



Neville Junior High School
Title I Junior High Schoolwide Plan
2025-2026

School Name: Neville Junior High School							
Address: 1600 North 19th Street, Monroe LA. 71201							
Grade Range: 7th-8th							
School Mission:The mission of Neville Junior High School is to provide a safe place where ALL students can achieve their academic potential.							
School Goal:To improve the School Performance Score in ELA, Math, Science and Social Studies							
Actionable Item Steps:							
Principal:Landon Sapp							
Assistant Principal:John Navarro							
Accountability Specialist: Christina Nguyen/Lyndsey Ewing							
Curriculum Coordinator:Christina Nguyen							
School Improvement Questionnaire							

Bell Schedule



Neville Junior High School Bell Schedules 2025-2026



Daily Bell Schedule	
1st Bell	7:25 – 7:29
1st Period	7:29 – 8:18
2nd Period	8:21 – 9:09
3rd Period	9:12 – 10:00
4th Period	10:03 – 10:51
First Lunch (7 th Grade)	10:51 – 11:16
5th Period (8 th Grade)	10:54 – 11:42
5th Period (7 th Grade)	11:19 – 12:07
Second Lunch (8 th Grade)	11:42 – 12:04
6th Period (8 th grade)	12:07 – 12:58
6th Period (7 th grade)	12:10 – 12:58
7th Period	1:01 – 1:49
8th Period	1:53 – 2:41
Bus Rider Bell	2:41
Car Rider Bell	2:45

R&P Bell Schedule	
1st Bell	7:25 – 7:29
Routines & Procedures	7:29 – 7:51
1st Period	7:54 – 8:39
2nd Period	8:42 – 9:27
3rd Period	9:30 – 10:15
4th Period	10:18 – 11:03
First Lunch (7 th Grade)	11:03 – 11:28
5th Period (8 th Grade)	11:06 – 11:51
5th Period (7 th Grade)	11:31 – 12:16
Second Lunch (8 th Grade)	11:51 – 12:13
6th Period (8 th grade)	12:16 – 1:04
6th Period (7 th grade)	12:19 – 1:04
7th Period	1:07 – 1:52
8th Period	1:56 – 2:41
Bus Rider Bell	2:41
Car Rider Bell	2:45

Pep Rally Bell Schedule	
1st Bell	7:25 – 7:29
1st Period	7:29 – 8:08
2nd Period	8:11 – 8:51
3rd Period	8:54 – 9:34
4th Period	9:37 – 10:17
First Lunch (7 th Grade)	10:17 – 10:42
5th Period (8 th Grade)	10:20 – 11:00
5th Period (7 th Grade)	10:45 – 11:25
Second Lunch (8 th Grade)	11:00 – 11:22
6th Period (8 th grade)	11:25 – 12:08
6th Period (7 th grade)	11:28 – 12:08
7th Period	12:11 – 12:51
8th Period	12:54 – 1:34
Pep Rally	1:34 – 2:41
Bus Rider Bell	2:41
Car Rider Bell	2:45

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School Improvement Team		
	NAME	ROLE
Administrator	Landon Sapp	Principal
Administrator	John Navarro	Asst. Principal
Teacher	Lyndsey Ewing	Guidance
Teacher	Christina Nguyen	CC
Teacher	Ken January	Science/ ILT
Parent	Erin Weaver	
Parent	Courtney Alvernia	
SIP REVIEW MEETING DATES		
#1 Beginning of Year	10-23	
#2 2nd 9 Weeks	January 2026	
#3 3rd 9 Weeks	March 2026	
#4 4th 9 Weeks	May 2026	

