| | | | |
|---|---|---|---|
| | **School Address: 1600 Arizona Ave** | | |
| **Wossman High School** | **Grade Span: 9-12** | | |
| | **School Mission: We are W.I.L.D.C.A.T.S Proud: Working to Im** | | |
| **Title I Schoolwide Plan** | **School Goal: To improve student performance in all compone** | | |
| | | | |
| **2026-2027** | | | |
| | | | |
| | | | |
| | | | |
| **School Improvement Team** | | | |
| **Name** | **Role** | | |
| | **Principal** | Dena Sampson | |
| | **Administrator** | Adrian Wilson | |
| | **Acct. Specialist** | Dr. Beverly Lapite | |
| | **Teacher** | Jameeka Williams | |
| | **Teacher** | Michelle Manuel | |
| | **Parent** | Valente Hollis | |
| | **Parent** | Tamela King | |
| | | | |

| | | | |
|---|---|---|---|
| **SIP REVIEW MEETING DATES** | | | |
| **#1** | | | |
| **#2** | | | |
| **#3** | | | |
| **#4** | | | |

# 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:<br><br>Prior Year SPS and School Grade<br>Parent Survey Data<br>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 ''<br><br>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 Nationally Recognized Assessment Indicator | | SPS NARI Data | 68.5 |
| 2 Graduation Rate | | SPS Graduation Rate Data | 95.0 |
| 3 Bottom 25%/ELA | | SPS LEAP Data | 46.27 |
| 4 | | | |
| 5 | | | |

| **Areas of Improvement** | | Data to Support Claim | |
|---|---|---|---|
| 1 Overall ELA LEAP Index | | SPS LEAP Data | 32.97 |
| 2 Overall Math LEAP Index | | SPS LEAP Data | 20.81 |
| 3 Overall Science Index | | SPS LEAP Data | 14.84 |
| 4 Overall Social Studies Index | | SPS LEAP Data | 22.42 |
| 5 Growth Index for ELA | | SPS LEAP Data | 37.20 |
| 6. Growth Index for Math | | SPS LEAP Data | 25.50 |

| **Prioritized Needs: Prioritized Student Performance Needs** | | | |
|---|---|---|---|
| Priority | Student Performance Need | Grade Level Focus for | |
| 1 Overall ELA LEAP Index | **Increase % proficient** | **9-10** | |
| 2 Overall Growth Index for LEAP ELA/Math | **Increase % of students growing one or more levels** | **9-10** | |
| 3 Increase the percentage of students meeting the THRIVE Indicator | **Increase % of students meeting THRIVE Indicator** | **12** | |
| 4 Overall Math Index | **Increase % proficient** | **9-11** | |

| | | | |
|---|---|---|---|
| 5 Overall Science Index | **Increase % proficient** | **10** | |
| 6. Overall Social Studies Index | **Increase % proficient** | **9** | |

# Prior Year Data

## School SPS

| | ELA | Math | Science | Social Studies | Bottom 25%/ELA | Bottom 25% Math | NRAI | On Time Graduation | Accelerator |
|---|---|---|---|---|---|---|---|---|---|
| Achieve | 32.97 | 20.81 | 14.84 | 22.42 | | | | | |
| Grow | 37.20 | 25.50 | | | 46.27 | 32.40 | | | |
| Thrive (HS Only) | | | | | | | 68.5 | 95.0 | 15.0 |
| Overall SPS | 37.4 | | | | | | | | |

## 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 | % |
| 9 | 179 | 55 | 31% | 190 | 48 | 25% | 166 | 39 | 24% |
| 10 | 138 | 27 | 20% | 117 | 5 | 4% | 124 | 24 | 19% |
| 11 | 147 | 1 | 0.01% | 148 | 5 | 3% | 162 | 2 | 1% |
| 12 | 147 | 1 | 0.01% | 148 | 5 | 3% | 162 | 2 | 1% |
| Total | 611 | 84 | 14% | 603 | 63 | 10% | 614 | 67 | 11% |

## LEAP Student Demographic Data

**ELA Economically Disadvantaged**

| Grade | # of Students | # Proficient | # Growth | # Thrive (HS only) |
|---|---|---|---|---|
| 9-English I | 143 | 28 | not available | not available |
| 10-English II | 113 | 50 | not available | not available |

**Math Economically Disadvantaged**

| Grade | # of Students | # Proficient | # Growth | # Thrive (HS only) |
|---|---|---|---|---|
| 9-10-Algebra I | 113 | 18 | not available | not available |
| 9-11-Geometry | 143 | 25 | not available | not available |

