	School Address: 2945 Renwick St. Monroe, La		
Carroll Jr. High School	Grade Span: 7th -8th		
	School Mission: Carroll Jr. High is a community of learners de		
Title I Schoolwide Plan	School Goal: Increase overall SPS by 5 points.		
2026-2027			
School Improvement Team			
Name	**Role**		
Montrell D. Marshall	**Principal**		
Kimberly Wells	**Administrator**		
Darius Washington	**Teacher**		
Akai Solmone-Jackson	**Teacher**		
Tamara Ross	**Teacher**		
Taylor Gray	**Parent**		
Margaret Wilson	**Parent**		

SIP REVIEW MEETING DATES			
#1 Sept. 2026			
#2 Oct. 22, 2026			
#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: Prior Year SPS and School Grade Parent Survey Data Data Collection Summary and Prioritized Needs
Strategies for Improvement	strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and '' include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].
Student support services	Student support services to address academics as well as student wellbeing through activities such as counseling and mentoring programs to improve students' skills outside of academics;
Student opportunities	Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;
Multi-tiered Systems of Support	Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;
Professional Development	Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and
Student Transition	Activities to provide effective Student Transition to assist students from preschool to kindergarten, elementary to middle school, and/or middle to high school.
	***Schools must provide student assessment results and an interpretation of the results in a language that parents can understand.

Summary of Comprenehsive Needs Assessment			
*From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source.			
Areas of Strengths		Data to Support Claim	
Vocabulary		LEAP	
Informational text		LEAP	
Operation		LEAP	
Scientific Investigation		LEAP	
Establishing context		LEAP	
Areas of Improvement		Data to Support Claim	
Writing Performance		LEAP	
Reading Performance		LEAP	
Expressing Mathematical Reasoning		LEAP	
Major Content (Math)		LEAP	
Scientific Reasoning		LEAP	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1	**Reading Performance**	**7th & 8th**	
2	**Writing Performance**	**7th & 8th**	
3	**Major Content**	**7th & 8th**	
4	**Reasoning Scientifically**	**7th & 8th**	
5			

Prior Year Data

School SPS

Achieve	11.14
Grow	36
Thrive (HS Only)	
Overall SPS	23.6

Retentions

Grade	2023-2024			2024-2025			2025-2026		
Grade Bands of your Campus	Total # of Students	# Retained	%	Total # of Students	# Retained	%	Total # of Students	# Retained	%
7	193	0		141	0		119	0	
8	161	1		191	1		143	1	
Total	354	1		332	1		262	1	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	111			
8	133			

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	111			
8	133			

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
7	8			
8	10			

Math Non-Economically Disadvantaged												
Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)								
7	8											
8	10											

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				
2				
3				
Improvements				
	Parent Survey	Data Sources		
1				
2				
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.	By the end of the 2026-2027 school year, Carroll Jr. High School will incease the percentage of economically disadvantaged students scoring Mastery or Advanced on the ELA LEAP 2025 assessment by 5 percentage points from the 2025-2026 baseline, through targeted literacy interventions, differentiated instruction, and data-driven instructional practices
Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students	

OBJECTIVES (Up to 3)

Objective 1: Increase ELA proficiency among economically disadvantaged students by 5 percentage points, as measured by LEAP results.

Objective 2: At least 80% of economically disadvantaged students identified for literacy intervention will demonstarte measurable growth on Le

Objective 3: 100% of ELA teachers will participate in weekly PLC data reviews to identify learning gaps, plan targeted interventions, and monit

