

**2018-2019
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).

3/15/2019

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
<p>The highest school index score for 2018 is the Dropout Credit Accumulation Index. It is currently at 133.9 points. This index has consistently been the highest school index score from 2016 to 2018.</p>	<p>The lowest school Index score for 2018 is the Assessment Index. It has dropped 4.9 points over the past three years since 2016 and is currently at 82.1 points. This index has consistently been the lowest school index score from 2016 to 2018.</p>
<p>Our strength has been the 7th grade ELA and 7th grade Social Studies index scores. Our 7th grade ELA Assessment Index has increased by 12.8 points from 81.7 in 2017 to 94.5 points in 2018. The 7th grade Social Studies index has increased by 13.6 points from 75 in 2017 to 88.6 points in 2018.</p>	<p>Our areas of decline are in the suspension rate and Math index scores. Our out of school suspension rates have steadily increased from 9.6% in 2017 to 17.1% in 2018. The 7th grade Math index scores decreased by 0.9 points from 77.3 in 2017 to 76.4 points in 2018, and 8th grade Math index scores decreased by 16.7 points from 88.4 in 2017 to 71.7 points in 2018.</p>
<p>The 7th grade ELA Reading Performance category is the highest proficiency area with 62% of the students scoring Mastery or Advanced. Also, 67% of the 7th graders scored Mastery or Advanced in the Literary Text ELA subcategory.</p>	<p>The 8th grade Math category of Major Content is our weakest proficiency area. Only 39% of the students scored Advanced or Mastery, while 40% scored Approaching Basic or Unsatisfactory. 24% of the 8th graders scored Mastery or Advanced in the Math subcategory of Radicals, Integer Exponents, and Scientific Notation, while 59% scored Approaching Basic or Unsatisfactory.</p>
<p>The ELA subject area indices have been the highest for the past three years for both 7th and 8th grade. The ELA index for 2016 in 7th grade was 97.6 pts and 8th grade was 89.6 pts. The ELA index for 2017 in 7th grade was 81.7 pts and 8th grade was 90.0 pts. The 7th grade ELA index for 2018 was 94.5 pts and the 8th grade index for 2018 was 81.8 pts.</p>	<p>The Math subject area indices have been a consistent area of weakness for the past three years. The Math index for 2016 in 7th grade was 80.1 pts and 8th grade was 86.8 pts. The Math index for 2017 in 7th grade was 77.3 pts and 8th grade was 88.4 pts. The 7th grade Math index for 2018 was 76.4 pts and the 8th grade Math index for 2018 was 71.7 pts.</p>
<p>The White subgroup has had consistently higher index scores in ELA and Math compared to all other subgroups over the past three years. The White subgroup in the ELA index was 99.6 points in 2016, 93 points in 2017, and 94.8 points in 2018. For the Math index, the White subgroup was 89.4 in 2016, 91.3 in 2017, and 80.7 points in 2018.</p>	<p>The Students with Disabilities subgroup has had consistently lower index scores in ELA and Math compared to all other subgroups over the past three years. The Students with Disabilities ELA index was 50.0 in 2016, 29.3 in 2017, and 33.2 points in 2018. For the Math index, the Students with Disabilities subgroup was 36.5 in 2016, 30.3 in 2017, and 23.3 points in 2018.</p>

