



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



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	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: Student Demographic Data Student Achievement - including subgroup and sub-claim data Parent Survey Data School Organization
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.

Student Achievement Data - Insert Cohort Chart from Mrs. Dumas

Neville Jr. High Two-Year Comparison LEAP 2025 (PreCert)																			
Grade	Subject	Advanced		Mastery		Basic		App Basic		Unsat		Total	2024		2025		2025 Percent		
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		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.

Summary of Parent Survey Data[View Parent Survey Data](#) **Distribute Survey Oct. 1, Jan. 6th, & May 1**

Here is a sample of the 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		
2		
3		

Improvements		
Parent Survey		Data Sources
1		
2		
3		

English Language Arts 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

STAR Reading Summative Data

FALL 2025

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	261	20	49	22	52	25	60	28	67	13	5	233
8th	254	12	31	17	42	22	56	39	96	10	24	249
Totals		32	80	39	94	47	116	67	163	23	29	

WINTER 2025

SPRING 2026

7th Grade District Assessment-2025-2026

Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						
8th Grade District Assessment- 2025-26						
Common Assessment	# of Students	Proficient Levels				
		Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
#1						
#2						
#3						
#4						
#5						
#6						
#7						

Mathematics 2024-2025 LEAP Data

S = Strong M = Moderate W = Weak

Grade	# of Students	Math Performance											
		Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
		S	M	W	S	M	W	S	M	W	S	M	W
7th		43	24	33	43	25	32	46	26	29			
8th		20	32	48	31	17	52	32	33	35			

STAR Math Summative Data

FALL 2025

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	261	23	59	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							

WINTER 2025

SPRING 2026

MCS End of Module Tests

Enter the percent proficient (Mastery and above)

	Module 2	Module 4	Module 6
7th			
8th			

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

Social Studies LEAP 2024-2025

S = Strong M = Moderate W = Weak

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		

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 funds should align with the goals set in the school-wide plan.

Goal 1

To Improve the School Performance Score in ELA

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

(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

1. Increase the percentage of students demonstrating proficiency in ELA, as measured by Louisiana LEAP assessment, by 15% for all students by the end of the 2025-2026 school year. 3
2. 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. 4

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Lexia Interventions	ELA Dept	Aug 25-May 26		
Literacy Night	ELA Dept	Fall 2025		
Book Night	Science/Math Dept	Spring 2025		
Open House/Parent Teacher Conference	Andy Judd	Aug 25-May 26		
Bi-Monthly PLC and Learning Walks	ILT	Aug 25-May 26		
Weekly Interventions targeting the bottom 25%	ELA Dept	Aug 25-May 26		

Goal 2

To Improve the School Performance Score in Math

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

(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

1. Increase the percentage of students demonstrating proficiency in Math, as measured by Louisiana LEAP assessment, by 15% for all students by the end of the 2025-2026 school year. 3
2. Increase the percentage of students in the bottom 25% of previous year's scores demonstrating the growth expectation for LDOE growth component in Math, as measured by Louisiana LEAP assessment, by 15% for students in the bottom 25% subgroup by the end of the 2025-2026 school year. 4

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Zoom Implementation in Math Classrooms	Math Dept	Aug 25-May 26		
STEM Night for Parental Involvement	Math and Science Dept	Aug 25-May 26		
Open House/Parent Teacher Conference	Math Dept	Aug 25-May 26		
Bi-Monthly PLC and Learning Walks	Math Dept	Aug 25-May 26		
Weekly Interventions targeting the bottom 25%	Math Dept	Aug 25-May 26		

Goal 3

Parental Engagement Strategy

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

(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

OBJECTIVES (Up to 4)

1. 3
* Currently an assessment index score of 60 is
2. proficiency.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source

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	Lydsey 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

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% (from 22% to 12%) by increasing staff implementation of the PBIS Rewards

Behavior Goal (needed/urgent intervention)

Desired Outcomes from EOY 2023 to EOY 2025

2024-2025 Data: 487 Students

Suspension Data: 109 OSS

Referral Data: 214 total referrals - 110 Students receiving referrals

Expulsion Data: 4 Students Expulsions

Goals for 2025-2026

1 To reduce the percentage of Students receiving Out of School Suspensions by 10% (from 22% to 12%)

2 To increase staff implementation of the PBIS Rewards system to 100% (92% 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.