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
1. Targeted Literacy Intervention: implement differentiated, small group literacy interventions during Reading Lab	ELA Teachers, Literacy coach	Aug. 26/ May 27'		
2. Weekly PLC Data Analysis:Conduct weekly PLC meetings to analyze student performance, identify priority standards, and develop instructional responses using achievement level descriptors	Admin, Literacy Coach, ELA Teachers	Aug. 26'/May 27''		
3. Progress Monitoring: Monitor students literacy growth through Lexia reports, district assessments, and classroom formative assessments.	Admin, ELA teachers	Sept. 26' /May 27'		
4. Instructional Coaching: Provide ongoing coaching, classroom observations, and feedback focused on standards aligned instruction, student engagemt and differentiated learning	Admin, Literacy Coach, Consultant	Aug. 26'/May 27''	$4,000	Title
5. Family Engagement: Provide families with literacy progress updates and resources to support reading comprehension and vocabulary development at home.	ELA Teachers, Literacy coach, Parent Liaison, Consultant	Sept. 26'/ May 27'	$1,000	Title

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.	By the end of the 2026-2027 school year, Carroll Jr. High School will incease the percentage of students scoring Mastery or Advanced on the Mathematics LEAP 2025 assessment by 5 percentage points from the 2025-2026 baseline, through targeted literacy interventions, differentiated instruction, and data-driven instructional practices
Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.	

OBJECTIVES (Up to 3)

Objective 1: Increase mathematics proficiency by 5 percentage points, as measured by the LEAP

Objective 2: At least 80% of economically disadvantaged students identified for mathematics intervention will demonstarte measurable growth

Objective 3:100% of mathematics teachers will participate in weekly PLCs data reviews to analyze student performance, unpack priority standa

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
1. Standards Aligned Instruction: Implement HQIM	Math teachers, admin	Aug. 26' / May 27'		
2. Targeted Math Interventions: Provide differentiated small group instruction and targeted remediation based on student performance, with particular attention to prerequisite skills and conceptual understanding.	Math teachers,	Sep. 26/ May 27'		
3. Weekly PLC Data Analysis: Conduct weekly math PLCs to analyze formative , identify student misconceptions, and plan instructional adjustments.	Math teachers, ILT	Aug. 26' / May 27'		
4. Progress Monitoring: Administer common formative assessmentsand district benchmarks, review economically disadvantaged students' progress biweekly, and adjust intervention groups.	Math teachers, admin	Sep. 26/ May 27'		
5. Instructional Coaching: Conduct classroom observations, instructional feedback cycles, and collaborative lesson internalization focused on mathematical reasoning, problem solving, and student discourse.	Admin, consultant	Aug. 26' / May 27'	$4,000	Title
6. Family Engagement: Communicate matheatics progress to families and provide resources that reinforce essential math skills at home.	Math teachers, Parent liaison, consultant	Sep. 26/ May 27'	$1,000	Title

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.	By the end 2026-2027 school year, Carroll Junior High School will increase the percentage of students demonstrating proficiency in Science and Social Studies by 5 percentage points from 2025-2026 baseline, as measured by the LEAP, through standards aligned instruction, disciplinary literacy strategies, targeted interventions, and data-driven instructional practices.

Goal 3: Science and Social Studies

OBJECTIVES (Up to 4)

Objective 1: Increase the percentage of economically disadvantaged students demonstrating proficiency in Science by 5 percentage points from the 2025-2026 baseline, as measured by LEAP assessments.

Objective 2:Increase the percentage of economically disadvantaged students demonstrating proficiency in Social Studies by 5 percentage poir

Objective 3:100% of Science and Social Studies teachers will participate in weekly collaborative planning and data analysis to strengthen standards alignment, implement disciplinary literacy strategies, and develop targeted instructional responses.

Objective 4:

ACTIVITY/STRATEGY	ACTIVITY/STRATEGY	Start/Completion Date	Estimated Cost	Funding Source
1. Standards Aligned Instruction: Implement Amplify emphasizing scientific inquiry, three-dimensional lea	Science teachers, admin	Aug. 26' / May 27'		
2. Gallopade Implementation: Implement Gallopade curriculum with fidelity, emphasizing historical inquiry	Social Studies teachers, admin	Aug. 26' / May 27'		
3. Disciplinary Literacy Integration: incorporate academic vocabulary, informational text analysis, structur	Science and Social Studies teachers, Literacy coach	Aug. 26' / May 27'		
4. Collaborative Planning and Lesson Internalization: Conduct weekly PLCs to unpack standards, interna	Teachers, ILT, Consultant	Sept. 26' / May 27'	$1,000	Title
5. Assessment and Targeted Intervention: Utilize formative assessments, curriculumassessments, and di	Teachers, admin	Aug. 26' / May 27'		
6. Instructional coaching and monitoring: Conduct classroom walkthroughs, provide actionable feedback,	Admin, consultant	Sept. 26' / May 27'	$1,000	Title
7. Student Progress Monitoring: Review assessment data biweekly to monitor economically disadvantage	Teachers, Admin	Sept. 26' / May 27'		

Part B: Plans for Improvement/ State the Goals

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

By the end of the 2026-2027 school year, Carroll Jr. High School will increase parent and family engagement participation by 15% from the 25-26 baseline, as measured by event attendance records, parent participation logs, and family engagement surveys, through structured family learning opportunities, consistent two way communication, and schoolwide engagement initiatives designed to support student achievement and positive school culture.\

Goal 3: Parental Engagement Strategy

OBJECTIVES (Up to 2)

Objective 1: Increase parent and family participation in school sponsored academic, informational, and engagement activities.

Objective 2: Conduct four parent learning opportunities through our Parent Learning Lab, with at least 80% of surveyed participants reporting i

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Parent Lab: Conduct quarterly workshops focused on Academic support, LEAP preparation, literacy, matl	Admin, Parent Liaison, Instructional Staff, Consultant	Sept. 26' / May 27'	$1,000	Title
House System Family Engagement: Integrate families into Rouge, Orleans, Creole and Zydeco house ac	Admin, House Leaders, PBIS Team, Consultant	Aug. 26' / May 27'	$1,000	Title
Consistent Parent Communication: Establish expectations for teachers to provide regular academic and l	Teachers, Admin	Sept. 26' / May 27'		
Parent feedback and shared decision making: Administer parent surveys and conduct stakeholder meetir	Admin, SIT	Oct. 26' / May 27'		
Targeted Family Outreach: Identify families with limited school participation and provide personalized invi	Counselor, Parent Liaison, teachers	Sept. 26' / May 27'		

Part C: Student Support Services

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

Economically Disadvantaged		Students with Disabilities
Tier I Curriculum		Inclusion
Acceleration/RTI – In-school Remediation		Progress Monitoring
Progress Monitoring		Acceleration/RTI – In-school
		Resource Services
		Tier I Curriculum
Race/Ethnicity/Minority		**English Learners**
Tier I Curriculum		
Acceleration/RTI – In-school Remediation		
Progress Monitoring		
Foster and Homeless		
School uniforms, school supplies, shoes, &		
Excused absences for court/family visits		

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

House System and Student Belonging: Implement the four-house system to strengthen student belonging, positive peer relationships, leadership, and school connectedness through house meetings, competitions, and collaborative activities.	Admin, House leaders, faculty, consultant	Aug. 26' / May 27'		
PBIS: Implement schoolwide PBIS expectations, positive behavior recognition, student incentives, and First Friday celebrations to reinforce appropriate behavior and strengthen school climate.	Admin, House leaders, PBIS Team, teachers	Aug. 26' / May 27'		
School Counseling and SEL Support: Provide individual and small group counseling, classroom SEL lessons, and referrals to apprpriate support services to address students'emotional regulation, interpersonal relationships, conflict resolution, and decision making skills.	School Counelor, Admin	Aug. 26' / May 27'		
MTSS: Identify students requiring additional behaviral or social-emotional support through attendance, discipline, teacher referrals, and student performance data. Implement targeted interventions and monitor student progress.	Admin, Counselors, MTSS Team	Aug. 26' / May 27'		
Student Mentoring and Leadership Development: Establish structured mentoring opportunities and student leadership activities to promote positive adult- student relationships, self confidence, accountability, and responsible decision making.	Counselors, House Leaders, Faculty Mentors	Sept. 26' / May 27'		