Faculty and Staff		
Name	Position/Assignment	(Teachers & Paraprofessionals)
Jacob Aitken	8th Grade Special Education	Teacher
Antonio Anderson	Paraprofessional	Paraprofessional
Kris Balint	Band Director	Teacher
Pamela Boudloche	Hearing Impaired	Teacher
Heather Brewer	7th Grade Math	Teacher
Kalena Cato	7th Grade Science	Teacher
Tamara Clark	8th Grade Math	Teacher
Kaitlyn Covington	7th Grade ELA	Teacher
Phillip Craig	7th Grade Social Studies	Teacher
Katherine Darnell	7th/8th Gifted ELA 8th Honors ELA	Teacher
Saminthia DeBois	Paraprofessional	Paraprofessional
Jared Dye	Dean of Students	Dean of Students
Jennifer Ellerbe	8th Grade Math	Teacher
Lyndsey Ewing	Guidance Counselor	Guidance Counselor
LaToya Givens	7th Grade Special Education	Teacher
Chad Hayes	7th Grade/8th Grade PE	Teacher
Adam Honeycutt	8th Grade Social Studies	Teacher
Donniel Hooter	8th Grade Math	Teacher
Anna Howard	8th Grade Science / 7th Grade Math	Teacher
Jasminka Jackson	7th/8th Grade PE / girls basketball coach	Teacher
Kendrick January	7th Grade Science	Teacher
Brandy Judd	Librarian	Librarian
Thomaneisha Little	Choir	Teacher
Kristen Mardis	Speech Therapist	Speech Therapist
Jennifer McKinnie	Talented Art / Arts and Crafts	Teacher
Mandilynn McMillian	8th Grade ELA	Teacher
Mackenzie Miller	7th Grade ELA	Teacher
John Navarro	Asst. Principal	Asst. Principal
Christina Nguyen	Curriculum Coordinator	Curriculum Coordinator
Robert Owens	8th Grade Math	Teacher
Ray Patterson	8th Grade ELA	Teacher

Mary Reeves	8th Grade Science	Teacher
Alyssa Riordan	Spanish/Robotics	Teacher
Ricky Robertson	Special Education	Teacher
Landon Sapp	Principal	Principal
Vanessa Small	Keyboarding	Teacher
Alvin Smith	8th grade boys PE	Teacher
Cole Smith	7th Grade Social Studies	Teacher
Dillion Smith	8th Grade Social Studies	Teacher
Michelle Sorrell	7th Grade Math	Teacher
Corita Thomas	7th Grade Math	Teacher
Debra Watson	7th Grade girls PE	Teacher
Brandon White	7th Grade ELA	Teacher
Staff Data		
# Uncertified Staff	Avg. Staff Evaluation Rating	

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	<p>Examine multiple sources of data to identify the priority needs within the school. Must include the following areas:</p> <p>Student Demographic Data</p> <p>Student Achievement - including subgroup and sub-claim data</p> <p>Parent Survey Data</p> <p>School Organization</p>
Strategies for Improvement	<p>strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and "</p> <p>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)].</p>
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.

Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
			162		6	1	5
Gender		Ethnicity					
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
	242	237	140	316	10	13	0
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – October 1					

