	School Address: 1600 North 19th Street, Monroe La. 71201		
Neville Junior HIgh	Grade Span:7-8		
	School Mission: The mission of Neville Junior High School is t		
Title I Schoolwide Plan	School Goal:To improve the School Performance Score in ELA		
2026-2027			
School Improvement Team			
Name	**Role**		
Landon Sapp	**Principal**		
John Navarro	**Administrator**		
Christina Nguyen	**Curriculum Coordinator**		
Jared Dye	**Teacher**		
Lyndsey Ewing	**Counselor**		
Brandy Judd	**Title 1 Liason**		
Erin Weaver	**Parent**		
Tynell Daniels	**Parent**		

SIP REVIEW MEETING DATES			
#1 10/22/26			
#2 1/15/27			
#3 3/25/27			
#4 5/7/27			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2025-2026**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprenehsive Needs Assessment			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths		Data to Support Claim	
1 Percentage Growth of the identified bottom 25% in Math Growth		57.30%	
2 Percentage in overall growth of MATH students.		56%	
3 Percentage of overall ELA proficency in the Achieve component.		54.80%	
4 Percentage of growth in the overall Growth component for ELA		50.90%	
5 Percentage growth for the identified bottom 25% in ELA growth.		49.6	
Areas of Improvement		Data to Support Claim	
1 Percentage in overall Science Proficency in the Achieve component.		36.60%	
2 Percentage in overall Social Studies Proficency in the Achieve component.		44%	
3 Percentage in overall Math Proficency in the Achieve component.		47%	
4 Percentage growth for the identified bottom 25% in ELA growth.		49.60%	
5 Percentage of growth in the overall Growth component for ELA		50.9	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1 To improve the SPS in ELA for Economically Disadvantaged Students	**To grow the percentage of our students showing growth from 49.6% to 59.6%**	**7-8**	
2 To improve the SPS in MATH for Economically Disadvantaged Students	**To grow the percentage of our students showing growth from 57.3% to 67.3%**	**7-8**	

3 To improve the SPS in Science and Social Studies	**To grow the percentage of our students showing proficiency from 36.6%% to 46.6% in Science and 44% to 54% in SS%**	**7-8**	
4			
5			

Prior Year Data

School SPS

Achieve	45.6
Grow	53.5
Thrive (HS Only)	
Overall SPS	49.5

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
7-8	446	0	0	479	0	0	508	0	0
Total	446	0		479	0		508	0	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	178	79		
8	152	64		

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	178	50		
8	130	35		

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	70	58		
8	99	71		

Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								
7	70	56										
8	65	37										

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1	Parents know how to access their child's grades	Title 1 Parent Survey		
2	Parents know the academic standards that their child is ex[ected to meet during the school year	Title 1 Parent Survey		
3	Parents are aware of the qualifications of the teachers that are teaching their children	Title 1 Parent Survey		
Improvements				
	Parent Survey	Data Sources		
1	The school could share more information on how to help their child learn more at home.	Title 1 Parent Survey		
2	Parents would like to be more involved in the planning and preparation of the Title 1 School Improvement Plan	Title 1 Parent Survey		

3	Parents would like more information and help with heatlh and wellness and mental health information.	Title 1 Parent Survey		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

OBJECTIVES (Up to 3)

Objective 1:Increase the percentage of students demonstrating proficiency in ELA, as measured by Louisiana LEAP assessment, by 10% for all students by the end of the 2026-2027 school year.

Objective 2:Increase the percentage of students in the bottom 25% of previous year's scores demonstrating the growth expectation for LDOE

Objective 3:

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Lexia Interventions	ELA Dept	Aug 26-May 27		
Literacy Night	ELA Dept	Fall 2026		
Bi-Monthly PLC and Learning Walks Attuned Platform	ILT	Aug 26-May 27		
Weekly Interventions targeting the bottom 25%	ELA Dept	Aug 26-May 27		
Implementation of ELA Guidebook Lessons	ELA Dept	Aug 26-May 27		
Implementation of LEAP aligned Assessments	ELA Dept	Aug 26-May 27		
Quarterly Review of Data Tracker data from the District Provided Proficiency Exams	ELA Dept	Aug 26-May 27		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.

