7th graders to join. The google classroom is used to share introduction videos and important information to prepare the 6th graders for junior high.

2020-2021 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- **Principal:** Sheri Jones
- **Teacher:** Kay McInnis
- **Teacher:** Brittany Sanders
- **Parent/Family:** Amy Willie
- **Parent/Family:** Jeff Deano
- **Parent/Family:** Rondon Anderson
- **Community Member:** Stephanie Bosco

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- **Principal:** Sheri Jones
- **Student:** Matthew Deano
- **Teacher:** Kay McInnis
- **Teacher:** Brittany Sanders
- **Parent/Family:** Amy Willie
- **Parent/Family:** Mandi Deano
- **Parent/Family:** Johnna Fomby

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

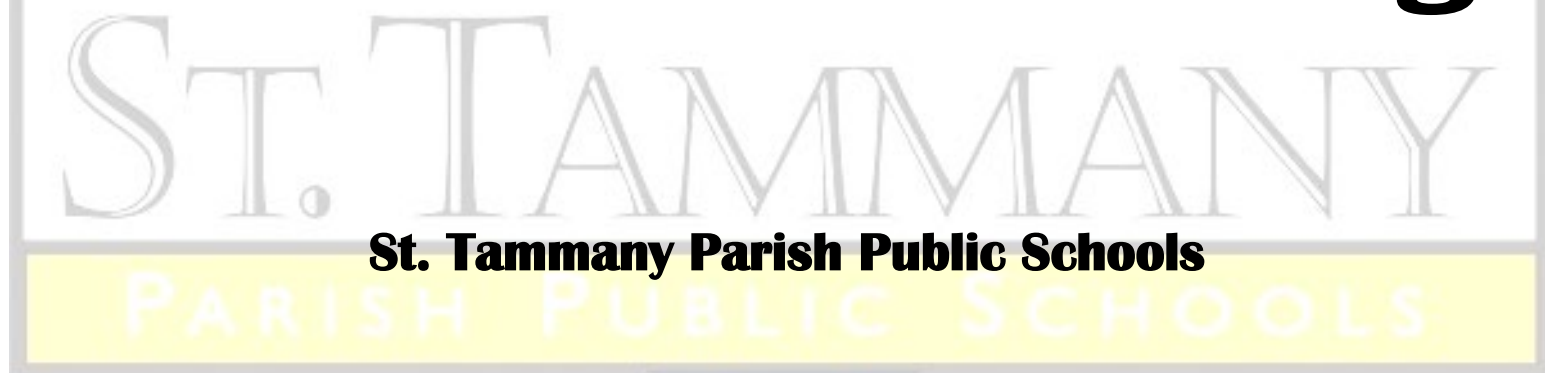
Date

Chairperson, School Improvement Team Signature

Date

**2019-2020
SCHOOL IMPROVEMENT PLAN**

Monteleone Junior High



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

Monteleone 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
DCAI is numerically the highest index score for the past four years (2016=139.8 points; 2017=139.3 points; 2018=133.9 points; 2019=130.9 points). However, it should be noted that the DCAI score decreased by 3 points in the 2019 school year.	Assessment Index is numerically the lowest index score for the past four years (2016=87.0 points; 2017=83.8 points; 2018=82.1 points; 2019=88.4 points). However, it should be noted that the Assessment Index score increased by 6.3 points in the 2019 school year.
7th grade Social Studies showed major growth and is 17.9 points higher in 2019 as compared to 2017 (2017=75.0 points; 2019=92.9 points).	All subject areas showed improvement in 2019. 8th grade Math improved 14.5 points from 2018-2019 but still has not surpassed the highest score of 89.2 points from 2017 (2018=61.6 points; 2019=76.1 points).
7th grade has shown steady growth from 2017-2019. The highest scoring subcategories were ELA with an increase of 13.6 points in 2018 (2017=81.2 points; 2018=94.8 points) and Social Studies with an increase of 13.6 points in 2018 (2017=75.0 points; 2018=88.6 points).	8th grade showed a decrease in proficiency in 2018 but improved in all areas in 2019. 8th grade Math decreased 27.6 points in 2018 (2017=89.2 points; 2018=61.6 points).
In ELA, Writing Performance was the highest proficiency school wide in 2018 and 2019 (7th grade at 59% in 2018 and 68% in 2019; 8th grade at 58% in 2018 and 62% in 2019).	In Math, Major Content was the lowest proficiency school wide from 2017-2019 (7th grade at 38% in 2017, 44% in 2018, and 51% in 2019; 8th grade at 41% in 2017, 39% in 2018, and 39% in 2019).
The White subgroup consistently has the highest index scores across all subjects in 2019 (ELA=99.9 points; Math=85.9 points; Science=85.4 points; Social Studies=97.9 points).	Students with Disabilities consistently has the lowest index scores across all subjects in 2019 (ELA=44.4 points; Math=39.7 points; Science=37.3; Social Studies=37.7 points).
The Hispanic subgroup improved their index score in Social Studies by 21 points from 2018 to 2019 (2018=66.4 points; 2019=87.4 points).	The Students with Disabilities subgroup index score decreased 6 points in Math from 2017 to 2018 (2017=40.3 points; 2018=34.8 points). Although they showed some growth in 2019, they still consistently score lower than all other subgroups.
