



Lexington Elementary

Title I Elementary Schoolwide Plan

2025-2026

School Name: Lexington Elementary			
Address: 1905 Spencer Ave. Monroe, LA 71201			
Grade Span: PK-2nd Grade			
School Mission: Lexington Elementary believes every child is valuable and needs a voice. We are dedicated to preparing children for the road ahead by inspiring a love of learning. We believe by providing a solid foundation that promotes educational growth and emotional and social development, we are teaching the WHOLE child in an environment that is nurturing and safe. At Lexington, students earn their TIGER STRIPES by being respectful and responsible and learn to carry Tiger Pride wherever they go. Once a Tiger, Always a Tiger!			
School Goal: By the end of the school year, 89% of students will score AT or ABOVE benchmark on the DIBELS assessment.			
Actionable Item Steps:			
Principal: Dr. Heather Kennedy			
Assistant Principal: Katherine Flowers			
Curriculum Coach: April McLaurin			
School Improvement Questionnaire			

Master Schedule

8:15	School Begins				
3:15	School Dismisses				

School Improvement Team		
	NAME	ROLE
Administrator	Heather Kenendy	Principal
Administrator	Katherine Flowers	Assistant Principal
Administrator	April McLaurin	Curriculum Coordinator
Teacher	Amanda Volentine	Kindergarten Chair
Teacher	Mooneen Rachal	1st grade Chair
Teacher	Lauren Bloomer	2nd grade Chair
Parent	Satveer Dhaliwal	Parent
Parent	Mackenzie Noren	Parent
SIP REVIEW MEETING DATES		
#1 Beginning of Year	August 4, 2025	
#2 2nd 9 Weeks	November 2025	
#3 3rd 9 Weeks	January 2026	
#4 4th 9 Weeks	May 2026	

Faculty and Staff Roster		
Name	Position/Assignment	
Heather Kennedy	Principal	
Katherine Flowers	Assistant Principal	
April McLaurin	Curriculum Coordinator	
Shannette Armstrong	Literacy Coach	
Jessica Hearne	PK-K Non Cat.	
Leteisha Lawson	1st & 2nd Grade Self Contained/Teacher	
McLin Hickman	SPED Inclusion 2nd Grade Teacher	
Samantha Tatum	SPED Inclusion PK-K Teacher	
Melanie Griffin	SPED Inclusion 1st Grade	
Heather Forbis	PK Teacher	
Elizabeth Gregory	PK Teacher	
Susan Sivils	PK Teacher	
Patricia Whatley	PK Teacher	
Lyndsey Zambie	PK Teacher	
Jackie Blackman	Kindergarten Teacher	
Megan Council	Kindergarten Teacher	
Colby Craig	Kindergarten Teacher	
Claire Gray	Kindergarten Teacher	
Shannon Holloway	Kindergarten Teacher	
Beth Laird	Kindergarten Teacher	
Amanda Volentine	Kindergarten Teacher	
Katherine Zimmerman	Kindergarten Teacher	
Denise Barnes	1st Grade Teacher	
Jessica Hollins	1st Grade Teacher	
Sarah Morgan Lawrence	1st Grade Teacher	
Michelle McCarty	1st Grade Teacher	
Karen McDuffie	1st Grade Teacher	
Mooneen Rachal	1st Grade Teacher	
Elizabeth Sampognaro	1st Grade Teacher	

Susan Schwab	1st Grade Teacher
Ashlie Antis	2nd Grade Teacher
Holly Aulds	2nd Grade Teacher
Lauren Bloomer	2nd Grade Teacher
Savanah Frantz	2nd Grade Teacher
Misti Houston	2nd Grade Teacher
Megan Jefcoat	2nd Grade Teacher
Claire Jones	2nd Grade Teacher
Erika McHenry	2nd Grade Teacher
Grace Markus	PK-2 Music Teacher
Janet Henley	PK-2 Art Teacher
Ainslee Peters	PK-2 Library
Julia Gross	PK-2 PE
Kara Stanley	PK-2 STEM Teacher
Danielle Chase	PK-2 Speech Teacher
Becky Flemister	PK-2 Speech Teacher
Rachel Sitton	Gifted 1st & 2nd Grade Teacher
Courtney Wetzel	1st & 2nd Grade Talented Art Teacher
Dee Cagle	Bookkeeper
Theresa Carter	Computer Operator
Amy Weems	School Nurse
Jody Calloway	PK Para
Shannon Guy	PK Para
Jaquicia Baker	PK Para
Heather Yates	PK Para
Jennifer Young	PK Para
Chancey Dixon	K Para
Tamiko Dunmore	K Para
Kristin Eckert	K Para
Kesa Jambois	K Para
Brenda Ashley	SPED Inclusion PK-K Para
Tynell Daniels	SPED Inclusion 2nd Grade Para

