



**Lexington Elementary**

**Title I Elementary Schoolwide Plan**

**2025-2026**

|   |  |  |  |
|---|--|--|--|
| <b>School Name: Lexington Elementary</b>  |  |  |  |
| <b>Address: 1905 Spencer Ave. Monroe, LA 71201</b>  |  |  |  |
| <b>Grade Span: PK-2nd Grade</b>   |  |  |  |
| <b>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!</b> |  |  |  |
| <b>School Goal: By the end of the school year, 89% of students will score AT or ABOVE benchmark on the DIBELS assessment.</b>   |  |  |  |
| <b>Actionable Item Steps:</b>   |  |  |  |
| <b>Principal: Dr. Heather Kennedy</b>   |  |  |  |
| <b>Assistant Principal: Katherine Flowers</b>   |  |  |  |
| <b>Curriculum Coach: April McLaurin</b>   |  |  |  |
| <b><a href="#">School Improvement Questionnaire</a></b>   |  |  |  |

|                        |                  |  |  |  |  |
|------------------------|------------------|--|--|--|--|
| <b>Master Schedule</b> |                  |  |  |  |  |
| 8:15                   | School Begins    |  |  |  |  |
| 3:15                   | School Dismisses |  |  |  |  |

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

## 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 Operater                    |  |
| 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                 |          |
| <b>Staff Data</b>                         |                               |          |
| <b># Uncertified Teachers</b>             |                               | <b>0</b> |
| <b># Certified Teachers</b>               | <b>38</b>                     |          |
|   |                               |          |
| <b>LER Evaluation Data</b>                |                               |          |
| <b># of Teachers Rated Exemplary</b>      |                               |          |
| <b># of Teachers Rated Proficient</b>     |                               |          |
| <b># of Teachers Rated Unsatisfactory</b> |                               |          |
|   |                               |          |

| 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

|  |   |
|--|---|
| <b>Comprehensive Needs Assessment</b>  | <p>Examine multiple sources of data to identify the priority needs within the school. Must include the following areas:</p> <p>Student Demographic Data</p> <p>Student Achievement - including subgroup and sub-claim data</p> <p>Parent Survey Data</p> <p>School Organization</p>   |
| <b>Strategies for Improvement</b>      | <p>strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and "</p> <p>include interventions and strategies to increase achievement of all students, but particularly the needs of underperforming subgroups and those at risk of not meeting challenging State academic standards. [ESEA section 1114(b)(7)(A)(i-iii)].</p> |
| <b>Student support services</b>        | 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;   |
| <b>Student opportunities</b>           | Student Opportunities in preparation for and awareness of opportunities for post-secondary education and the workforce;   |
| <b>Multi-tiered Systems of Support</b> | Multi-tiered Systems of Support to prevent and address behavior, including coordinated early intervening services;  |
| <b>Professional Development</b>        | Plans for professional development activities that will improve instruction, drive decision making and focus on retention and recruitment; and  |
| <b>Student Transition</b>              | 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.  |



**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.**

[Title I Parent Survey Data](#)

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

Which school does your child attend?

How often do you receive communication from the teachers at your child's school?

Do you feel informed when it comes to making decisions about your child's schooling?

Are you satisfied with the services provided by the school to help you support your child academically?

Does your child's school give you the opportunity to be involved in your child's learning?

Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?

Select how you would like to see parental involvement funds used. (dropdown options)

Select the topics you would like to receive more information about. (dropdown options)

What ways can parental engagement be strengthened at your child's school?

## Data Sources

|  |               |
|--|---------------|
|  | Parent Survey |
|--|---------------|

1 93% of Families have clear academic expectations for their child

|   |   |
|---|---|
| 1 | expectations for their child              |
| 2 | 90% of Families feel valued by the school |

|   |   |
|---|---|
| 2 | 90% of Families feel valued by the school |
|   | 87% of Families agree that communication  |

|  | Data Sources |
|--|--------------|
|--|--------------|

\*You know what academic standards your child is expected to meet this year\*

\*You feel the school values your input as a parent.\*

\*Teachers regularly communicate about your child's progress\*

\*Your calls, emails, or notes to school staff are answered

### Data Sources

|  |               |
|--|---------------|
|  | Parent Survey |
|--|---------------|

65% of Families would like more information on how to help their child be

1 information on how to help their child be successful

|   |
|---|
| 40% of Families would like more information |
|---|

|   |   |
|---|---|
| 2 | 46% of parents would like more information on how to help their child learn to read |
|---|---|