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

		2025														2024		2025				2025 Percent		
		Advanced		Mastery		Basic		App Basic		Unsat														
Grade	Subject	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total	SPS	SPS	Change	Cohort	Mastery +	Basic +	Below B					
7th	ELA	45	18.10%	82	33.10%	64	25.80%	39	15.70%	18	7.30%	248	75.38461538	80.92741935	5.54280397		51.20%	77.00%	23.00%					
7th	Math	20	8.10%	96	38.70%	57	23.00%	56	22.60%	19	7.70%	248	65.94202899	69.19354839	3.251519402		46.80%	69.80%	30.20%					
7th	Science	8	3.20%	85	34.30%	65	26.20%	51	20.60%	39	15.70%	248	56.94174757	60.08064516	3.138897588		37.50%	63.70%	36.30%					
7th	Soc Studies	26	10.50%	77	31.00%	53	21.40%	44	17.70%	48	19.40%	248	56.94174757	63.87096774	6.929220169		41.50%	62.90%	37.10%					
7th	All Subjects	99	10.00%	340	34.30%	239	24.10%	190	19.20%	124	12.50%	992	66.11916264	70.69892473	4.57976209		44.30%	68.30%	31.70%					
8th	ELA	20	9.00%	88	39.50%	54	24.20%	36	16.10%	25	11.20%	223	66.63461538	72.28699552	5.652380131	-3.097619869	48.40%	72.60%	27.40%					
8th	Math	12	5.40%	70	31.40%	59	26.50%	42	18.80%	40	17.90%	223	52.01923077	60.62780269	8.608571921	-5.314226295	36.80%	63.20%	36.80%					
8th	Science	5	2.20%	56	25.10%	85	38.10%	56	25.10%	21	9.40%	223	57.41626794	58.96860987	1.552341923	2.026862293	27.40%	65.50%	34.50%					
8th	Soc Studies	20	9.00%	62	27.80%	55	24.70%	43	19.30%	43	19.30%	223	57.41626794	60.98654709	3.570279143	4.044799512	36.80%	61.40%	38.60%					
8th	All Subjects	57	6.40%	276	30.90%	253	28.40%	177	19.80%	129	14.50%	892	58.688	64.29745889	5.609458894		37.30%	65.70%	34.30%					
Both	ELA	65	13.80%	170	36.10%	118	25.10%	75	15.90%	43	9.10%	471	71.00961538	76.83651805	5.826902662		49.90%	74.90%	25.10%					
Both	Math	32	6.80%	166	35.20%	116	24.60%	98	20.80%	59	12.50%	471	58.96385542	65.13800425	6.174148825		42.00%	66.70%	33.30%					
Both	Science	13	2.80%	141	29.90%	150	31.80%	107	22.70%	60	12.70%	471	57.18072289	59.55414013	2.373417236		32.70%	64.50%	35.50%					
Both	Soc Studies	46	9.80%	139	29.50%	108	22.90%	87	18.50%	91	19.30%	471	57.18072289	62.50530786	5.324584964		39.30%	62.20%	37.80%					
Both	All Subjects	156	8.30%	616	32.70%	492	26.10%	367	19.50%	253	13.40%	1884	62.39165329	67.66808209	5.276428804		41.00%	67.10%	32.90%					

School Goal(s) (SPS):

1 Increase the percentage of students in the bottom 25% of previous year's scores demonstrating the growth expectation for LDOE growth component. in ELA, as measured by Louisiana LEAP assessment, by 15% for students in the bottom 25% subgroup by the end of the 2025-2026 school year.

2

Subgroup Data: District will upload once data is available.

[Title I Parent Survey Data](#)

Distribute Survey Oct. 1, Jan. 6th, & May 1

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	
2	
3	

Improvements	
Parent Survey	Data Sources
1	
2	
3	

English Language Arts 2024-2025 LEAP Data														
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S = Strong M = Moderate W = Weak

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Student Achievement Distribution (% and #)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
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SPRING 2026	Student Placement Distribution (% and #)
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[illegible]

STAR Math Summative Data														
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Student Placement Distribution (% and #)												Number of Students Assessed
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	
7th	261	23	60	23	50	38	83	16	34	1	2	219
8th	254	33	78	18	43	24	57	22	53	4	9	240
Totals		56	128	41	93	62	140	38	87	5	11	

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Student Placement Distribution (% and #)																	
Grade	Number of Total Students	% Unsatisfactory	# Unsatisfactory	% Approaching Basic	# Approaching Basic	% Basic	# Basic	% Mastery	# Mastery	% Advanced	# Advanced	Number of Students Assessed					
7th												0					
8th												0					
Totals			0	0	0	0	0	0	0	0	0						

MCS End of Module Tests

Enter the percent proficient (Mastery and above)	Enter the number of students	Enter the number of students	Enter the number of students

[illegible]

Science LEAP 2024-2025

S = Strong M = Moderate W = Weak

Grade	# of Students	Science Performance								
		Investigate			Evaluate			Reasoning Scientifically		
		S	M	W	S	M	W	S	M	W
7th	24	21	56	33	31	36	37	25	38	
8th	27	31	41	29	33	38	34	25	42	
		</								

MCS Science Progress Monitoring

[illegible]

[illegible]

S = Strong M = Moderate W = Weak

[illegible]