**ELA Non-Economically Disadvantaged**

| Grade | # of Students | # Proficient | # Growth | # Thrive (HS only) |
|---|---|---|---|---|
| 9-English I | 7 | 2 | not available | not available |
| 10-English II | 11 | 7 | not available | not available |

| Math Non-Economically Disadvantaged | | | | |
|---|---|---|---|---|
| Grade | # of Students | # Proficient | # Growth | # Thrive (HS only) |
| 9-10-Algebra I | 7 | 0 | not available | not available |
| 9-11-Geometry | 5 | 1 | not available | not available |

# 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 feel welcome at the school | Parent Survey | | |
| 2 | The school provides clear and understandable information about the Title I program | Parent Survey | | |
| 3 | The school shares information that helps you support your child's learning at home | Parent Survey | | |
| | | | | |
| **Improvements** | | | | |
| | Parent Survey | Data Sources | | |
| 1 | [Parents awareness of their right to know about the qualifications of your child's teachers. | Parent Survey | | |
| 2 | Parents awareness of their responsibilities in the Parent Compact | Parent Survey | | |
| 3 | | | | |

## 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: To increase the percentage of students scoring proficient (Mastery or higher) from 37.2% to 42.2% on LEAP Exams.
Objective 2: To increase the percentage of students scoring 20 or higher or Gold or higher on the ACT/Workkeys from 68.5% to 73.5%.
Objective 3: To increase the percentage of seniors meeting the Thrive Component from 155 to 20%.

| Activity/Strategy | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| *School-wide License for CommonLit to improve vocabulary awareness and reading comprehension.* | *Lapite* | *09/17/2026-5/26/2027* | ***$4,000*** | *Title I* |
| *Incorporation of IXL for interventions in English, Math, Science, social studies classes and Spanish classes to improve the graduation rate. The interventions and remediation will also be used in Civics and Biology.* | *Jackson/Wiley/Augurson/Brown Dill/Manuel/Taylor* | *08/10/2026-5/26/2027* | *$1,650* | *Title I* |
| *Analysis of LEAP Data, Achievement Descriptors/Assessment Guide PLCs* | | *08/10/2026-05/24/2027* | *$5,610* | *Title I* |
| *Incorporation of vocabulary workshop books, and dictionaries to improve student performance on ACT/Workkeys/LEAP* | *Manuel/Overacker/ Minifield/Jackson/Hollis* | *8/11/2026-5/21/2027* | *$3,000* | *Title I* |
| *Behavior Coach work with students who display behavioral issues to provide support to improve their chances of on-time graduation which impacts the Graduation Cohort Rate by decreasing suspensions and truancy.* | *Comancha/Johnson* | *08/11/2026-06/30/2027* | *$24,409* | *Title I* |
| *LEAP/ACT Testing Night for Parents* | *D. Sampson/B. Lapite/ Y.. Griffin/J. Williams* | *4/1/2027* | *$2,140* | *Title I* |
| *Analysis of SPS Data-PLCs* | *B. Lapite/D. Sampson* | *10/2026* | ***$0*** | |
| *LA Educator Evaluation Training-PLCs* | *B. Lapite/D. Sampson* | *08/10/2026-10/26/2026* | *$0* | |
| | *Lapite/Sampson* | *09/2026-05/2027* | *$0* | |
