

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Monteleone Junior High



St. Tammany Parish Public Schools

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

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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 school wide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The Accumulated 9th Grade Credit Index has consistently been the highest index over the past five years due to offering carnage credit courses for all of our 8th grade students. 95% of the students capitalized on the opportunity resulting in a minor fluctuation of 0.5 points.	The CRT Assessment Index has been the lowest index consistently over the past five years.
8th Grade Science and Social Studies Indexes have steadily increased since 14-15, with Science increasing by 10.6 points and Social Studies increasing by 18.3 points. Algebra I Index increased by 2.3 points in 16-17.	7th grade ELA and Social Studies Indexes declined in 16-17, with ELA declining by 14.3 points and Social Studies declining by 9.9 points. 7th grade Social Studies has steadily declined since 14-15 by 15.9 points overall.
7th Grade had the highest grade level index scores in all subjects from 12-13 to 15-16. In 16-17, the highest subclaims in 7th grade were ELA: Vocabulary at 58% (Advanced/Mastery) and Math: Additional and Supporting Content at 63% (Advanced/Mastery).	8th Grade has had the lowest grade level index scores in all subjects from 12-13 to 15-16 compared to 7th. In 16-17, the lowest 8th grade subclaims were ELA: Literary Text (53% Advanced/Mastery) and Math: Modeling and Application (40% Advanced/Mastery). Keep in mind Algebra I scores have been removed so the decline in 8th Math is due to the population in the Pre-Algebra course.
ELA has had a concentration of higher index scores for four of the past five years in both 7th and 8th grades. The highest ELA subclaims in 16-17 were 7th ELA: Vocabulary at 58% Advanced/Mastery, and 8th ELA: Informational Text at 64% Advanced/Mastery.	Math has had a concentration of lower index scores for three of the past five years in both 7th and 8th grades. Historically Math has had a measurable drop in both 7th and 8th in the 16-17 school year, with the lowest Math subclaims being 7th Math: Major Content (38%) and Modeling and Application (40%).
The White subgroup has had consistently higher percent proficiency in ELA and Math compared to all other subgroups over the past five years.	The Students with Disabilities subgroup has had consistently lower percent proficiency in ELA and Math compared to all other subgroups over the past five years.
There are no potential subgroup strengths as evidence by no subgroup proficiency scores steadily improving over the past few years.	Subgroup proficiency scores in ELA and Math have declined over the years. In ELA, the Black declined by 17.9%, Hispanic declined by 10.9%, and ED declined by 16.1% since 14-15. In Math, Whole School has declined by 8.5%, ED declined by 13.8%, Blacks declined by 13.7%, Whites declined by 6.4%, and SWD declined by 35% since the 13-14 school year. The Hispanic subgroup in Math has declined by 28% since the 12-13 school year.

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<p>There are no subgroups in ELA or Math where the achievement gap shows a declining trend over the years.</p>	<p>Since 14-15, there has been an increasing trend in ELA achievement gap, with Whole School gap increasing by 2.9%, Blacks increased by 15.2%, ED gap increased by 13.4%, and SWD gap increased by 17.9%. Also the ED subgroup Math achievement gap has increased by 8.2% since 14-15 and the SWD subgroup gap has increased by 26.1% since 13-14.</p>
<p>ELA is a subgroup subject area strength as evidenced by higher percent proficiency scores compared to Math for the Whole School, Black, White, ED, and SWD subgroups consistently over the past three years. (The only subgroup that has been higher in Math compared to ELA is the Hispanic subgroup 3 of past 5 years.)</p>	<p>Math is a potential subgroup subject area weakness as evidenced by lower percent proficiency scores compared to ELA for the Whole School, Black, White, ED, and SWD subgroups consistently over the past three years.</p>
<p>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/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
<p>1. From Spring 2017 to Spring 2018, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by 10% in ELA on the LEAP 2025 assessment, from 54% to 64% Mastery and Above.</p>	
<p>2. From Spring 2017 to Spring 2018, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by 5% in Math on the LEAP 2025 assessment, from 46% to 51% Mastery and Above.</p>	
<p>3. From Spring 2017 to Spring 2018, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by 10% in Social Studies on the LEAP 2025 assessment, from 54% to 64% Mastery and Above.</p>	
<p>4. From Spring 2017 to Spring 2018, students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 15 points from a 35 to a 50 on the LEAP 2025 assessment.</p>	
<p>5. The Out of School Suspension rate for all grades will decrease by 2.5% in 2017-2018, from 9.6% to 7.1%.</p>	

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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 MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Monthly PTSA meetings with administrator involvement meeting every third Thursday of the month. • Monteleone Magic as a showcase of student achievement. Magic Meetings held on September 28, January 18, February 15. • Open House on August 23, 2017. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printed products Miscellaneous Magic supplies</p>	<p>Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.</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"> • Monteleone Magic – money used for Magic is generated the previous year at Magic 	<p>Goal(s): 1, 2, 3, 4, 5</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: Miscellaneous Magic supplies Printed products</p>	<p>Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.</p>

