

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Monteleone Junior High



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

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
<p>Based on LEAP 2025, ELA has shown continuous growth school-wide and is 12.8 points higher in 2021 as compared to 2018 (2018=86.6 points; 2021=99.4 points).</p>	<p>Based on LEAP 2025, Math showed a significant decrease school-wide and is 6.7 points lower in 2021 as compared to 2019. (2019=74.5 points; 2021=67.8 points). Seventh grade students showed an 11.3 point decrease in LEAP2025 Math (2019=81.6; 2021=70.3). Eighth grade students showed a 1.1 point decrease in LEAP2025 Math (2019=65.6; 2021=64.5).</p>
<p>The Hispanic subgroup increased their LEAP 2025 index scores in all subjects from 2019-2021 (ELA=22.8 points; Math=11 points; Science=15.8 points; Social Studies=20.1 points).</p>	<p>The Black subgroup LEAP 2025 index scores decreased in all subjects from 2019-2021 (ELA=5.8 points; Math=18.3 points; Science=10.2 points; Social Studies=19.7 points).</p>
<p>In 2021, 71% of 7th grade students were proficient in LEAP 2025 ELA, with 39% scoring Advanced. Additionally, 68% of 8th grade students were proficient in LEAP 2025 ELA, with 25% scoring Advanced.</p>	<p>In 2021, 45% of 7th grade students were proficient in LEAP 2025 Math, with 6% scoring Advanced. Additionally, 40% of 8th grade students were proficient in LEAP 2025 Math, with 1% scoring Advanced.</p>
	<p>The Students with Disabilities subgroup LEAP 2025 Math index score decreased 13.4 points from 2019 to 2021 (2019=32.8 points; 2021=19.4 points). They continue to consistently score lower than all other subgroups.</p>

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th 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 ELA in the subcategory of **Reading Vocabulary** will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7 th	49%	51%	53%	55%
8 th	54%	56%	58%	60%

Instructional Focus:

- Indirect Vocabulary Instruction
- Direct Vocabulary Instruction - Protocol for Explicitly Teaching Vocabulary
- Academic Vocabulary Instruction
- Using Context Clues to Determine Word Meaning
- Use Mentor Sentences to Support Vocabulary Acquisition

Resources needed:

- GB Vocabulary Guide
- GB Supports Flow Chart
- GB Diverse Learner’s Guide
- Vocabulary Instruction within GB lessons
- GB Mentor Sentences
- Achieve3000

Team Reflection:

Parent and Family Engagement Activity:

- Send vocabulary activities for home practice
- Encourage students to utilize newly acquired vocabulary with families
- Send home information about Guidebook text topics/vocabulary

Resources needed:

- Root word vocabulary activities
- GB Vocabulary Guide

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Using Context Clues to Determine Word Meaning ● Four Strategies for Effective Learning (focus on vocabulary) ● Achieve3000 usage to improve vocabulary acquisition ● Cross-curricular vocabulary instruction 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Curriculum specialist ● Achieve3000 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on <ul style="list-style-type: none"> ➢ identifying vocabulary instruction embedded in GB lessons ➢ applying the protocol for explicitly teaching vocabulary to words/phrases that should be taught within the current GB unit/lesson ● Curriculum Specialist 		

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>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, CRT (Cold Read Task)/Practice CRT and teacher created unit assessments (analyze specific vocabulary items) ● GB 2020 - Section Diagnostics and Culminating task ● Achieve3000 Lexile Level growth 	<p>Observations:</p> <p>One administrator will visit every 3rd-8th ELA, ENG I, and/or ENG II classroom at least once a month to conduct a snapshot using the snapshot rubric</p>

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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 Math in the reporting category of **Major Content** will increase by 2 percentage points each year as follows:

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Professional Development:

- Training on Assessment Guidance
 - Utilizing High Quality Common Assessments
 - Supports in rubric scoring and matching achievement scales
 - Progress Monitoring
- Training on Purposeful Planning
 - Annotating lessons and resources
 - Integrating Targeted Remediation with Progress Monitoring
- Training on High Quality Instruction
 - Facilitating and Orchestrating Productive Mathematical Discussions
 - Four Strategies for Highly Effective Instruction
- Training on use of Tier 1 Curricular Resources
 - PLC study groups
- Math Content Leader Modules (6-HS)-Correlate to Major Content Subcategory
 - Session 3: Using Multiplicative Thinking to Reason about Ratio and Rate
 - Session 4: Extending Proportional Reasoning to Functions
 - Session 5: Extending Operations with Rational Numbers
 - Session 6: Recognizing and Generating Equivalent Expressions
 - Session 7: Equations and Inequalities as Tools to Solve Problems

Resources needed:

- Ready Math – i-Ready Mathematics
- District Resources within Google Classrooms
- Louisiana Math Content Leader

Feedback from Teachers:

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<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Purposeful planning for Ready Math resource use and student engagement ● Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory ● Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors ● Collaborative planning with administrators by grade level ● PLC focusing on lesson development and math conversations ● Side-by-side planning and model lesson support with administration, department team and/or individual teacher. ● Desmos/Calculator instruction ● Accountable talk/mathematical discussions 	
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Budgets used to support this activity:														
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	X													

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments ● Interim LEAP 360 Reports ● iReady Diagnostic Assessment Reports ● Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks 	<p>Observations:</p> <p>One administrator will visit every 7th and 8th Math classroom at least once a month to conduct a snapshot using the “math Look fors checklist”</p>

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

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Goal #3
 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
7 th	52%	54%	56%	58%
8 th	56%	58%	60%	62%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Implementing high quality instructional resources from the Guaranteed Curriculum. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Gizmos ● Google classroom and STPPS guaranteed curriculum. ● Teacher steps to engage with phenomenon based learning and unit anchor phenomenon presentations. ● Collaborative planning 	<p><u>Team Reflection:</u></p>
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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Understanding the shifts in science instruction. ● Understanding the importance of building curiosity by engaging in unfamiliar phenomena. ● Understanding the importance of building background knowledge. 	<p>Resources needed: Google Classroom</p>	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
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<p>Professional Development:</p> <p>Priority 1:</p> <ul style="list-style-type: none"> ● The “Why”: shifts in science instruction, three dimensional and phenomenon based learning. ● 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. <p>Priority 2:</p> <ul style="list-style-type: none"> ● Pedagogy: Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning, ● Supports/Scaffolds: <ul style="list-style-type: none"> ○ purposeful anchor charts ○ CER(R) writing checklist, three answer methods writing frames <p>Priority 3:</p> <ul style="list-style-type: none"> ● Assessments: Creating common assessments that are standard/3D aligned and in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries. ● Feedback: Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics). 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google classroom and STPPS guaranteed curriculum. ● Teacher steps to engage with phenomenon based learning and unit anchor phenomenon presentations. ● Collaborative planning ● Gizmos 	<p>Feedback from Teachers:</p>																																										
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● 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 consistency in grading, and analyzing and tracking student constructed and/or extended response writing. ● Side-by-side planning and model lesson support with administration, department team and/or individual teacher. 																																												
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<p>Monitoring and Evaluating</p>																																												

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<p>Assessments:</p> <ul style="list-style-type: none"> • EOY: LEAP 2025 • Progress monitoring: District created readiness and benchmark assessment and sample unit performance task assessments. 	<p>Observations:</p> <ul style="list-style-type: none"> • One administrator will visit every 4th-8th Science classroom at least once a month to conduct a snapshot using the district science observation 'Look-Fors' tool.
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*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 0.5% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
8.5	8%	7.5%	7%

<p>Tier 1 (School wide): positive behavior reinforcement, brain breaks, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling <u>Triad of Instruction:</u> Classroom Management Plan PBIS Development of classroom culture Supportive counseling not occurring on a regular basis Classroom Guidance Lessons</p>	<p>Resources needed:</p> <ul style="list-style-type: none"> • Scheduled planning time • Collaborative conversations between staff members 	<p><u>Team Reflection:</u></p>
Tier 2 (Targeted Prevention):		