	The First Presidents through the Era of Good Feelings				Regional Changes, Reform Movement, and Sectionalism				The Civil War and Reconstruction				Establishing Content				Examining Sources and Expressing Claims			
	S	M	W		S	M	W		S	M	W	S	M	W	S	M	W			
7th	43	18	39		43	18	40		42	24	34	40	25	36		40	23	37		
	Late 19th and Early 20th Century				World War I through the Great Depression				World War II through the Modern Era				Establishing Content				Examining Sources and Expressing Claims			
	S	M	W		S	M	W		S	M	W	S	M	W	S	M	W			
8th	35	26	38		44	17	39		30	27	43	34	26	39		40	20	39		

[illegible][illegible]

Retentions												
Grade	2021-2022			2022-2023			2023-2024			2024-2025		
	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
7th	245	1	0.4	216	0	0	225	0	0	241	0	0
8th	242	0	0	241	0	0	222	0	0	233	0	0
Total	487			457			447					

Summary of Data Collection			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strength			
Strengths			
1			
2			
3			
4			
5			
Areas for Improvement			
Improvements			
1			
2			
3			
4			
5			
Prioritized Needs			
Prioritized Student Performance Needs			
	Priority	Student Performance Need	Grade Level Focus for
1			
2			
3			

4		
5		

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.

Evidence of Effectiveness:

OBJECTIVES (Up to 4)

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

<p> <input type="checkbox"/> Yes </p>		<p> <input type="checkbox"/> No </p>
<p> <input type="checkbox"/> Yes </p>		<p> <input type="checkbox"/> No </p>

Evidence of Effectiveness:

Category I: Strong Evidence	Category II: Moderate Evidence	Category III: Promising Evidence	Category IV: Theory of Action
<p>1. Behavioral Health Services:</p> <ul style="list-style-type: none"> 1.1. Substance Use Treatment: <ul style="list-style-type: none"> 1.1.1. Medication-Assisted Treatment (MAT): Strong evidence for effectiveness in treating opioid and alcohol use disorders. 1.1.2. Cognitive Behavioral Therapy (CBT): Strong evidence for effectiveness in treating substance use disorders. 1.2. Mental Health Services: <ul style="list-style-type: none"> 1.2.1. Cognitive Behavioral Therapy (CBT): Strong evidence for effectiveness in treating depression and anxiety disorders. 1.2.2. Interpersonal Therapy (IPT): Strong evidence for effectiveness in treating depression. 	<p>2. Prevention Services:</p> <ul style="list-style-type: none"> 2.1. Vaccination Campaigns: Moderate evidence for effectiveness in increasing vaccination rates. 2.2. Screening and Brief Intervention (SBI): Moderate evidence for effectiveness in reducing substance use. 	<p>3. Community-Based Interventions:</p> <ul style="list-style-type: none"> 3.1. Peer Support: Promising evidence for effectiveness in improving mental health outcomes. 3.2. Group Therapy: Promising evidence for effectiveness in treating substance use disorders. 	<p>4. Policy and System Changes:</p> <ul style="list-style-type: none"> 4.1. Universal Prepaid Community Care (UPCC): Theory of action for improving access to care. 4.2. Integration of Behavioral Health and Primary Care: Theory of action for improving outcomes.

OBJECTIVES (Up to 4)	
Increases the percentage of students demonstrating proficiency in 11th, as measured by Louisiana LEAP assessment, by 10%	

2 Increase the percentage of students in the bottom 25% of previous year's scores demonstrating the growth expectation for LDOE growth component in 48th as measured by Louisiana LEAP assessment, by 15% for students in the bottom 25%.

Evidence of Effectiveness:			
Catagory I: Strong Evidence	Catagory II: Moderate Evidence	Catagory III: Promising Evidence	Catagory IV: Theory of Action

OBJECTIVES (Up to 4)	

2 proficiency.