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<ul style="list-style-type: none"> Many parents are involved ins school events such as: MAGIC, Career Day, School Dances, Veterans Day Program Open line of communication between parent and various school staff in the form of parent/teacher phone calls, emails, conferences, etc 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.: <ul style="list-style-type: none"> SAT Meetings when needed IEP meetings Parent conferences Incoming students 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 Moodle 	Goal(s): 1, 2, 3, 4, 5	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"/> Other	Items Needed: Printed products	Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017. Effectiveness Results:
LA Act 436 Requirements: <ul style="list-style-type: none"> 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. 	Goal(s): 1, 2, 3, 4, 5	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"/> Other	Items Needed: Printed products	Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017. Effectiveness Results:

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<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. <i>(Title VI of the Civil Rights Act of 1964)</i> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <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"/> Other</p>	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.</p> <hr/> <p>Effectiveness Results:</p>
<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.</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's grades (via JPAMS), how to access the school's website for information regarding lesson plans, information regarding student's using Moodle as a student/teacher portal. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p>	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 2: <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. 	Goal(s): 1, 2, 3, 4, 5	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"/> Other	Items Needed: Printed products	Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.
				Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Monteleone Magic is a demonstration of student achievement of state and local standards 	Goal(s): 1, 2, 3, 4, 5	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"/> Other	Items Needed: Printed products	Effectiveness Measure: Parent Interview at the end of the year to be held at the final PTSA meeting of the year, May 23, 2017.
				Effectiveness Results:

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3. SCHOOLWIDE PLAN STRATEGIES

The school wide 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.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<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 • LEAP Connect – rigorous, standards-based curriculum adapted for students with intellectual disabilities. • Learnzillion and other Tier 1 state resources – computer-based support in all academic areas to promote individualized growth in student achievement. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Guidebooks printed DBQ printed products</p>	<p>Effectiveness Measure: Administrative walk-throughs, observations and evaluations</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360 Diagnostic Assessment administered in Fall 2017 • Departmental assessments • Teacher assessments are aligned to content area standards and state assessments 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II 	<p>Items Needed: Printed Products</p>	<p>Effectiveness Measure: Principal evaluation of teacher-tests</p> <p>LEAP 2025 scores</p>

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<ul style="list-style-type: none"> • Analysis of scores in a variety of professional communities • Collaborative development of instructional materials and assessment 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Self-reflection of standard coverage and test question type. <hr/> Effectiveness Results:
<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, 5</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"/> Other	<p>Items Needed: Printed Products</p>	<p>Effectiveness Measure: Failure rate LEAP 2025 scores</p> <hr/> Effectiveness Results:
<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 struggles. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II	<p>Items Needed: Printed Products</p>	<p>Effectiveness Measure: Failure rate LEAP 2025 results</p>

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<ul style="list-style-type: none"> • Student Assistance Team (SAT) identifies struggling students and begins interventions including: Achieve 3000 Reflex Math Check In/Check Out MHP services • Scheduled courses to provide increased time to participate in interventions 		<input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<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. 	Goal(s): 1, 2, 3, 4, 5	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"/> Other	Items Needed: Printed Products	Effectiveness Measure: Failure Rate LEAP 2025 results Rate of referrals to PAS for evaluation.
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus 	Goal(s): 1, 2, 3, 4, 5	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II	Items Needed: Printed Products	Effectiveness Measure: ELDA results LEAP 2025 results LEP students' grades

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <ul style="list-style-type: none"> ESL classes are scheduled for LEP student to maximize the educational experience 		<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		<p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> Inclusion classes provided to students Common planning periods are utilized to meet the needs of struggling students Applied Ed class are provided as support for special education students who may be struggling academically Project Be There parish wide initiative implemented with fidelity to support students Incoming 7th grade transition program utilized to support the changing classroom environment from middle school to junior high school. 	<p>Goal(s): 1, 2, 3, 4, 5</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"/> Other	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: LEAP 2025 scores</p> <p>Failure rate</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> Saturday tutoring available to students whose discipline issues may be causing academic deficiencies Field trips that enhance classroom learning or provide transitional support CBVE Field trips are utilized to provide real world experiences 	<p>Goal(s): 1, 2, 3, 4, 5</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	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: LEAP 2025 scores</p> <p>Failure rate</p> <p>Discipline data (including Suspension/expulsion percentage)</p>