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

Weekly Meeting (day, time, place)Wednesday, 1:02- 1:49- curriculum coordinator's room

PLC Member (name, role)Brandon White, Kaitlyn Covington

PLC Member (name, role)Mackenzie Miller, Catherine Darnell

PLC Member (name, role)Mandy McMillion, Ray Patterson

PLC Member (name, role)

PLC - Math

Weekly Meeting (day, time, place)Wednesday, 10:04- 10:51- curriculum coordinator's room

PLC Member (name, role)Tamara Clark, Donniel Hooter

PLC Member (name, role)Heather Brewer, Corita Thomas

PLC Member (name, role)Robert Owens, Michelle Sorrell

PLC Member (name, role)Jennifer Ellerbe

PLC - Science

Weekly Meeting (day, time, place)Wednesday, 9:13- 10:00 curriculum coordinator's room

PLC Member (name, role)Mary Reeves

PLC Member (name, role)Ken January

PLC Member (name, role)Kalena Cato

PLC Member (name, role)Katherine Howard

PLC - Social Studies

Weekly Meeting (day, time, place)Wednesday, 12:11- 12:58- curriculum coordinator's room

PLC Member (name, role)Cole Smith

PLC Member (name, role)Adam Honeycutt

PLC Member (name, role)Phillip Craig

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:

Elementary to Middle School _____ 6th grade to 7th grade

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:		
	<ul style="list-style-type: none"> - Evidence of the use of a comprehensive needs assessment - Goals and measurable objectives - Evidence 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

Grade	Subject	Number	Percent	Total	SPSS	SPS	Change	Coho														
7th	ELA	45	18.1%	82	33.1%	64	25.8%	39	15.7%	187	3.3%	248	75.384	6153	880.927	4193	55.542	8039	751.2%	77.0%	23.0%	
7th	Math	208	1.1%	96	38.7%	57	23.0%	56	22.6%	197	7.7%	248	65.942	0289	969.193	548	393.251	5194	0246.8%	69.8%	30.2%	
7th	Science	83	2.2%	85	34.3%	65	26.2%	51	20.6%	39	15.7%	248	56.941	7475	760.080	645	163.138	8975	8837.5%	63.7%	36.3%	
7th	Soc Studies	26	10.5%	77	31.0%	53	21.4%	44	17.7%	48	19.4%	248	56.941	7475	763.870	9677	746.929	22016	941.5%	62.9%	37.1%	
7th	All Subjects	99	10.0%	34	034.3%	23	924.1%	19	019.2%	12	412.5%	99	266.119	1626	470.698	924	734.579	7620	944.3%	68.3%		
8th	ELA	209	0.0%	88	39.5%	54	24.2%	36	16.1%	25	11.2%	22	366.634	6153	872.286	9955	25.652	3801	31-3.097	6198	6948.4%	72.6%
8th	Math	125	4.4%	70	31.4%	59	26.5%	42	18.8%	40	17.9%	22	352.019	2307	7760.627	8026	98.608	5719	21-5.314	2262	9536.8%	63.2%
8th	Science	52	2.2%	56	25.1%	85	38.1%	56	25.1%	21	9.4%	22	357.416	2679	458.968	6098	71.552	3419	232.026	8622	9327.4%	65.5%
8th	Soc Studies	209	0.0%	62	27.8%	55	24.7%	43	19.3%	43	19.3%	22	357.416	2679	460.986	5470	93.570	2791	434.044	7995	1236.8%	
8th	All Subjects	57	6.4%	27	630.9%	25	328.4%	17	719.8%	12	914.5%	89	258.688	64.297	4588	95.609	4588	9437.3%	65.7%	34.3%		
Both	ELA	65	13.8%	17	036.1%	11	825.1%	75	15.9%	43	9.1%	47	171.009	6153	876.836	5180	55.826	9026	6249.9%	74.9%	25.1%	
Both	Math	32	6.8%	16	635.2%	11	624.6%	98	20.8%	59	12.5%	47	158.963	855	54265.138	0042	56.174	1488	2542.0%	66.7%	33.3%	
Both	Science	13	2.8%	14	129.9%	15	031.8%	10	722.7%	60	12.7%	47	157.180	7228	959.554	1401	32.373	4172	3632.7%	64.5%	35.5%	
Both	Soc Studies	46	9.8%	13	929.5%	10	822.9%	87	18.5%	9	119.3%	47	157.180	7228	962.505	3078	65.324	5849	6439.3%	62.2%	3%	
Both	All Subjects	15	6.3%	6	1632.7%	4	9226.1%	36	719.5%	25	313.4%	18	8462.391	6532	967.668	0820	95.276	4288	0441.0%	67		