Part C: Student Support Services				
Supplemental Supports: What supplemental action steps will be implemented for these subgroups?				
Economically Disadvantaged		Students with Disabilities		
Race/Ethnicity/Minority		English Learners		
Foster and Homeless				
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. Classes	Aug 25-May 26		
Check in Check Out Behavior Interventions	Jared Dye	Aug 25-May 26		
PBIS System	Staff- Alyssa Riordan	Aug 25-May 26		
ON site Guidance Counselor	Lydney Ewing	Aug 25-May 26		
Partnership with Ascent and Behavioral Solutions	Lyndsey Ewing/CWA	Aug 25-May 26		

Part E: Multi-Tiered Systems of Support (MTSS) Behavior of support to prevent and address problem behavior

[illegible]

[Link your School Behavior-Mental Health Mapping Tool](#)

[illegible][illegible]

Desired Outcomes from EOY 2023 to EOY 2025		
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2024-2025 Data: 487 Students														
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[illegible]

Referral Data- 214 total referrals - 110 Students receiving referrals															
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[illegible][illegible][illegible][illegible]

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.				
Weekly Meeting (day, time, place) Monday's at 9:00 am in the curriculum coordinator's room				
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				
ILT Member (name, role)Ken January- Science Teacher				
PLCs - Add/edit charts to display all PLCs at your school.				
PLC - ELA		PLC - Math		
Weekly Meeting (day, time, place) Wednesday, 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, Catherine Darnell		PLC Member (name, role) Heather Brewer, Corita Thomas		
PLC Member (name, role) Mandy McMillion, Ray Patterson		PLC Member (name, role) Robert Owens, Michelle Sorrell		
PLC Member (name, role)		PLC Member (name, role) Jennifer Ellerbe		
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) Phillip Craig		
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				
Transition Activities: Select all that apply:				
<input checked="" type="checkbox"/> Elementary to Middle School ____ 6th grade to 7th grade ____ <input checked="" type="checkbox"/> 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: Landon Sapp		
State Assessment Data:			

Latest School Profile for Principals: Neville Jr. High Two-Year Comparison LEAP 2025 (PreCert)					
2025202420252025 Percent					
AdvancedMasteryBasicApp BasicUnsat					
GradeSubjectNumberPercentNumberPercentNumberPercentNumberPercentNumberPercentTotalSPSSPSChangeCoho					
7thELA4518.1%8233.1%6425.8%3915.7%187.3%24875.3846153880.927419355.5428039751.2%77.0%23.0%					
7thMath208.1%9638.7%5723.0%5622.6%197.7%24865.9420289969.193548393.25151940246.8%69.8%30.2%					
7thScience83.2%8534.3%6526.2%5120.6%3915.7%24856.9417475760.080645163.13889758837.5%63.7%36.3%					
7thSoc Studies2610.5%7731.0%5321.4%4417.7%4819.4%24856.9417475763.870967746.92922016941.5%62.9%37.1%					
7thAll Subjects9910.0%34034.3%23924.1%19019.2%12412.5%99266.1191626470.698924734.5797620944.3%68.3%					
8thELA209.0%8839.5%5424.2%3616.1%2511.2%22366.6346153872.286995525.652380131-3.09761986948.4%72.6%					
8thMath125.4%7031.4%5926.5%4218.8%4017.9%22352.0192307760.627802698.608571921-5.31422629536.8%63.2%					
8thScience52.2%5625.1%8538.1%5625.1%219.4%22357.4162679458.968609871.5523419232.02686229327.4%65.5%					
8thSoc Studies209.0%6227.8%5524.7%4319.3%4319.3%22357.4162679460.986547093.5702791434.04479951236.8%					
8thAll Subjects576.4%27630.9%25328.4%17719.8%12914.5%89258.68864.297458895.60945889437.3%65.7%34.3%					
BothELA6513.8%17036.1%11825.1%7515.9%439.1%47171.0096153876.836518055.82690266249.9%74.9%25.1%					
BothMath326.8%16635.2%11624.6%9820.8%5912.5%47158.9638554265.138004256.17414882542.0%66.7%33.3%					
BothScience132.8%14129.9%15031.8%10722.7%6012.7%47157.1807228959.554140132.37341723632.7%64.5%35.5%					
BothSoc Studies469.8%13929.5%10822.9%8718.5%9119.3%47157.1807228962.505307865.32458496439.3%62.2%3%					
BothAll Subjects1568.3%61632.7%49226.1%36719.5%25313.4%188462.3916532967.668082095.27642880441.0%67%					
Latest Principal's Report Card					
Perception Data:					