| ***Progress Monitoring Exams/ Analysis of Results/Plans for Improvement-PLCs*** | *All teachers* | *09/2026-05/2027* | *$0* | |
| *After School Detention to Decrease Suspensions* | *Wilson/Pt. Fay* | *09/2026-05/2027* | | *PBIS* |
| ***ACT/Workkeys Data, Benchmark and Standards Analysis and Incorporation in Instruction-PLCs*** | *Lapite/Sampson/Manuel/ Jackson/Dill/Wiley/Brown* | *9/2026* | *$0* | |
| *Unlocking Standards and Understanding the Achievement Descriptors/ PLCs* | *Overacker/Brown M. Jackson/King* | *10/26-04/2027* | *$3,000* | *Title I* |
| *Analysis of Subgroup Data/Lowest 25% of students* | *D. Sampson/Y. Griffin/Lapite* | *09/2026-05/2027* | *$0* | |
| *Departmental Meetings for Instructional Support (Monthly)* | *Manuel/Wiley/Hawkins /Brown/Guillaume/Knopps* | *09/2026-05/2027* | *$0* | |
| *Field Trips to Enhance Students' Knowledge of Post-Secondary Opportunities (College Visits)-Travel* | *Carter/V. Reddic* | *09/2026-05/2027* | *$1,250* | *Title* |
| *Field Trips to Enhance Students' Academic Performance -travel and admissions-(Literary Rally/Ed Rising Conference/Science Fair/Social Studies Fair/Literacy Trips)* | *Manuel/Overacker/Dill/ Brown/Reed* | *10/2026-05/2027* | *$1,250* | *Title I* |
| *ACT Conference for Teachers-Travel* | *Manuel/Minifield/Dill/Wiley* | *10/2026* | *$500* | *Title I* |
| *Copiers for Academic Purposes* | *Grimes/Timber* | *6/30/2026-7/1/2027* | *$7,606* | *Title I* |
| *Use of Science equipment to assist in the Investigation component of the Biology LEAP (microscopes/slides/dissection kits)* | *Brown* | *09/2026-05/2027* | *$6,000* | *Title* |
| *Extended Day Instruction for LEAP/General Tutoring/Cram Session/ACT Workshop Transportation, and teacher salaries* | | *09/2026-05/2027* | | *Title* |
| *Postage for Report Cards and other important parental notifications* | *Sherman* | *09/2026-05/2027* | *$1,500* | *Title I* |
| *Incorporate Connections ELA into Reading I and Study Skills I/II for struggling students* | *Hollis/Sampson* | *09/2026-05/2027* | *$800* | *Title I* |
| *Pens/pencils/paper/binders/dividers for students for academic purposes* | *Sherman/Sampson* | *09/2026-05/2027* | *3500* | *Title I* |
| *Science and Social Studies Fair to Enhance students' strategies in research/investigation/ School/Regior* | *Brown/Reed* | *02/2027-5/2027* | *1,000.00* | *Title I* |
| *Teacher Leader Summit* | *Sampson* | *05/2027* | *7,000* | *Title I* |
| *Academic Vocabulary Notebooks for students* | *Sampson/Lapite* | *09/2026-05/2027* | *1,000* | *Title I* |
| *Improve Literacy/Reading Comprehension through Independent Reading-Wildcats Read Book Club* | *Bass* | *10/2026-05/2027* | *300* | *Title I* |
| *LEAP and ACT Data Folders for Students* | *Minifield/Overacker/Manuel/Jacobs/Hollis/McGhee* | *10/2026* | *500* | *Title I* |
| Incorporate AP Language and Composition Perfection Learning Workbook to improve student performan | Manuel | 10/2026 | 1000 | *Title I* |
| Headphones fordigital learning, standardized testing, and personalized instruction. | Lapite | 10/2026 | 200 | Title I |