Latest Principal's Report Card

Perception Data:

Parent Surveys: TimestampSchoolGrade(s) of student(s)Answer the following on a scale of 1 to 4: [The school provides:

10/23/2025 14:15:40Neville Junior High8th2 = Disagree2 = Disagree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:16:21Neville Junior High1st, 7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText message

10/23/2025 14:16:44Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:17:22Neville Junior High7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages3 = Agree

10/23/2025 14:17:39Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:17:42Neville Junior High7th3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:18:05Neville Junior High8th2 = Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree3 = Agree

10/23/2025 14:18:06Neville Junior High8th2 = Disagree3 = Agree3 = Agree3 = Agree3 = AgreeSchool website

10/23/2025 14:20:03Neville Junior High8th2 = Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree3 = Agree

10/23/2025 14:20:03Neville Junior High7th4 = Strongly Agree4 = Strongly Agree2 = Disagree2 = Disagree4 = Agree

10/23/2025 14:21:54Neville Junior High8th3 = Agree3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:23:03Neville Junior High7th3 = Agree3 = Agree2 = Disagree3 = Agree2 = Disagree3 = AgreeText message

10/23/2025 14:23:38Neville Junior High7th4 = Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:26:16Neville Junior High8th3 = Agree3 = Agree2 = Disagree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:26:31Neville Junior High8th3 = Agree2 = Disagree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Agree

10/23/2025 14:31:20Neville Junior High7th4 = Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:31:23Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Agree

10/23/2025 14:33:07Neville Junior High7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages3 = Agree

10/23/2025 14:33:52Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:34:37Neville Junior High8th3 = Agree3 = Agree4 = Strongly Agree3 = Agree3 = AgreeRemind /

10/23/2025 14:36:32Neville Junior High8th2 = Disagree3 = Agree3 = Agree3 = Agree3 = AgreeText messages,

10/23/2025 14:36:42Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:41:47Neville Junior High8th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:48:42Neville Junior High7th4 = Strongly Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 14:56:43Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 15:01:13Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 15:08:51Neville Junior High7th1 = Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Agree

10/23/2025 15:12:13Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Email

Tutoring "

10/23/2025 15:18:09Neville Junior High5th, 8th2 = Disagree3 = Agree3 = Agree3 = Agree2 = Disagree2 = DisagreePhone

10/23/2025 15:25:35Neville Junior High8th1 = Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Agree

10/23/2025 15:32:55Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 15:33:33Neville Junior High7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Text

10/23/2025 15:42:49Neville Junior High8th4 = Strongly Agree4 = Strongly Agree3 = Agree3 = Agree3 = Agree3 = Agree

10/23/2025 15:43:00Neville Junior High8th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/23/2025 15:51:33Neville Junior High8th2 = Disagree2 = Disagree3 = Agree2 = Disagree3 = Agree3 = AgreePhone ca

10/23/2025 16:06:05Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls, Email

10/23/2025 16:25:45Neville Junior High7th2 = Disagree2 = Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Strongly Disagree1 = Agree

10/23/2025 17:39:40Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeEmails, Text mess

10/23/2025 17:49:00Neville Junior High7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages4 = Agree

10/23/2025 18:19:35Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeEmails, Text mess

10/23/2025 19:13:17Neville Junior High7th3 = Agree4 = Strongly Agree3 = Agree4 = Strongly Agree3 = Agree4 = Strongly Agree4 = Agree

10/23/2025 21:21:59Neville Junior High7th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreePhone calls3 = Agree

10/24/2025 9:13:20Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeText messages, Soc

10/24/2025 9:32:22Neville Junior High8th2 = Disagree2 = Disagree1 = Strongly Disagree2 = Disagree2 = Disagree2 = Disagree2 = Agree

10/25/2025 8:38:52Neville Junior High7th4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Strongly Agree4 = Agree

10/25/2025 11:38:39Neville Junior High7th3 = Agree2 = Disagree3 = Agree3 = Agree3 = AgreePhone calls, Text

10/25/2025 12:15:21Neville Junior High8th3 = Agree3 = Agree3 = Agree3 = Agree3 = AgreeEmails, Text mess

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:		