32% of Families would like more information on how to access Parent

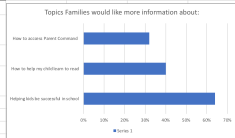
|  | Data Sources |
|--|--------------|
|--|--------------|

See Chart

|           |  |
|-----------|--|
| See Chart |  |
| on        |  |

See Chart

See Chart



| STAR Reading Summative Data |  |  |  |  |  |  |  |  |  |
|-----------------------------|--|--|--|--|--|--|--|--|--|
|-----------------------------|--|--|--|--|--|--|--|--|--|

[illegible]

| DIBELS 8th Literacy Screening Data |                         |          |                  |                 |                       |         |         |            |                         |          |               |
|------------------------------------|-------------------------|----------|------------------|-----------------|-----------------------|---------|---------|------------|-------------------------|----------|---------------|
| Student                            | Letter-Word Recognition | Spelling | Reading Accuracy | Reading Fluency | Reading Comprehension | Writing | Grammar | Vocabulary | Listening Comprehension | Speaking | Overall Score |
| 1                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 2                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 3                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 4                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 5                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 6                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 7                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 8                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 9                                  |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 10                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 11                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 12                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 13                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 14                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 15                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 16                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 17                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 18                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 19                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 20                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 21                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 22                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 23                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 24                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 25                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 26                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 27                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 28                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 29                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 30                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 31                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 32                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 33                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 34                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 35                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 36                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 37                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 38                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 39                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 40                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 41                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 42                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 43                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 44                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 45                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 46                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 47                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 48                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 49                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 50                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 51                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 52                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 53                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 54                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 55                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 56                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |
| 57                                 |                         |          |                  |                 |                       |         |         |            |                         |          |               |

| BOY | Student Placement Distribution (%) |
|-----|------------------------------------|
|     |                                    |

| Student Placement Distribution (%) |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |
|------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| 1                                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

| Grade  | Number of<br>Total Students | Well Below | Below | At Benchmark | Above<br>Benchmark | Number of<br>Students<br>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                               |

[illegible]

| Student Placement Distribution (%) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

[illegible][illegible]

| Student Placement Distribution (%) |   |   |   |   |   |   |   |   |    |    |    |    |
|------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|
| 1                                  | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

[illegible]

### STAR Math Summative Data

1st - 6th

**FALL 2025**

### Student Placement Distribution (% and #)

| Grade  | Number of<br>Total Students | % Urgent<br>Intervention | # Urgent<br>Intervention | % Intervention | # Intervention | % On Watch | # On Watch | % At/Above<br>Benchmark | # At/Above<br>Benchmark | Number of<br>Students<br>Assessed |
|--------|-----------------------------|--------------------------|--------------------------|----------------|----------------|------------|------------|-------------------------|-------------------------|-----------------------------------|
| 1st    | 140                         | 13%                      | 18                       | 21%            | 29             | 16%        | 21         | 50%                     | 70                      | #REF!                             |
| 2nd    | 135                         | 4%                       | 6                        | 10%            | 13             | 15%        | 20         | 71%                     | 96                      | #REF!                             |
| Totals | 275                         | 9%                       | 24                       | 15%            | 42             | 15%        | 41         | 60%                     | 166                     | #REF!                             |

WINTER 2025

### Student Placement Distribution (% and #)

[illegible]

SPRING 2026

### Student Placement Distribution (% and #)

[illegible]



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) |  |  |  |
|--|--|--|--|

[illegible]

| Retentions |                     |            |     |                     |            |     |                     |            |     |                     |            |     |
|------------|---------------------|------------|-----|---------------------|------------|-----|---------------------|------------|-----|---------------------|------------|-----|
| Grade      | 2021-2022           |            |     | 2022-2023           |            |     | 2023-2024           |            |     | 2024-2025           |            |     |
|            | Total # of Students | # Retained | %   | Total # of Students | # Retained | %   | Total # of Students | # Retained | %   | Total # of Students | # Retained | %   |
| 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% |

|   |                          |                       |
|---|--------------------------|-----------------------|
| <b>Summary of Data Collection</b>   |                          |                       |
| *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   |                          |                       |
|   |                          |                       |
|   |                          |                       |
| <b>Prioritized Needs</b>  |                          |                       |
| 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            | <b>Increase 3% points from 86% to 89% on benchmark on DIBELS</b> | <b>All</b>                    |
| 2. For students to maintain the current level of or show growth in DIBELS for the 25-26 school year       | <b>Maintain scores and grow on DIBELS</b>                        | <b>First and Second Grade</b> |
| 3. For students in Kindergarten to grow 6% in DIBELS for the 25-26 school year                            | <b>Increase DIBELS scores to 87% for the 25/26 school year</b>   | <b>Kindergarten</b>           |
| 4. For students to maintain current level or show growth in STAR Math for the 25/26 School year           | <b>Increase Star Math scores</b>                                 | <b>All</b>                    |
| 5. For students to maintain current level or show growth in Star Early Literacy for the 25/26 school year | <b>Increase Star Early Lit scores</b>                            | <b>ELL Subgroup</b>           |

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.