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		<input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i>				
Mental Health Provider Services: <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students <u>21</u> hours per week. 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. 	Goal(s): 1, 2, 3, 4, 5	Budgets used to support this activity: <input checked="" 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"/> Other	Items Needed: Printed Products	Effectiveness Measure: Outcome measures for MHPs chart <hr/> Effectiveness Results:
<i>Implementation of a schoolwide tiered model to prevent and address problem behavior:</i>				
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 Schoolwide PBIS: Robust universal Positive Behavior Intervention Support in place. Collaborative development of schoolwide protocols to address recurring disruptive behaviors. 	Goal(s): 1, 2, 3, 4, 5	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	Items Needed: Printed products	Effectiveness Measure: Reports pulled from JPAMS Suspension/expulsion percentage Failure rate LEAP 2025 results

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<ul style="list-style-type: none"> • Project Be There – The By-Stander Revolution: Universal program to teach appropriate response to relational aggression and bullying. • 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. 		<input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • 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 • Transitional lessons provided to exiting eighth grade students to prepare them for high school requirements such as graduation requirements, diploma options and Industry Based Credentials (IBS) options. • 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, 5</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"/> Other	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: Self-reflection</p> <p>Freshman failure reports provided by the high school</p> <p>Failure rate for 7th graders</p> <p>Effectiveness Results:</p>
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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. Regularly scheduled PLC meetings are held to address curricular and instructional needs Collaborative planning periods focus on curriculum mastery and, 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 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printed products</p>	<p>Effectiveness Measure: LEAP 2025 scores</p> <p>Failure rate</p> <p>Discipline Data</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 GoSignMeUp Opportunities, Louisiana Counseling Association Conference, Louisiana Association of Social Studies Teachers, etc. Trainings related to intervention including FastForward, Achieve 3000, Reflex Math, Project Read 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Printed Products</p>	<p>Effectiveness Measure: LEAP 2025 scores</p> <p>Professional development log</p> <hr/> <p>Effectiveness Results:</p>

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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • 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. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • 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. 	<p>Goal(s): 1, 2, 3, 4, 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: N/A</p>	<p>Effectiveness Measure: Percentage of Highly Effective teachers</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<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 Agricultural Science, Home Economics, Journey to Careers, Gateway to Technology, and various expressive arts. 	<p>Goal(s): 1, 2, 3, 4, 5</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 products</p>	<p>Effectiveness Measure: Student feedback</p> <p>Freshman failure reports provided by the high school</p>

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<ul style="list-style-type: none"> Annual Career Day provides exposure to 8th grade students of a wide variety of career opportunities. Requirements of Career Options Law met each year 		<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		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: Not applicable to the junior high level	Goal(s): 1, 2, 3, 4, 5	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	Items Needed:	Effectiveness Measure: <hr/> Effectiveness Results:
Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:				
McKinney Vento: <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. Food Services: <ul style="list-style-type: none"> All students whose income qualifies them for free/reduced meals participate in the federal food service program. Special Education: <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, or Title III funding. English as a Second Language (ESL): <ul style="list-style-type: none"> Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. 21st Century Programs: <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. Headstart Preschool Programs: <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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Weekly meetings are held by the administrative team (including Principal, Assistant Principal, TRT and Counselor) as a means of continual monitoring and evaluation of implemented school programs.
- Bi-weekly sped departmental meetings are used as on-going monitoring of IEP implementation

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The Student Assistance Team (SAT) monitors student progress throughout the year using data from grades, test scores and discipline.
- RTI process is in place as a means of year-long monitoring of student's academic progress in specific classes. Teacher interventions are grown out of the RTI process to best impact student learning.
- Weekly meetings are held by the administrative team (including Principal, Assistant Principal, TRT and Counselor) as a means of continual monitoring and evaluation of implemented school programs and, to provide feedback to teachers as how to best impact student learning.
- PLC meetings are held monthly to maintain teachers' ability to analyze and adjust for curriculum mastery. Knowledge gained at PLC is used to directly influence student outcomes.
- Administration analyzes and provides feed-back to teacher made assessment on a weekly basis to assure alignment with state standards and assessments.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- The Student Assistance Team (SAT) monitors student progress using periodic grade reports, report card grades, test scores, etc. to determine interventions required and monitor achievement, growth and gaps in a variety of populations and settings.
- RTI process is in place as a means of year-long monitoring of student's academic progress and grade analysis in specific classes. This data is reviewed and processed by the SAT team
- Weekly meetings are held by the administrative team (including Principal, Assistant Principal, TRT and Counselor) as a means of continual monitoring and evaluation of implemented school programs.
- Monthly PLC meetings to monitor and analyze grade trends and testing data.

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- Administration reviews and analyzes teacher made assessments to monitor instructional practices and determine patterns of student achievement and growth.

Describe how results of this assessment are reported to the school's stakeholders:

- Our school website is an integral and efficient means of reporting information to all stakeholders.
- Robocalls are utilized to report information to stakeholders on a frequent basis.
- Open House provides opportunity to report results to stakeholders.