OBJECTIVES (Up to 3)

Objective 1:Increase the percentage of students demonstrating proficiency in MATH, as measured by Louisiana LEAP assessment, by 10% for all students by the end of the 2026-2027 school year

Objective2: Increase the percentage of students in the bottom 25% of previous year's scores demonstrating the growth expectation for LDOE g

Objective 3:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Zearn Implementation in Math Classrooms	Math Dept	Aug 26-May 27		
STEM Night for Parental Involvement	Math Dept	Spring 27		
Open House/Parent Teacher Conference	Math Dept	Aug 26-May 27		
Bi-Monthly PLC and Learning Walks per Attuned Platform	ILT	Aug 26-May 27		
Weekly Interventions with bookmarked Zearn lessons targeting the bottom 25%	Math Dept	Aug 26-May 27		
Full Implementation of Eureka Math Sq. Curriculum	Math Dept	Aug 26-May 27		
Fully aligned LEAP like assessments	Math Dept	Aug 26-May 27		
Quarterly Review of Data Tracker data from the District Provided Proficiency Exams	Math Dept	Aug 26-May 27		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: Increase the percentage of students demonstrating proficiency in Science, as measured by Louisiana LEAP assessment, by 10% for all students by the end of the 2026-2027 school year

Objective 2: Increase the percentage of students demonstrating proficiency in Social Studies, as measured by Louisiana LEAP assessment, by

Objective 3:

Objective 4:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Use of HQIM Amplify Science Tier 1 Curriculum	Science Dept	Aug 26-May 27		
Use Standards Based LEAP like Assessments	Science Dept	Aug 26-May 27		
Review Quarterly Data through the MCS Data tracker based off of District Provided Proficiency Exams	Science Dept	Aug 26-May 27		
Open House/ Parent Teacher Conference/STEM Nights	Science Dept/Social Studies Dept	Aug 26-May 27		
Use of HQIM Gallopade Social Studies Tier 1 Curriculum	Social Studies Dept	Aug 26-May 27		
Use Standards Based LEAP like Assessments	Social Studies Dept	Aug 26-May 27		
Review Quarterly Data through the MCS Data tracker based off of District Provided Proficiency Exams	Social Studies Dept	Aug 26-May 27		
Bi-weekly PLCs and Learning Walks	Social Studies Dept/ILT team	Aug 26-May 27		

Part B: Plans for Improvement/ State the Goals

Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: To increase Parent and Community engagement by providing multiple Parent Nights that focus on Literacy and STEM as well as Behavior and Student Progress.

Objective 2:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Back to School Night/Meet the Tigers	Faculty and Staff	Aug 26		
Parent Teacher Conference Nights	Faculty and Staff	Fall 2026/Spring 2027		
Teacher and School Reminds	Faculty and Staff	Aug 26-May 27		
Weekly Tiger Talks via Facebook, Instagram/Remind	Admin/Christina Nguyen	Aug 26-May 27		
Literacy Night	ELA/SS Dept	Nov 26		
STEM Night	Math/Sci Dept	Mar 27		

Part C: Student Support Services

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Progress Monitoring		Inclusion		
Acceleration/RTI – In-school Remediation		Progress Monitoring		
		Acceleration/RTI – In-school		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		Progress Monitoring		
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				

Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

Activity/Strategy	Responsible Person	Start/Completion Date

Weekly Social Emotional Learning Lesson	Lyndsey Ewing/P.E Teachers	Aug 26-May 27		
Check in Check Out Behavior Interventions	Jared Dye	Aug 26-May 27		
PBIS System	Jared Dye/Alyssa Riordan	Aug 26-May 27		
ON site Guidance Counselor	Lyndsey Ewing	Aug 26-May 27		

Part D: Student Opportunities *(High School Only)*

Provide a description of school-wide improvement strategies the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school.