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<p>All subgroups increased on the ELA index from 2017 to 2018, except for the Homeless subgroup. On the ELA index, the Black subgroup increased by 2.1 points from 85.8 in 2017 to 87.9 in 2018; the White subgroup increased by 1.8 points from 93.0 in 2017 to 94.8 in 2018; the Economically Disadvantaged subgroup increased by 2.4 points from 64.2 in 2017 to 66.6 in 2018; the Students with Disabilities subgroup increased by 3.9 points.</p>	<p>On the Math index, the Black subgroup declined by 1.4 points from 48.8 in 2017 to 47.4 in 2018; the White subgroup decreased by 10.6 points from 91.3 in 2017 to 80.7 in 2018; the Economically Disadvantaged subgroup declined by 9.5 points from 64.4 in 2017 to 54.9 in 2018; and the Students with Disabilities subgroup decreased by 7.0 points from 30.3 in 2017 to 23.3 in 2018.</p>
<p>All subgroups, except the Hispanic and Homeless subgroups, showed declining achievement gaps from 2017 to 2018 on the ELA indexes. Black reduced it by 6.3, Economically Disadvantaged reduced by 0.6 and Students with Disabilities reduced it by 2.1.</p>	<p>The only subgroups to increase the achievement gap in ELA indexes from 2017 to 2018 were the Hispanic and Homeless subgroups. Hispanic went from 21.6 to 23.3 which is a 1.7 increase. Homeless went from 28.6 to 36.2 which is a 7.6 increase.</p>
<p>The subgroup ELA indexes have consistently been higher than the subgroup Math indexes in all subgroups from 2016 to 2018, with the exception of the Economically Disadvantaged and the Students with Disabilities subgroups in 2017. The Black sub group is 6.5 larger and the Homeless is 5.9 larger.</p>	<p>The subgroup Math indexes have consistently been lower than the ELA subgroup indexes in all subgroups from 2016 to 2018, with the exception of the Economically Disadvantaged and the Students with Disabilities subgroups in 2017. Econ Dis is 2.4 larger, SWD is 4,2 larger and Hispanic is 6.5 larger.</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 Category/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</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by 5 percentage points in ELA on the LEAP 2025 assessment.</p>	
<p>2. From Spring 2018 to Spring 2019, students in grades 7 and 8 will increase the percent of students achieving Mastery or above by 5 percentage points in Math on the LEAP 2025 assessment.</p>	
<p>3. From Spring 2018 to Spring 2019, students in the subgroup Students with Disabilities for the Whole School will increase their Assessment Index score by at least 6 points from a 33.2 to 39.2 in ELA and from 23.3 to 29.3 in Math on the LEAP 2025 assessment.</p>	
<p>4. From Spring 2018 to Spring 2019, students in the subgroup Economically Disadvantaged for the Whole School will increase their Assessment Index score by at least 4 points from a 66.6 to 70.6 in ELA and by at least 5 points from 54.9 to 59.9 in Math on the LEAP 2025 assessment.</p>	

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 with administrator involvement meeting every third Thursday of the month. <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Monteleone Magic as a showcase of student achievement. Magic Meetings held on September 27, January 17, February 21. • Open House on August 27, 2018 	<p>Goal(s): 1, 2, 3, 4</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 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, 2018.</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 • Many parents are involved ins school events such as: MAGIC, Career Day, School Dances, Veterans Day 	<p>Goal(s): 1, 2, 3, 4</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: 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, 2018.</p>

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<p>Program</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"/> 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 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 	<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"/> Other	<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, 2018.</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; Testing Information; Registration Documents; Home Language Survey, etc. 	<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 <input type="checkbox"/> Other	<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, 2018.</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> 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><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'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</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 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, 2018.</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</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	<p>Items Needed:</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, 2018.</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 3: <ul style="list-style-type: none"> Monteleone Magic as a demonstration of student achievement of state and local standards 	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"/> 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, 2018.
				Effectiveness Results:
Parent Family Engagement Activity 4: <ul style="list-style-type: none"> Incoming Parent night is held in April to share our school goals and objectives with parents of students for the following year. 	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"/> 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, 2018.
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> Parent teacher conferences involving all teachers who instruct the student. 	<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"/> Other 	<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, 2018.</p>
				<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"> • Guide books – 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. • Gizmos – Math and Science classes incorporate interactive labs and modeling of concepts through Gizmos on a biweekly basis 	<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"/> Other 	<p>Items Needed: Guidebooks printed products DBQ printed products</p>	<p>Effectiveness Measure: Administrative walk-throughs and evaluations</p> <hr/> <p>Effectiveness Results:</p>