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

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

Post-Secondary Education Credit

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

Part E: Multi-Tiered Systems of Support (MTSS)

MTSS: Screening and progress monitoring; Evidence-based Instruction and Intervention; Data-based Decision Making; Tiered Interventions; Teaming

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)

2025-2026 Data

Number of Suspension ISS/OSS 112

Number of Referrals 488

Number of Expulsions

Goals for 2026-2027

1. By May 2027, CJHS will reduce office discipline referrals by at least 15% from 488 to 414 or fewer, through proactive classroom management, early identification of behavioral concerns, targeted MTSS interventions, and positive behavior reinforcement through the schoolwide House System.

2 By May 2027, CJHS will reduce the total number of OSS/ISS by at least 15%, from 112 to 95 or fewer, through consistent implementation of PBIS, restorative practices, and tiered behavioral interventions.

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 (Thursday, 12:14-1:01PM, Conference Room)
ILT Member (Dr. Montrell Marshall, Principal/Facilitator)
ILT Member (Kimberly Welss, Assistant Principal)
ILT Member (Dr. Detrick James, Dean of Students)
ILT Member (Tamara Ross, Data Analyst/Facilitator/Teacher)
ILT Member (Akai Solmone-Jackson, ELA Content Lead)
ILT Member (Darius Washington, Math Content Lead)

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

PLC - ELA		PLC - Math		
Weekly Meeting (Monday, 9:11-9:58AM, Library)		Weekly Meeting (Monday, 1:05-1:52PM, Library)		
PLC Member (Dr. Montrell Marshall, Principal, Facilitator/Presenter)		PLC Member (Dr. Montrell Marshall, Principal, Facilitator/Presenter)		
PLC Member (Kimberly Wells, Assistant Principal, Facilitator/Presenter)		PLC Member (Kimberly Wells, Assistant Principal, Facilitator/Presenter)		
PLC Member (Tamara Ross, Facilitator/Presenter/Teacher)		PLC Member (Tamara Ross, Facilitator/Presenter/Teacher)		
PLC Member (name, role)		PLC Member (name, role)		

PLC - Science		PLC - Social Studies		
Weekly Meeting (day, time, place)		Weekly Meeting (day, time, place)		
PLC Member (Dr. Montrell Marshall, Principal, Facilitator/Presenter)		PLC Member (Dr. Montrell Marshall, Principal, Facilitator/Presenter)		
PLC Member (Kimberly Wells, Assistant Principal, Facilitator/Presenter)		PLC Member (Kimberly Wells, Assistant Principal, Facilitator/Presenter)		
PLC Member (Tamara Ross, Facilitator/Presenter/Teacher)		PLC Member (Tamara Ross, Facilitator/Presenter/Teacher)		
PLC Member (Whitney Jordan, Teacher)		PLC Member (Deshaundrya Fraction, Teacher)		
PLC Member (KyAndria Neal, Teacher)		PLC Member (Derondre Hatfield, Teacher)		

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
From Data to Direction	Fall 26'	Hester Consulting		
Instruction in Action	Fall 26'	Hester Consulting		
Leadership in Motion	Fall 26'	Hester Consulting		
Evidence of Impact	Fall 26'	Hester Consulting		
Sustaining the Momentum	Fall 26'	Hester Consulting		

Part G: Student Transition

This should include your plan to successfully transition students from the grade bands indicated below				
Transition Activities: Select all that apply:				
___Pre-K	___ Kindergarten			
___2nd Grade to 3rd Grade	___High School to Careers/College			
___Elementary to Middle School	_x__Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
CAPS	Akai Solmone	May 27'		
Career Fair	S. Ward	March 27'		
Introduction to Health Occupations	T. Marshall	Feb. 27'		

Title I School Wide Plan

Part I:

Statement of Assurances

School Level Assurance

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

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

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

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

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

Principal Name:

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys

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