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<p>Check in check out, lunch buddies, breakfast or lunch small groups, parent conferences <u>Triad of Instruction:</u> Targeted social skills instruction Student specific reinforcement system Behavior Contracts Mental Health Counseling Services Individual and Group Small group counseling groups Check in/Check out</p>		
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, homeschool plans to improve relationships and create proactive plans <u>Triad of Instruction:</u> FBA & BIP Safety Plan Daily, explicit social skill instruction Crisis Intervention Plans Mental Health Counseling Services Individual and Group Crisis Intervention Services CSoC (Coordinated System of Care wrap-around referral) FINS (Families in need of services referral)</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Counselor newsletter ● Counselor Google Classroom 	<p>Resources needed: Google Classroom</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Classroom management plan ● Understanding the impact of Trauma-Teaching from a trauma informed lens-ACES 	<p>Resources needed: Collaborative conversations between counselor and staff</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Social Emotional Google Classroom and Classroom Management Plan ● Every nine weeks survey the school climate and provide follow up and support to the areas most in need. ● Classroom Observations-Proactive Classroom Management plans 		

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<ul style="list-style-type: none"> Monthly PBIS meetings 														
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 Monitor and Evaluate Goal:														
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.														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES														
<ul style="list-style-type: none"> 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)) 														
Goal #2 (SWE):														
From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ___ points each year as follows:														
2020-2021	2021-2022	2022-2023	2023-2024											
SPS	SPS	SPS	SPS											
Describe policies and practices to identify disabilities early and accurately:										Team Reflection:				
<ul style="list-style-type: none"> SBLC Achieve3000 Level Set Vertical planning within learning community 														
Describe structures to increase collaboration amongst general and special education teachers:										Team Reflection:				
<ul style="list-style-type: none"> Collaborative planning by subject area Co-teaching model used in ELA Communication log between regular education and SWE teacher 														
Supports and Strategies in Tier 1 (Core Instruction):							Resources needed:				Team Reflection:			
Guidebooks, Unique Learning and News 2 You (Moderate), Writing Revolution, Achieve 3000, Eureka Math, Gizmos, Ready, i-Ready														

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<p>Supports and Strategies in Tier 2 (Targeted Prevention): Project Read, Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Ready Math (Small Group)</p>	<ul style="list-style-type: none"> ● GB -Diverse Learners Guide/ Supports Flow Chart 	
<p>Supports and Strategies in Tier 3 (Intensive Individual): Project Read, PCI (Moderate), Achieve 3000 (Personalized Learning Path), i-Ready</p>	<ul style="list-style-type: none"> ● District Resources within Moodle/Google Classrooms ● Louisiana Believes State Planning Documents and Resources ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Ready Math – i-Ready Mathematics ● Springboard ● Read and Write/ Equatio ● Actively Learn – Social Studies 	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family Informational Fair ● Understanding of the importance of curriculum to develop learners 	<p>Resources needed: Informational Flyers</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● 4 Strategies of Effective Learning ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for Guidebooks ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Linguistics, Written Expression, Report Form ● Gizmos ● Ready, i-Ready ● Achieve 3000 ● Actively Learn 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● GB -Diverse Learners Guide/ Supports Flow Chart ● District Resources within Moodle/Google Classrooms ● Louisiana Believes State Planning Documents and Resources 	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ● Unique Learning/News 2 You ● Discovery Education ● Desmos/Calculator instruction ● Accountable talk/mathematical discussions ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 	<ul style="list-style-type: none"> ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website ● Ready Math – i-Ready Mathematics ● Springboard ● Read and Write/Equatio
<p>Follow Up and Support: Leadership Team (Administrators, Curriculum Specialists, SWE Consultants)</p> <ul style="list-style-type: none"> ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 	

Budgets used to support this activity:

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

Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- iReady Diagnostic Assessment Reports
- LEAP Connect/ Unique Learning assessments
- 1 minute Fluency assessments
- District Readiness Benchmark/End of Year
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)