In 2019, the subgroup with the highest SPS score was White at 96.5 points.	In 2019, the Students with Disabilities subgroup had the lowest SPS score at 53.5 points.
The White subgroup in ELA has been the highest Index for the past four years (2016=99.0 points; 2017=92.5 points; 2018=95.3 points; 2019=99.9 points).	Students with Disabilities has been the weakest subgroup in Science (2016=43.3 points; 2019=37.3 points) and Social Studies (2017=27.4 points; 2018=28.9 points) for the past four years.

Monteleone Junior High 2019-2020

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, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by in ELA on the LEAP 2025 assessment as follows:
7th grade: Increase by at least 4 percentage points from 66% to 70%
8th grade: Increase by at least 4 percentage points from 63% to 67%
2. From Spring 2019 to Spring 2020, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by in Math on the LEAP 2025 assessment as follows:
7th grade: Increase by at least 4 percentage points from 55% to 59%
8th grade: Increase by at least 6 percentage points from 44% to 50%
3. From Spring 2019 to Spring 2020, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by in Science on the LEAP 2025 assessment as follows:
7th grade: Increase by at least 6 percentage points from 50% to 56%
8th grade: Increase by at least 6 percentage points from 58% to 64%
4. From Spring 2019 to Spring 2020, students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 6 points from a 44.4 to 50.4 in ELA and from 39.7 to 45.7 in Math on the LEAP 2025 assessment.
- 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"> • Monthly PTSA meetings every third Thursday of the month with administrator involvement. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Monteleone Magic as a showcase of student achievement. Magic Meetings held on September 11, January 15, February 12. • Open House on August 14, 2019 	<p>Goal(s): 1,2,3,4</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"> • Printed products • Miscellaneous Magic supplies 	<p>Effectiveness Measure: Parent interviews to be held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • Parents have the opportunity to join PTSA and collaborate with administration on a multitude of school-wide matters 	<p>Goal(s): 1,2,3,4</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"> • Printed products • Miscellaneous Magic supplies 	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p>

Monteleone Junior High 2019-2020

<ul style="list-style-type: none"> Many parents are involved in school events such as: Monteleone Magic, Career Day, School Dances, Pep Rallies, and the Veterans Day Program 		<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"> SAT Meetings when needed IEP meetings Parent conferences Incoming student Parent Night School postcards are sent by teachers notifying parents of concerns and offering tips when needed. Postcards are also used to inform parents of student growth and improvement. The school will provide information to the parents via the school website, flyers and Robocalls JPAMS 	<p>Goal(s): 1,2,3,4</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: Printed products</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <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	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