Michaela Lyons	SPED Inclusion 1st Grade Para
Jerrika Abram	SPED Non-cat Para
Jacqueline Williams	SPED Non-cat Para
Marquita Flennoy	SPED Self-Contained Para
Deunqunett Jones	SPED Self-Contained Para
Gina Gardner	Building Supervisor
Carl Greer	Assistant Building Supervisor
Maria Sandoval	Custodian
Bennie Washington	Custodian
Marilyn Way	Custodian
Tyrone Francis	Custodian
Samuel Bowers	Cafeteria Manager
Raymond Bynum	Food Technician
Renette Cook	Food Technician
Letha Logwood	Food Technician
Lakescha Smith	Food Technician
Dorinda Smith	Food Technician
Alysia Thomas	Food Technician
Sigmud Treadway	Cossing Guard

Staff Data

# Uncertified Teachers	0
# Certified Teachers	38

LER Evaluation Data

# of Teachers Rated Exemplary	
# of Teachers Rated Proficient	
# of Teachers Rated Unsatisfactory	

Years of Experience	
# of Teachers with 0-3 years of experience	2
# of Teachers with 3-5 years of experience	
# of Teachers with 6-10 years of experience	
# of Teachers with more than 10 years of experience	

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.

List the number of students in each area.

Total Population	Economically Disadvantaged	# Students w/Disabilities	# Migrant	# EL	# Homeless	# Foster Care	Military Affiliated (Active Duty/ Retired parents)
563		86	0	7	0	2	4
Gender	Ethnicity						
Male	Female	White	Black	Hispanic	Asian	Native American Hawaiian/Pacific Islander	Two or more races
273	290	282	239	10	32	0	
Economically Disadvantaged Profile							
% of Economically Disadvantaged		Total Student Enrollment – Oct. 1					
570							

School Goal(s) (SPS):

As of May 2025, Lexington Elementary will show a growth in Kindergarten-2nd grade students by 2 percentage points through teachers desegregating data using the Progress Monitoring calculators to set learning goals for individual students resulting in 85% of students scoring Benchmark as measured by the EOY DIBELS SCREENER.

As of May 2025, Lexington Elementary will show a growth in Kindergarten-2nd grade students by 3 percentage points through teachers planning, delivering, and assessing math instruction and analysis of student exit tickets resulting in 90% of students scoring Benchmark as measured by the EOY District Math Test.

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?

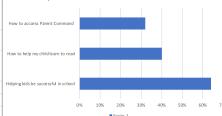
Strengths

	Parent Survey	Data Sources
1	93% of Families have clear academic expectations for their child	"You know what academic standards your child is expected to meet this year"
2	90% of Families feel valued by the school	"You feel the school values your input as a parent"
3	87% of Families agree that communication and responsiveness is strong	"Teachers regularly communicate about your child's progress" "Your calls, emails, or notes to school staff are answered promptly"

Improvements

	Parent Survey	Data Sources
1	65% of Families would like more information on how to help their child be successful in school	See Chart
2	40% of Families would like more information on how to help their child learn to read	See Chart
3	32% of Families would like more information on how to access Parent Command	See Chart

Topics Families would like more information about:



STAR Reading Summative Data

FALL 2025

Student Placement Distribution (% and #)

Grade	Number of Total Students	# Urgent Intervention	% Urgent Intervention	# Intervention	% Intervention	# On Watch	% On Watch	# At/Above Benchmark	% At/Above
K	165	11	6%	16	9%	12	11%	16	10%
1st	136	17%	23	1%	1	12%	18	69%	94
2nd	139	6%	9	7%	10	14%	19	73%	103
Totals		17%	48	17%	24	28%	53	212%	302

WINTER 2025

Student Placement Distribution (% and #)

SPRING 2026

Student Placement Distribution (% and #)

DIBELS 8th Literacy Screening Data						
BOY						
Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
K	165	25%	14%	23%	38%	165
1st	147	9%	14%	33%	44%	147
2nd	147	14%	12%	36%	38%	147
3rd						
Totals		16%	13%	31%	40%	459

MOY						
Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
K						
1st						
2nd						
3rd						
Totals						