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<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 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 materials</p>	<p>Effectiveness Measure: Principal evaluation of teacher-tests LEAP 2025 scores Self reflection of standard coverage and test question</p> <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. • Students with Disabilities take the Keyboarding or Keyboarding APP class to improve technology skills. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 	<p>Items Needed: Additional Teacher Support Forms</p>	<p>Effectiveness Measure: Additional Teacher Support Feedback Form</p> <hr/> <p>Effectiveness Results:</p>

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<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 type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Failure rate LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>
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<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. • 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 	<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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Failure rate LEAP 2025 results</p> <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"/> Other 	<p>Items Needed: RTI Forms Additional Teacher Support Forms</p>	<p>Effectiveness Measure: Failure Rate LEAP 2025 results Additional Teacher Support Feedback Form</p> <hr/> <p>Effectiveness Results:</p>

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<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, Social Studies and Applied Ed classes. • For the LEAP Connect students we use LEAP Connectors, Unique, Fast Forward, Keyboarding, PCI and Adapted Novels. 	<p>Goal(s): 1,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Achieve 3000 progress reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • All English Learner receive 2 hours of English Language instruction daily provided by an ESL teacher. 	<p>Goal(s): 1, 2</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 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>Items Needed: Printed materials</p>	<p>Effectiveness Measure: ELPT results</p> <hr/> <p>Effectiveness Results:</p>

Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Inclusion classes • Common planning periods • Applied Ed class • 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 • Two groups of heterogeneous students have been assigned Chromebooks. The chromebook students are in a cohort of core subjects. 	<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"/> Other 	<p>Items Needed: Additional Teacher Support Forms</p>	<p>Effectiveness Measure: LEAP 2025 scores Failure rate Additional Teacher Support Form</p> <hr/> <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 	<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"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: LEAP 2025 scores Failure rate</p> <hr/> <p>Effectiveness Results:</p>

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"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Outcome measures for MHPs chart</p> <hr/> <p>Effectiveness Results:</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 Increased Counselor availability do to an Intern 	<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"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Comprehensive Portfolio of yearly activities Student attendance Grades</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior:</p> <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. • Parent and family engagement is utilized prior 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. • Afterschool detention is held weekly. Students assigned to detention are given classwork they need to makeup or complete to work on during detention. 	<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"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Reports pulled from JPAMS Suspension/expulsion percentage</p> <hr/> <p>Effectiveness Results:</p>
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 provide to exiting 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 Magic • School tour and curricular assessment tailored to student 	<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"/> Other 	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Self-reflection</p> <hr/> <p>Effectiveness Results:</p>

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<p>needs.</p> <ul style="list-style-type: none"> Teachers regularly consult with high school teachers in vertical alignment of curriculum and activities. 				
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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. Bimonthly 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"/> 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, etc. 	<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: Printed materials</p>	<p>Effectiveness Measure: LEAP 2025 scores Professional development log</p>

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<ul style="list-style-type: none"> • Trainings related to intervention including FastForward, Achieve 3000, Reflex Math, Project Read • 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. 		<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>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. 				
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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 Home Economics, Journey to Careers, 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> <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"/> Other	<p>Items Needed: Printed materials</p>	<p>Effectiveness Measure: Student feedback</p> <hr/> <p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

English as a Second Language (ESL):

- 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:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

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

- 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.

2018-2019 Committee Members

<p><u>School Improvement Planning Committee</u></p>	<p><u>Parent/Family Engagement Committee</u></p>
<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 • Student: Palmer Delsa • Teacher: Kelliana Magallon • Teacher: Christina Hotard • Parent/Family: Carrie Fuller • Parent/Family: Debra Vaught • Community Member: Tiffoney Lajaunie 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Sheri Jones • Student: Palmer Delsa • Teacher: Kelliana Magallon • Teacher: Christina Hotard • Parent/Family: Carrie Fuller • Parent/Family: Debra Vaught • Parent/Family: Tiffoney Lajaunie