<p>Testing Information; Registration Documents; Home Language Survey, etc.</p> <ul style="list-style-type: none"> 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. 		<input type="checkbox"/> DSS <input type="checkbox"/> Other		
<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"> Open House – Parents received information regarding how to access student grades and teacher websites via JPAMS, information regarding students using Moodle as a student/teacher portal, and were given a brief presentation of curriculum and grading standards for each subject. 	<p>Goal(s):</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: Printed materials</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Monteleone Magic as a demonstration of student achievement of state and local standards. Student work will be displayed in all parts of the school, and interactive stations for students and parents will be located in 	<p>Goal(s):</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	<p>Items Needed:</p> <ul style="list-style-type: none"> Printed products Miscellaneous Magic supplies 	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p>

Monteleone Junior High 2019-2020

<p>designated areas. Student performances will also take place.</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 3:</p> <ul style="list-style-type: none"> Open line of communication between parent and the teacher as curriculum expert in the form of parent/teacher phone calls, emails, conferences, etc. 	<p>Goal(s): 1,2,3,4</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: Paper products</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Parent teacher conferences involving all teachers who instruct the student. 	<p>Goal(s):</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	<p>Items Needed: Paper products</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

		<input type="checkbox"/> Other		
<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Incoming Parent Night is held in April to share our school goals and objectives with parents of incoming students for the following year. 	<p>Goal(s):</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: Paper products</p>	<p>Effectiveness Measure: Parent interviews held at the final PTSA meeting of the year, May 14, 2020.</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6:</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> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guidebooks – rigorous instruction, which includes in-depth practice of written expression. • Document Based Questions (DBQ) – rigorous instruction that promotes analysis of primary and secondary sources mastery of state social studies standards. • Achieve 3000 – support in reading comprehension which promotes individualized growth in student achievement • Eureka – Tier 1 curriculum with rigorous instruction on math fluency, application, and conceptual understanding • Writing Revolution – ELA classes incorporate supportive writing strategies to increase student written expression skills • Learnzillion and other Tier 1 state resources – computer-based support in all academic areas to promote individualized growth in student achievement. • Moby Max -- support in math comprehension which promotes individualized growth in student achievement 	<p>Goal(s): 1,2,3,4</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 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> <ul style="list-style-type: none"> • Guidebooks printed products • DBQ printed products 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • School level administrative and district walk-throughs and evaluations • LEAP 2025 scores <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

<ul style="list-style-type: none"> Gizmos – Math and Science classes incorporate interactive labs and modeling of concepts through Gizmos on a biweekly basis 				
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> Departmental assessments Teacher assessments are aligned to content area standards and state assessments Analysis of scores in a variety of professional communities Collaborative development of instructional materials and assessment 	<p>Goal(s): 1,2,3,4</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: Printed materials</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Principal evaluation of teacher created assessments LEAP 2025 scores Self-reflection of standard coverage and test question <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> A support program is in place to aid students who need additional time to process academic concepts. Teachers identify students who need additional support and refer them to the principal who sets them up with a certified teacher mentor to provide individual support. 8th grade students receive ELA instruction in an inclusive classroom. 	<p>Goal(s): 1,2,3,4</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 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: Additional Teacher Support Forms</p>	<p>Effectiveness Measure: Additional Teacher Support Feedback Form</p> <hr/> <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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): 1,2,3,4</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 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: ELPT</p> <hr/> <p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> Student Assistance Team (SAT) meets weekly, including administrator, to identify struggling students and begin academic and behavioral interventions. Struggling students are identified through a referral process that can be initiated by teachers and/or parents. Multiple data points are analyzed to determine student participation in school and classroom interventions including grades, test scores, learning style and behavioral data. Response to Intervention (RTI) process to early identify struggling students. 	<p>Goal(s): 1,2,3,4</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>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Failure Rate • LEAP 2025 scores <hr/> <p>Effectiveness Results:</p>
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Monteleone Junior High 2019-2020