EOY						
Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below	Below	At Benchmark	Above Benchmark	Number of Students Assessed
K						
1st						
2nd						
3rd						
Totals						

K-3 Forefront Numeracy Screener

Fall

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K	162	2%	4%	14%	41%	162
1st	142	.7%	7%	20%	73%	142
2nd	147	3%	7%	16%	75%	147
Totals					63%	

Mid-Year

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K						
1st						
2nd						
Totals						

Spring

Student Placement Distribution (%)						
Grade	Number of Total Students	Well Below Basic	Below Basic	Basic	Proficient	Number of Students Assessed
K						
1st						
2nd						
Totals						

MCS End of Module Tests

Enter the percent proficient (Mastery and above)

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	%
K	201	29	14%	161	22	14%	163	21	13%	165	27	16%
1st	163	9	6%	172	7	4%	146	7	5%	160	12	8%
2nd	147	15	10%	143	9	6%	157	11	7%	144	10	7%
Total	511	53	10%	476	38	8%	466	39	8%	469	49	11%

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 Strengths		
1. DIBELS 86% of students scored benchmark at the EOY	DIBELS EOY 24-25	
2. K and 1st grade saw 3+ point gains in Star Reading	Star Reading BOY to EOY	
3. 1st and 2nd Grade saw 10+ point gains in Star Math	Star Math EOY 24-25	
4. Kindergarten had 81%, 1st Grade 88%, and 2nd Grade had 89% of students on grade level at EOY	EOY DIBELS 24-25	
5. 1st grade had 91% of students, 2nd grade had 87% advanced or mastery on EOY Math Assessment	EOY Math Assessment	
Areas of Improvement		
1. 2nd grade had -10 drop from BOY to EOY in Start Reading	EOY Star Data 24-25	
2. Parents want more information of how to help their children be successful	Title 1 Parent Survey	
3. Parents want more information on how to help their children be successful in Reading & Math	Title 1 Parent Survey	
4		
5		
Prioritized Needs		
Prioritized Student Performance Needs		
Priority	Student Performance Need	Grade Level Focus for

1. For the number of students who are At/Above benchmark to increase for the 25/26 school year	Increase 3% points from 86% to 89% on benchmark on DIBELS	All
2. For students to maintain the current level of or show growth in DIBELS for the 25-26 school year	Maintain scores and grow on DIBELS	First and Second Grade
3. For students in Kindergarten to grow 6% in DIBELS for the 25-26 school year	Increase DIBELS scores to 87% for the 25/26 school year	Kindergarten
4. For students to maintain current level or show growth in STAR Math for the 25/26 School year	Increase Star Math scores	All
5. For students to maintain current level or show growth in Star Early Literacy for the 25/26 school year	Increase Star Early Lit scores	ELL Subgroup

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, 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.

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)

- EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmarks from 86% (EOY 24/26) to 88% (EOY 25/26).
- EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 71% (EOY) to 89% (EOY).

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Utilize CKLA curriculum with fidelity	Nahshiradmin	August-May		
STEM Facilitator	Stanley	August-May	17,000	TI
Family Literacy Night	All Teachers	Fall 2026	3,000	TI
Parent Advisory Committee Meetings	LT	August-May	500	TI
Before School Tutoring	MacLaurin/Various Teachers	September-end of May		
Teacher PD (Elevated PLC)	LT- All teachers attend	September-end of May	3,500	TI
Intervention Centers	All Teachers	Aug-May	1,000	

Goal 2: To improve the SPS 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)

- EOY K-2 Numeracy Math data will demonstrate an increase in students scoring at benchmark from 63% to 80%
- EOY 1-2 Star Math data will demonstrate an increase in students scoring at benchmark from 75% to 85%

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Utilize EUREKA Curriculum with fidelity	teacheradmin	Aug-May		
STEM Interest Day	All Teachers	Spring 2027	3,000	TI
Before School Tutoring	MacLaurin/Various Teachers	September-end of May		
Parent Advisory Committee Meetings	LT	August-May	500	TI
Intervention Centers	All Teachers	Aug-May	500	TI
Zoom Skill Review	teacher/parents	August-May		

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)

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

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
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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
Acceleration/RTI – In-school Remediation	Resource Services
Progress Monitoring	Inclusion
After School Tutoring Programs	Progress Monitoring
	Acceleration/RTI – In-school
Race/Ethnicity/Minority	English Learners
Tier I Curriculum	Tier I Curriculum
Acceleration/RTI – In-school Remediation	Acceleration/RTI – In-school
Progress Monitoring	Progress Monitoring
After School Tutoring Programs	After School Tutoring Programs
Foster and Homeless	
Tier I Curriculum	
Acceleration/RTI – In-school Remediation	
Progress Monitoring	
Summer Enrichment Programs	
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