# 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: Overall Math assessment proficiency (mastery or higher) increase from _20.8 % to __25.8 %__.

Objective 2: Overall Growth Indicator for math assessments will increase from 16.2 % to 21.2%

Objective 3: Overall Nationally Recognized Assessment Indicator will increase from 68.46 % to 73.46 %

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **Behavior Coach works with students who display behavioral issues to provide support to improve their chances of on-time graduation which impacts the Graduation Cohort Rate by decreasing suspensions and truancy.** | Comanche | 07/1/2026-06/30/2027 | *$24,409* | Title I |
| **LEAP/ACT Testing Night for Parents** | D. Sampson/B. Lapite/Y. Griffin | | *$4,281* | Title I |
| ***Analysis of SPS Data-PLCs*** | B. Lapite/D. Sampson | 10/2026 | ***$0*** | |
| ***Analysis of LEAP 2025 Data, Achievement Descriptors/Assessment Guide PLCs*** | B. Lapite/D. Sampson | | $0 | |
| ***LA Educator Evaluation Training-PLCs*** | B. Lapite/D. Sampson | 10/2026 | $0 | |
| *PBIS Rewards System to Improve Behavior, Decrease Suspension, and Truancy* | Thomas/PBIS Team/Administration | 08/2026-052027 | $0 | Title I |
| ***Progress Monitoring Exams/ Analysis of Results/Plans for Improvement-PLCs*** | Math teachers | 10/1/2026-03/2027 | $0 | |
| *After School Detention to Decrease Suspensions* | Wilson/H. Foy | 09/2026-05/2027 | | PBIS |
| **ACT/Workkeys Data, Benchmark and Standards Analysis and Incorporation in Instruction-PLCs** | B. Lapite/D. Sampson/Manuel/ Jackson/Dill/Wiley/Brown | 08/2026-05/2027 | *$0* | |
| *Unlocking Standards and Understanding the Achievement Descriptors/ PLCs* | *Overacker/Brown M. Jackson/King* | *10/26-04/2027* | *$3,000* | *Title I* |
| **Analysis of Subgroup Data/Lowest 25% of students** | D. Sampson/Y. Griffin/Lapite | 9/2025-4/2026 | $0 | |
| **Departmental Meetings for Instructional Support (Monthly)** | Wiley | 8/2025-5/2026 | $0 | |
| **Incorporation of IXL for interventions in math classes to improve LEAP 2025 scores, graduation rate, and ACT scores.** | Wiley/Dill/Richardson/AmadouAAugurson | 8/2025-5/2026 | *$5,610* | Title I |
| ***Assessment Aligns to LEAP and LSS through the use of Edulastic (Math Classes)*** | Augurson/Harris/Wiley/ Amadou/Dill | 8/11/2025-5/21/2026 | | Title I |
| **Field Trips to Enhance Students' Knowledge of Post-Secondary Opportunities (College Visits) -Travel** | Carter/V. Reddic | 10/2025-4/2026 | $1,000 | Title |
| **Field Trips to Enhance Students' Academic Performance -travel and admissions-(Literary Rally/Ed Rising Conference/Science Fair/Social Studies Fair/Literacy Trips)** | Manuel/Overacker/Dill/ Brown/Reed | 10/2025-5/2026 | $1,000 | Title I |
| *Extended Day Instruction for LEAP/General Tutoring/Cram Session Transportation, and teacher salaries* | A. Bass | | 350,000 | Title I |
| *Postage for Report Cards and other important parental notifications* | Sherman | 08/2026-05/2027 | $1,500 | Title I |
| Graphing Boards for all math classes to enhance learning | Wiley/Dill/Richardson/Amadou/Augurson | 08/2026-05/2027 | $1,000 | Title I |
| Calculators for math classes | Wiley/Dill/Richardson/Amadou/Augurson | 08/2026-05/2027 | 500 | |
| Incorporation of IXL for interventions in math classes to improve LEAP 2025 scores, graduation rate, and | Richardson/Amadou/Dill/Augurson/Wiley | 10/2026-05/2027 | 5000 | |
| Headphones fordigital learning, standardized testing, and personalized instruction. | Lapite | 10/2026 | 200 | Title I |
| *LEAP and ACT Data Folders for Students* | *Minifield/Overacker/Manuel/Jacobs/Hollis/McGhee* | *12/2026* | *500* | *Title I* |
| *Vocabulary Card Decks for Civics and US History-rings and index cards* | *Wiley/Richardson/Amadou* | *09/2026-05/2027* | *500* | *Title I* |

# 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: Overall Social Studies index will increase from 22.42 to 24.42.

Objective 2: Overall Science index will increase from 14.84 to 19.84.

Objective 3:

Objective 4:

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **LEAP/ACT Testing Night for Parents** | D. Sampson/B. Lapite/Y. Griffin | 03/2027 | *$4,281* | Title I |
| ***Analysis of SPS Data-PLCs*** | B. Lapite/D. Sampson | 09/2026-05/2027 | ***$0*** | |
| ***Analysis of LEAP 2025 Data, Achievement Descriptors/Assessment Guide PLCs*** | B. Lapite/D. Sampson | | $0 | |
| ***LA Educator Evaluation Training-PLCs*** | B. Lapite/D. Sampson | 9/3-9/25/2024 | $0 | |
| *PBIS Rewards System to Improve Behavior, Decrease Suspension, and Truancy* | Thomas/PBIS Team/Administration | 8/2025-5/2026 | $1,500 | Title I |
| ***Progress Monitoring Exams/ Analysis of Results/Plans for Improvement-PLCs*** | Math teachers | 9/11/2024-5/24/2025 | $0 | |
| *After School Detention to Decrease Suspensions* | Wilson/H. Foy | 9/3/2024-5/24/2025 | | PBIS |
| **Analysis of Subgroup Data** | D. Sampson/Y. Griffin/Lapite | 9/2025-4/2026 | $0 | |
| **Departmental Meetings for Instructional Support (Monthly)** | Manuel/Amadou/Brass/Brown/Guillaume/Knopps | 8/2025-5/2026 | $0 | |
| **Incorporation of IXL for interventions in math classes to improve LEAP 2025 scores and graduation rate** | Henderson/Reed/Augurson/Brown | 08/2026-05/2027 | *$5,610* | Title I |
| ***Assessment Aligns to LEAP and LSS through the use of PEAR Assessment*** | Henderson/Reed/Augurson/Brown | 08/2026-05/2027 | | General Fund |
| **Field Trips to Enhance Students' Academic Performance -travel and admissions-(Literary Rally/Ed Rising Conference/Science Fair/Social Studies Fair/Literacy Trips)** | Manuel/Overacker/Dill/ Brown/Reed | 10/2026-04/2027 | $1,000 | Title I |
| *Extended Day Instruction for LEAP/General Tutoring/Cram Session Transportation, and teacher salaries* | Y. Griffin/A. Bass | 10/2026-04/2027 | 15,000 | Title I |
| *Postage for Report Cards and other important parental notifications* | Sherman | 08/2026-05/2027 | $1,500 | Title I |
| Materials for the Science Fair and Social Studies Fairs (school-level/Regional/State | Reed/Brown | 01/2027-05/2027 | 1000 | Title I |
| Headphones fordigital learning, standardized testing, and personalized instruction. | Lapite | 10/2026 | 200 | Title I |
| *Vocabulary Card Decks for Civics and US History-rings and index cards* | *Reed/Henderson/Fountain* | *09/2026-05/2027* | *500* | *Title I* |
| *Unlocking Standards and Understanding the Achievement Descriptors/ PLCs* | *Overacker/Brown M. Jackson/King* | *10/26-04/2027* | *$3,000* | *Title I* |

# 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 improve parental involvement/attendance at Parental Involvement activities/events.

Objective 2: To provide parental involvement activities geared towards the needs of parents and students.

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| Open House | Williams/Sampson | 9/172026 | 0 | |
| Parent Conference Day | Sampson/Williams | October 23, 2026 | 0 | |
| College Day | Reddic/Carter/Williams | November 1, 2026 | 500 | Title I |
| Freshman Orientation | Sampson | August, 2026 | 0 | |
| STEAM Night | Brown/Butler/Foy/Augurson | 4/1/2027M | 200 | Title I |
| Literacy Night | Manuel/Overacker/Jacobs/Minifield | April , 2027 | 200 | Title I |
| LEAP/ACT Testing Night | Manuel/Overacker/Minifield/Amadou/Henderson/Reed/Fountain | March, 2027 | 4200 | Title I |
| Elevation Day/Senior Seat | Sampson | May. 2027 | 0 | |
| *Postage for Report Cards and other important parental notifications* | Sherman | 09/2026-05/2027 | $1,500 | Title I |

# 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 | | |
| After School Tutoring Programs | | Progress Monitoring | | |
| | | After School Tutoring Prograr | | |
| | | Resource Services | | |
| **Race/Ethnicity/Minority** | | **English Learners** | | |
| Tier I Curriculum | | | | |
| Progress Monitoring | | | | |
| After School Tutoring Programs | | | | |
| | | | | |
| **Foster and Homeless** | | | | |
| Tier I Curriculum | | | | |
| Progress Monitoring | | | | |
| After School Tutoring Programs | | | | |
| | | | | |
| | | | | |
| | | | | |

## 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 |
|---|---|---|

| | | | | |
|---|---|---|---|---|
| **PBIS** | Thomas | 08/2026-05/2027 | | |
| Counseling Services/ Interventions | C. Williams | 08/2026-05/2027 | | |
| Restorative Practices/Tier 2 and 3 Interventions | Y, Griffin/D. Comanche/J. Hamilton/A. Thomas | 08/2026-05/2027 | | |
| **Teach 1 to LEAD 1 Mentoring Program** | Brass/Sampson/Cherry | 08/2026-05/2027 | | |
| **Individualized Instructional Support for Struggling Students** | Inclusion Personnel | 08/2026-05/2027 | | |
| **SEL Interventions** | Faculty/Staff | 08/2026-05/2027 | | |
| **School-Based Mental Health Program** | Primary Health OnCampus Clinic | 08/2026-05/2027 | | |

# 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 | | 70 | 220 | 342 | 126 | 89 |
| Dual Enrollment | | 32 | 71 | 62 | 84 | 88 |
| Business: Industry Based Credentials | | 14 | 2 | 28 | 27 | 62 |
| Health Sciences: Industry Based Credentials | | 1 | 0 | 0 | 3 | 18 |
| Architecture and Construction: Industry Based Credentials | | 0 | 0 | 8 | 17 | 25 |
| Manufacuring: Industry Based Credentials | | 14 | 49 | 0 | 2 | 0 |
| Total Credentials | | 29 | 51 | 36 | 49 | 106 |