Parent Surveys: Timestamp	SchoolGrade(s) of student(s)	Answer the following on a scale of 1 to 4: [The school provides:		
10/23/2025 14:15:40	Neville Junior High8th2	= Disagree2 = Disagree4 = Strongly Agree4 = Strongly Agree4 = Strongly A		
10/23/2025 14:16:21	Neville Junior High1st, 7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText message		
10/23/2025 14:16:44	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 14:17:22	Neville Junior High7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages3 =		
10/23/2025 14:17:39	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 14:17:42	Neville Junior High7th3	= Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strong		
10/23/2025 14:18:05	Neville Junior High8th2	= Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree3 = Ag		
10/23/2025 14:18:06	Neville Junior High8th2	= Disagree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeSchool website		
10/23/2025 14:20:03	Neville Junior High8th2	= Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree3 = Ag		
10/23/2025 14:20:03	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree2 = Disagree2 = Disagree2 = Disagree4		
10/23/2025 14:21:54	Neville Junior High8th3	= Agree3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree.		
10/23/2025 14:23:03	Neville Junior High7th3	= Agree3 = Agree2 = Disagree3 = Agree2 = Disagree3 = AgreeText messag		
10/23/2025 14:23:38	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strong		
10/23/2025 14:26:16	Neville Junior High8th3	= Agree3 = Agree2 = Disagree4 = Strongly Agree4 = Strongly Agree4 = Str		
10/23/2025 14:26:31	Neville Junior High8th3	= Agree2 = Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Str		
10/23/2025 14:31:20	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strong		
10/23/2025 14:31:23	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree3 = Agree4 = Strong		
10/23/2025 14:33:07	Neville Junior High7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages3 =		
10/23/2025 14:33:52	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 14:34:37	Neville Junior High8th3	= Agree3 = Agree4 = Strongly Agree3 = Agree3 = Agree3 = AgreeRemind /		
10/23/2025 14:36:32	Neville Junior High8th2	= Disagree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages,		
10/23/2025 14:36:42	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 14:41:47	Neville Junior High8th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 14:48:42	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strong		
10/23/2025 14:56:43	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 15:01:13	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 15:08:51	Neville Junior High7th1	= Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Strongh		
10/23/2025 15:12:13	Neville Junior High8th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Email		
	Tutoring "			
10/23/2025 15:18:09	Neville Junior High5th, 8th2	= Disagree3 = Agree3 = Agree3 = Agree2 = Disagree2 = DisagreePhor		
10/23/2025 15:25:35	Neville Junior High8th1	= Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Strongh		
10/23/2025 15:32:55	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 15:33:33	Neville Junior High7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Text		
10/23/2025 15:42:49	Neville Junior High8th4	= Strongly Agree4 = Strongly Agree3 = Agree3 = Agree3 = Agree3 = Agree		
10/23/2025 15:43:00	Neville Junior High8th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4		
10/23/2025 15:51:33	Neville Junior High8th2	= Disagree2 = Disagree3 = Agree2 = Disagree3 = Agree3 = AgreePhone ca		
10/23/2025 16:06:05	Neville Junior High8th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Email		
10/23/2025 16:25:45	Neville Junior High7th2	= Disagree2 = Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Stro		
10/23/2025 17:39:40	Neville Junior High8th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeEmails, Text mess		
10/23/2025 17:49:00	Neville Junior High7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages4 =		
10/23/2025 18:19:35	Neville Junior High8th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeEmails, Text mess		
10/23/2025 19:13:17	Neville Junior High7th3	= Agree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree4 = Strong		
10/23/2025 21:21:59	Neville Junior High7th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls3 = Ag		
10/24/2025 9:13:20	Neville Junior High8th3	= Agree3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages, Soc		
10/24/2025 9:32:22	Neville Junior High8th2	= Disagree2 = Disagree1 = Strongly Disagree2 = Disagree2 = Disagree2 = D		
10/25/2025 8:38:52	Neville Junior High7th4	= Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 =		
10/25/2025 11:38:39	Neville Junior High7th3	= Agree3 = Agree2 = Disagree3 = Agree3 = Agree3 = AgreePhone calls, Te		

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:		