PBIS	April McLaurin	Aug-May		
SEL Curriculum	Teachers	Aug-May		
Restorative Practice	April McLaurin	Aug-May		

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 decrease the number of out of school suspensions

Behavior Goal (needed/urgent intervention) The number of out of school suspensions will go down on my discipline report

Desired Outcomes from EOY 2023 to EOY 2025 By the EOY 2025, LA State Referrals will involve 5% or less of the total student population. Bus Referrals will not be counted in my goal.

2024-2025 Data: This year I will target lowering the number of students involved in disciplinary action. The 23/24 school year had 24/561 (4.3%) students involved in disciplinary actions.

Number of Suspension ISS/OSS - The number of Suspension ISS/OSS for 2024/2025 was 3.39% of our school population

Referral Data - 2024/2025 school year, there were 28 referrals written for 19 students 3.33%

Expulsion Data - No students at Lexington were expelled during the 2024/2025 school year

Goals for 2025-2026

1- To decrease the number of out of school suspensions, in order to increase instructional time. This will go down on my discipline report

2 - LA State Referrals will involve 5% or less of the total student population. Bus Referrals will not be counted in my goal.

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)

ILT Member Heather Kennedy, Principal

ILT Member Katherine Flowers, Assistant Principal

ILT Member April McLaurin, Curriculum Coordinator

ILT Member Shanette Armstrong, Literacy Coach

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

PLC - PK

Weekly Meeting (day, time, place)- Monday, 1-1:30

PLC Member- All PK Teachers

ILT Member Heather Kennedy, Principal

ILT Member Katherine Flowers, Assistant Principal

ILT Member April McLaurin, Curriculum Coordinator

ILT Member Shanette Armstrong, Literacy Coach

PLC - K

Weekly Meeting Tuesday, 1:30-2

PLC Member- All K Teachers

ILT Member Heather Kennedy, Principal

ILT Member Katherine Flowers, Assistant Principal

ILT Member April McLaurin, Curriculum Coordinator

ILT Member Shanette Armstrong, Literacy Coach

PLC - 1st

Weekly Meeting Thursday 1:30-2

PLC Member All 1st Grade Teachers

ILT Member Heather Kennedy, Principal

ILT Member Katherine Flowers, Assistant Principal

ILT Member April McLaurin, Curriculum Coordinator

ILT Member Shanette Armstrong, Literacy Coach

PLC - 2nd

Weekly Meeting Wednesday 11:30-12

PLC Member All 2nd Grade Teachers

ILT Member Heather Kennedy, Principal

ILT Member Katherine Flowers, Assistant Principal

ILT Member April McLaurin, Curriculum Coordinator

ILT Member Shanette Armstrong, Literacy Coach

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Elevated PLC -Topics developed based on data throughout the year	Aug/May	K-2 Teachers	K-2 Teachers	Teachers will leave with information they can immediately use in the classroom
Teacher Summitt	May	LDOE		
Numeracy Training	Aug/May	All K-2 Teachers	Admin	Teachers will know how to use the new numeracy platform

Part G: Student Transition

Transition Activities: Select all that apply:

Pre-School to Kindergarten

Elementary to Middle School 2nd grade to 3rd grade

Middle School to High School High School to Careers/College

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Spring Fling	All Teachers	March or April	1000	TI
Sallie Humble Transition Visit	2nd Grade/Sallie Humble Admin	May	\$50/bus	School Allocation

Title I School Wide Plan			
Part I:			
Statement of Assurances			
School Level Assurance			
X	I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.		
X	I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.		
X	I hereby certify that this plan has all of the following components:		
X	- Evidence of the use of a comprehensive needs assessment		
X	- Goals and measurable objectives		
X	- Evidence based research methods, strategies, and activities that guide curriculum content, instruction, and assessment		
X	- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers		
X	- Plans for transitioning pre-school children to local elementary school programs (if applicable)		
X	- Family and community engagement activities aligned with assessed needs		
X	- Evaluation strategies that include methods to measure progress of implementation		
X	- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)		
X	- An action plan with timelines and specific activities for implementing the above criteria		
X	I further certify that the information contained in this assurance is true and correct to the best of my knowledge.		
	Principal Name: Dr. Heather Kennedy		
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:		