# 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:

| | |
|---|---|
| Behavior Goal (needed/urgent intervention) | |
| 2025-2026 Data | |
| Number of Suspension ISS/OSS | 118 |
| Number of Referrals | 255 |
| Number of Expulsions | 31 |
| | |
| Goals for 2026-2027 | |
| 1 To decrease the number of suspension from 118 to 113 or less. | |
| 2 To decrese the number of suspension from 255 to 250 or less. | |

# 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)** | | Thursdays, 8:00 AM.Conference Room | | |
| **ILT Member (name, role)** | | Dena Sampson, Principal | | |
| **ILT Member (name, role)** | | Adrian Wilson, Assistant Principal | | |
| **ILT Member (name, role)** | | Beverly Lapite, Accountability Specialist | | |
| **ILT Member (name, role)** | | Yvette Griffin, Special Education Coordinator | | |
| | | | | |
| | | | | |
| **PLCs - Add/edit charts to display all PLCs at your school.** | | | | |
| **PLC - ELA** | | **PLC - Math** | | |
| **Weekly Meeting (day, time, place) Tuesday, 10:36 AM, PD Lab** | | **Weekly Meeting (day, time, place) Tuesday, 12:03 PM, PD Lab** | | |
| **PLC Member (name, role) Michelle Manuel, Department Head** | | **PLC Member (name, role) Haoua Amadou, Teacher** | | |
| **PLC Member (name, role) Justin Overacker** | | **PLC Member (name, role) Cassandra Wiley, Department Head** | | |
| **PLC Member (name, role) Katrina Minifield, Teacher** | | **PLC Member (name, role) Makaiya Richardson, Teacher** | | |
| **PLC Member (name, role) Valente Hollis, Teacher** | | **PLC Member (name, role) Rachel Augurson, Teacher** | | |
| **PLC Member (name, role) Mosi Jacobs, Teacher** | | | | |
| **PLC Member (name, role) Christy McGhee, Teacher** | | | | |
| **PLC - Science** | | **PLC - Social Studies** | | |
| **Weekly Meeting (day, time, place) Tuesday, 8:45 AM, PD Lab** | | **Weekly Meeting (day, time, place) Tuesday, 1:00 PM . PD Lab** | | |
| **PLC Member (name, role) Xochitl Brown, Department Head** | | **PLC Member (name, role) Tongia Reed, Department Head** | | |
| **PLC Member (name, role) Rachel Augurson, Teacher** | | **PLC Member (name, role) Courtney Henderson, Teacher** | | |
| **PLC Member (name, role) Tony Butler, Teacher** | | **PLC Member (name, role) Tramaine Maloney, Teacher** | | |
| **PLC Member (name, role) Hayward Foy, Teacher** | | **PLC Member (name, role) Candice Fountain, Teacher** | | |
| | | | | |
| | | | | |
| **Additional Professional Development** | | | | |
| **Title** | **Date/Time** | **Presenter or Vendor Name** | **Responsible Person** | **Intended Outcomes** |
| **Unlocking Standards and Understanding the Achievement Descriptors/ Extended Day Professional Development** | | Overacker/ | Lapite/Sampson | |
| Incorporating Common Lit into ELA Instruction | | Manuel | Lapite/Sampson | |

# 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
_X__High School to Careers/College
___Elementary to Middle School
__X_Middle School to High School

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **Dual Enrollment (ULM and LDCC)** | Dr. Beverly Lapite | 08/2026-05/2027 | $3,000 | District |
| Moving On Up Day | Dena Sampson | 4/2027 | $0 | None |
| **NELA Career Fair** | Van Reddic/Dilicy Carter | 9/2026 | $200 | District |
| **Manufacturing Day** | Van Reddic/Dilcy Carter | 10/2026 | $100 | District |
| **College Day** | Van Reddic/Dilcy Carter/P. Colvin | 11/2026 | 0 | Title I -PI |
| **Freshman Orientation** | D. Sampson/Van Reddic/Dilcy Carter | 08/2026 | $0 | None |
| **Career Day (LDCC)** | Van Reddic/Dilcy Carter | 10/2026 | $200 | District |
| **College/University Visits** | Van Reddic/Dilcy Carter | 10/2026-05/2027 | $500 | Title I |

# 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: Dena Sampson

## 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: | | |