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.*

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<ul style="list-style-type: none"> Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc. 		
Goal #3 (English Learners): From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)		
Supports and Strategies in Tier 1 (Core Instruction): The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards. Scheduling ESL class - up to two class periods per day, depending on the needs of each student Programs include: <ul style="list-style-type: none"> o Language Power o Achieve 3000 o Newcomers o Rosetta Stone 	Resources needed: <ul style="list-style-type: none"> ● EL Teacher ● Language Power ● Achieve3000 ● Newcomers ● Rosetta Stone ● Fast ForWord/Reading Assistant ● Project Read ● iReady Math 	Team Reflection:
Supports and Strategies in Tier 2 (Targeted Prevention): Programs include: <ul style="list-style-type: none"> o Fast ForWord/Reading Assistant o Achieve 3000 		
Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. Programs include: <ul style="list-style-type: none"> o Project Read o iReady Math o Achieve3000 		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Additional resources to supplement learning at home ● Understanding of the importance of curriculum to develop learners 	Resources needed: EL Outreach documents for families	Participation Outcome: Parent Feedback/Exit Tickets/Survey:

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Translation Program ● EL Teacher 	<p><u>Feedback from Teachers:</u></p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL teacher on campus ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 																																
<p>Budgets used to support this activity:</p> <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X													
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<p>Data used to Evaluate Goal:</p> <ul style="list-style-type: none"> ● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana ● ELPT - administered every February ● LEAP/ LEAP Connect 																																
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																																
<p>End of the Year Results:</p>																																

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.:

- School website
- Robocalls
- PTSA Social Media
- JPAMS
- Teacher webpage
- Open House
- Parent Communication (conferences, e-mails, phone calls)
- Incoming Parent Night

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

- Monthly PTSA meetings with teacher and administrator involvement
- Parental involvement in student elective selections
- Parental involvement in high school scheduling and IGP
- SAT Meetings when needed
- IEP meetings

Resources Needed to Support Parent and Family Engagement:

- Paper products
- Computer access

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:

- 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.

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

- Interventions provided outside of core instruction hours
- Interventions readily available on individual Chromebooks for use at any time

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

- 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:
 - Achieve 3000
 - Check In/Check Out
 - MHP services
 - Scheduled course to provide increased time to participate in interventions
 - iReady Math

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

- 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.

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:

- RTI Forms
- Additional Teacher Support Forms
- Printed materials
- Individual Chromebooks

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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.)

- Co-teaching environment
- Common planning periods
- 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

Resources needed:

Additional Teacher Support form

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

- Saturday tutoring
- Field trips that enhance classroom learning or provide transitional support
- Jaycee Memorial Volleyball Tournament
- Marlin Madness
- Writer’s Club
- Art Club
- Marlin Leadership Team

Resources needed:

Printed materials

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
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Monteleone Junior High 2021-2024

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

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

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.

<p>Services Provided by Mental Health Provider(s):</p> <ul style="list-style-type: none"> ● Crisis Intervention ● Therapeutic Intervention ● IEP Support 	<p>Resources needed: MHP Relationship building games and manipulatives</p>
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<p>Services Provided by Counselor(s):</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>Resources needed: Printed materials</p>
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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													

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:

- 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.
- Brief orientation and tour provided to new registrants.
- School tour and curricular assessment tailored to student needs.
- Teachers regularly consult with high school teachers in vertical alignment of curriculum and activities

Resources needed:

Printed materials

Parent and Family Engagement Activity:

- Incoming Parent Night provided to parents of incoming seventh grade students to address electives, school routines and procedures, and extracurricular activities.
- Participation in Google Classroom for transitioning students

Resources needed:

Printed materials

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:

- Grade level departments by subject

Resources needed:

Printed materials

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

- 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.

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:

- 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 FastForWord, Achieve 3000, iReady Math, Project Read, Gizmos
- 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.

Resources needed:

Printed materials

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

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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													

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):

- Our school has an open communication policy that allows parents to provide input and seek clarification in a variety of ways, including phone, e-mail, PTSA and Booster Club meetings, and PTSA social media

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 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.

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:

- The SIP committee meets quarterly to review program implementation.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- **Administrator:** Sheri Jones
- **Teacher:** Kay McInnis
- **Teacher:** Brittany Sanders
- **Teacher:** April Montalbano
- **Parent/Family:** Christina Hotard
- **Parent/Family:** Danielle Guillot
- **Community Member:** Rondon Anderson
- **Student:** Sean Deano

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- **Administrator:** Sheri Jones
- **Teacher:** Kay McInnis
- **Teacher:** Brittany Sanders
- **Teacher:** April Montalbano
- **Parent/Family:** Mandi Deano
- **Parent/Family:** Jessica Griffith

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