Post-Secondary Education Credit

	# of students	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Advanced Placement						
Dual Enrollment						
Business: Industry Based Credentials						
Health Sciences: Industry Based Credentials						
Architecture and Construction: Industry Based Credentials						
Manufacuring: Industry Based Credentials						

Part E: Multi-Tiered Systems of Support (MTSS)			
MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming			
Link your School Behavior-Mental Health Mapping Tool			
Goal for Behavior:To reduce the percentage of Students receiving Out of School Suspensions by 10% (fr		**(18%**	**to 8%)**
Behavior Goal (needed/urgent intervention)			
2025-2026 Data			
Number of Suspension ISS/OSS- 93			
Number of Referrals- 458			
Number of Expulsions- 8			
Goals for 2026-2027			
1 To reduce the percentage of Students receiving Out of School Suspensions by 10% (from 18% to 8%)			
2 To increase staff implementation of the PBIS Rewards system to 100% (95% to 100%)			

Part F: Professional Development

ILT - Instructional Leadership Team

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs. Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

ILT Weekly Meeting (day, time, place)

ILT Member (name, role)-Landon Sapp- Principal

ILT Member (name, role)-John Navarro- Asst. Principal

ILT Member (name, role)-Lyndsey Ewing- Guidance Counselor

ILT Member (name, role)-Christina Nguyen-Curriculum Coordinator

ILT Member (name, role)-Jared Dye- Dean of Students

PLCs - Add/edit charts to display all PLCs at your school.

PLC - ELA		**PLC - Math**		
Weekly Meeting (day, time, place)1:02- 1:49- curriculum coordinator's room		**Weekly Meeting (day, time, place)Wednesday,10:04- 10:51- curriculum coordinator's room**		
PLC Member (name, role)Brandon White, Kaitlyn Covington		**PLC Member (name, role)Tamara Clark, Donniel Hooter**		
PLC Member (name, role)Mackenzie Miller, Elisabeth Pepper, Brandy Judd		**PLC Member (name, role)Heather Brewer, Corita Thomas**		
PLC Member (name, role)Mandy McMillion, Ray Patterson, Molli Nason		**PLC Member (name, role)Robert Owens, Michelle Sorrell**		
PLC Member (name, role)		**PLC Member (name, role)Taylor Rankin**		
PLC - Science		**PLC - Social Studies**		
Weekly Meeting (day, time, place)Wednesday, 9:13- 10:00 curriculum coordinator's room		**Weekly Meeting (day, time, place)Wednesday, 12:11- 12:58- curriculum coordinator's room**		
PLC Member (name, role)Mary Reeves		**PLC Member (name, role)Cole Smith**		
PLC Member (name, role)Ken January		**PLC Member (name, role)Adam Honeycutt**		
PLC Member (name, role)Kalena Cato		**PLC Member (name, role)Ricky Robertson**		
PLC Member (name, role)Katherine Howard		**PLC Member (name, role)Dillion Smith**		

Additional Professional Development				
Title	**Date/Time**	**Presenter or Vendor Name**	**Responsible Person**	**Intended Outcomes**

Part G: Student Transition

This should include your plan to successfully transition students from the grade bands indicated below

Transition Activities: Select all that apply:

___Pre-K	___ Kindergarten
___2nd Grade to 3rd Grade	___High School to Careers/College
__x_Elementary to Middle School	__x_Middle School to High School

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Spring Visit to Neville High School- Tour	Lyndsey Ewing	Spring TBD		
Spring Visit from Sallie Humble to Neville Junior	Lyndsey Ewing	Spring TBD		
Spring Visit from Cypress Point to Neville Junior	Lyndsey Ewing	Spring TBD		
Spring Visit from Madison James to Neville Junior	Lyndsey Ewing	Spring TBD		
Spring Visit from JS Clark to Neville Junior	Lyndsey Ewing	Spring TBD		

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.

I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

I hereby certify that this plan has all of the following components:

- Evidence of the use of a comprehensive needs assessment
- Goals and measurable objectives
- Evidenced based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning pre-school children to local elementary school programs (if applicable)
- Family and community engagement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An action plan with timelines and specific activities for implementing the above criteria

I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Name:

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

Action	Approximate time period:	Actual date:	District Leadership in attendance
School-wide Plan Due Date	August	Date:	
School-wide Plan Review with District Leadership	August-September	Date:	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	Date:	
School-wide Plan Review with District Leadership after 2nd 9 weeks	January	Date:	
School-wide Plan Review with District Leadership after 3rd 9 weeks	March-April	Date:	
Title I Budget Revision	Date:		
Title I Budget Revision	Date:		