<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Teacher Assistance Team (TAT) is the first level of intervention when a student is in need. All teachers and parents are invited to communicate regarding the student’s needs. • Student Assistance Team (SAT) identifies struggling students and begins interventions including: <ul style="list-style-type: none"> ○ Achieve 3000 ○ Check In/Check Out ○ MHP services ○ Scheduled course to provide increased time to participate in interventions 	<p>Goal(s): 1,2,3,4</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 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"> • Failure Rate • LEAP 2025 scores <hr/> <p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Response to Intervention process is robust and provides for further intervention when needed. • Referral to SAT for potential evaluation for Special Education Services, 504 Evaluation, or behavioral assessment. • Additional Teacher Support – teachers identify students who need additional support on specific skills, and students are assigned to a certified staff member for more individualized instruction. 	<p>Goal(s): 1,2,3,4</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"> • RTI Forms • Additional Teacher Support Forms 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Failure rate • LEAP 2025 scores • Additional Teacher Support Feedback form <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • All students with disabilities use Achieve 3000 at least 3 times a week through their ELA and Social Studies classes. • For the LEAP Connect students we use LEAP Connectors, Unique, Fast Forward, PCI, and Adapted Novels. 	<p>Goal(s): 1,4</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: Printed materials</p>	<p>Effectiveness Measure: Achieve 3000 progress reports</p>

Monteleone Junior High 2019-2020

		<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		Effectiveness Results:
Interventions Specific to <u>English Learners</u>: <ul style="list-style-type: none"> All English Learners receive two hours of English Language instruction daily provided by an ESL teacher. 	Goal(s): 1,2,3	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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Printed materials	Effectiveness Measure: ELPT Results <hr/> Effectiveness Results:
<i>Support and Extended Learning</i>				
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): <ul style="list-style-type: none"> Inclusion classes Common planning periods 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Additional Teacher Support Forms	Effectiveness Measure: <ul style="list-style-type: none"> LEAP 2025 scores Failure rate Additional Teacher Support Form

Monteleone Junior High 2019-2020

<ul style="list-style-type: none"> • Additional Teacher Support – teachers identify students who need additional support on specific skills and students are assigned to a staff member for more individualized instruction • Incoming 7th grade transition program • Gifted ELA, Science, and Social Studies • Band (high school course credit available) • Art (high school course credit available) • Piano (high school course credit available) • Choir (high school course credit available) • Dance (high school course credit available) • Quest for Success (high school course credit available) • Family and Consumer Sciences (high school course credit available) • Spanish (high school course credit available) • P.E. • Gateway to Technology (high school course credit available) • 7th grade Accelerated Math • 8th grade Algebra I • Speech • P.T./O.T 		<ul style="list-style-type: none"> <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>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"> • Saturday tutoring • Field trips that enhance classroom learning or provide transitional support • CBVE Field trips • Jaycee Memorial Volleyball Tournament • Marlin Madness • Monteleone Magic • Writer’s Club • Art Club • Marlin Leadership Team • Monteleone Cares 	<p>Goal(s): 1,2,3,4</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: Printed materials</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • LEAP 2025 scores • Failure rate <hr/> <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

<ul style="list-style-type: none"> • Christian Fellowship • Marlin Mentors 				
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<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): 1,2,3,4</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>	<p>Effectiveness Measure: Outcome measures for MHPs chart</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Individual Student Planning • School Counseling Curriculum Implementation via classroom lessons, small groups, Career Day and transition activities • Support Services • Responsive Services 	<p>Goal(s):</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 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> • Comprehensive Portfolio of yearly activities • Student attendance • Grades

Monteleone Junior High 2019-2020

		<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:
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • Check-In/Check Out: Intervention used to provide necessary resources to identified Tier 2 students • School-wide PBIS: Robust universal Positive Behavior Intervention Support in place. • Collaborative development of school-wide protocols to address recurring disruptive behaviors. • Parent and family engagement is utilized prior to formal disciplinary action in the form of parental phone calls, conferences, and emails. • Comprehensive School Counseling Program implemented by school counselor to address student growth in the areas of personal/social development, academic growth, and career development. • Strong classroom management support for teachers who require mentoring in the development of their classroom discipline plan. • After-school detention is held weekly. Students assigned to detention are given classwork they need to complete during that time. 	Goal(s): 1,2,3,4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other	Items Needed: Printed materials	Effectiveness Measure: <ul style="list-style-type: none"> • Reports pulled from JPAMS • Suspension/expulsion percentage <hr/> Effectiveness Results:

Monteleone Junior High 2019-2020

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"> • Transitional lesson provided to incoming seventh grade students at their home-based middle school to address electives, school routines and procedures, and extra-curricular activities • Classroom lessons implemented in seventh grade to aid in the understanding and development of junior high protocols • Transitional lessons provided to existing eighth grade students to prepare them for high school requirements such as graduation requirements, etc. • Incoming Parent Night provided to parents of incoming seventh grade students to address electives, school routines and procedures, and extra-curricular activities. • Brief orientation and tour provided to new registrants. • Feeder school students are invited to Monteleone Magic • School tour and curricular assessment tailored to student needs. • Teachers regularly consult with high school teachers in vertical alignment of curriculum and activities 	<p>Goal(s): 1,2,3,4</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: Printed materials</p>	<p>Effectiveness Measure: Self-reflection</p> <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"> Utilizing school and district resources to collaboratively plan for upcoming unit development. Bi-monthly PLC meetings are held to address curricular and instructional needs Collaborative planning periods utilized to improve instruction, analyze data and provide support for teacher growth. Learning walks and guided learning walks Utilization of curriculum specialists to further enhance teacher understanding of state standards Teacher leaders attend district and state PD meetings and share what they learn with their departments. 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Teachers and staff attend school, district and state level professional development including GoSignMe up Opportunities, Louisiana Counseling Association Conference, Louisiana Association of Social Studies Teachers, Model Schools Conference, etc. Trainings related to intervention including FastForward, Achieve 3000, Reflex Math, Project Read, Gizmo, MobyMax Teachers are provided with school provided professional development before school starts, on the last day of the 1st nine weeks, and the last day of the 3rd nine weeks. 	<p>Goal(s): 1,2,3,4</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: Printed materials</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> LEAP 2025 scores Professional development log <hr/> <p>Effectiveness Results:</p>

Monteleone Junior High 2019-2020

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

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

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

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Career and technical electives are available for students to choose from including Family and Consumer Sciences, Quest for Success, Gateway to Technology, Keyboarding, Keyboarding Application, and various expressive arts. • Annual Career Day provides exposure to 8th grade students of a wide variety of career opportunities. • Introduction to five year graduation plan. 	<p>Goal(s): 1,2,3,4</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 checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Student feedback</p> <hr/> <p>Effectiveness Results:</p>
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Monteleone Junior High 2019-2020

<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • Not applicable for junior high level 	<p>Goal(s):</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>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> • 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. <p>Food Services:</p> <ul style="list-style-type: none"> • All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> • Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding. <p>English Learners (EL):</p> <ul style="list-style-type: none"> • 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. <p>21st Century Programs:</p> <ul style="list-style-type: none"> • Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. <p>Headstart Preschool Programs:</p> <ul style="list-style-type: none"> • 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/sub-claims, and subgroups:

- LEAP 360 diagnostic and Interims are used to evaluate student progress. JPAMS is monitored monthly to access student academic progress.

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:

- The SIP committee meets quarterly to review program implementation.

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 are reported to the faculty and staff on the professional development days at the beginning of the school year and they are reported to parents and community members at Open House.

2019-2020 Committee Members

<u>School Improvement Planning Committee</u>	<u>Parent/Family Engagement Committee</u>
<p>Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p>Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Sheri Jones • RHT: Kay McInnis • Counselor: April Montalbano • Teacher: Brittany Sanders • Student: Matthew Deano • Parent/Family: Amy Willie • Parent/Family: Carrie Furman 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Sheri Jones • RHT: Kay McInnis • Counselor: April Montalbano • Teacher: Brittany Sanders • Student: Matthew Deano • Parent/Family: Amy Willie • Parent/Family: Carrie Furman

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