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) (Demonstrate Rationale)

OBJECTIVES (Up to 4)

- 1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 86% (EOY 2425) to 89 % (EOY 2526).
- 1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 71% (BOY) to 89 % (EOY).

| Activity/Strategy                    | Responsible Person        | Start/Completion Date | Estimated Cost | Funding Source |
|--------------------------------------|---------------------------|-----------------------|----------------|----------------|
| USEase OELA curriculum with fidelity | teachers/admin            | August-May            |                |                |
| STEM Facilitator                     | Stanley                   | August-May            | 17,000         | T1             |
| Family Literacy Night                | All Teachers              | Fall 2026             | 3,000          | T1             |
| Parent Advisory Committee Meetings   | ELT                       | August-May            | 500            | T1             |
| Before School Tutoring               | McLaurin/Various Teachers | September-end of May  |                |                |
| Teacher PD (Elevated PLC)            | ELT- All teachers attend  | September-end of May  | 3,500          | T1             |
| 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) (Demonstrate Rationale)

OBJECTIVES (Up to 4)

- 1. EOY K-2 Numeracy Math data will demonstrate an increase in students scoring at benchmark from 63% to 80%.
- 2. EOY 3-2 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 |
|--|---------------------------|-----------------------|----------------|----------------|
| USEase EUREKA Curriculum with fidelity | teachers/admin            | Aug-May               |                |                |
| STEM Interactive Day                   | All Teachers              | Spring 2027           | 3,000          | T1             |
| Before School Tutoring                 | McLaurin/Various Teachers | September-end of May  |                |                |
| Parent Advisory Committee Meetings     | ELT                       | August-May            | 500            | T1             |
| Intervention Centers                   | All Teachers              | Aug-May               | 500            | T1             |
| Zearn SMI 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) (Demonstrate Rationale)

OBJECTIVES (Up to 4)

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

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

|  |                           |                                   |  |  |
|--|---------------------------|-----------------------------------|--|--|
| <b>Part C: Student Support Services</b>  |                           |                                   |  |  |
| <b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>  |                           |                                   |  |  |
| <b>Economically Disadvantaged</b>  |                           | <b>Students with Disabilities</b> |  |  |
| 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      |  |  |
| <b>Race/Ethnicity/Minority</b>   |                           | <b>English Learners</b>           |  |  |
| 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 Program     |  |  |
| <b>Foster and Homeless</b>   |                           |                                   |  |  |
| Tier I Curriculum  |                           |                                   |  |  |
| Acceleration/RTI – In-school Remediation   |                           |                                   |  |  |
| Progress Monitoring  |                           |                                   |  |  |
| Summer Enrichment Programs   |                           |                                   |  |  |
| Excused absences for court/family visits   |                           |                                   |  |  |
|  |                           |                                   |  |  |
| <b>Part C: Student Support Services (SEL) Social Emotional Learning</b>  |                           |                                   |  |  |
| 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. |                           |                                   |  |  |
| <b>Activity/Strategy</b>   | <b>Responsible Person</b> | <b>Start/Completion Date</b>      |  |  |

|                      |                |         |  |  |
|----------------------|----------------|---------|--|--|
| 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**

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

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

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|   |           |                          |                    |   |   |  |  |  |  |  |  |
|---|-----------|--------------------------|--------------------|---|---|--|--|--|--|--|--|
| 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, Assitant 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  |           |                          |                    |   | PLC - K   |  |  |  |  |  |  |
| Weekly Meeting (day, time, place)- Monday, 1-1:30   |           |                          |                    |   | Weekly Meeting Tuesday, 1:30-2                    |  |  |  |  |  |  |
| PLC Member- All PK Teachers   |           |                          |                    |   | PLC Member- All K Teachers                        |  |  |  |  |  |  |
| ILT Member Heather Kennedy, Principal   |           |                          |                    |   | ILT Member Heather Kennedy, Principal             |  |  |  |  |  |  |
| ILT Member Katherine Flowers, Assitant Principal  |           |                          |                    |   | ILT Member Katherine Flowers, Assitant Principal  |  |  |  |  |  |  |
| ILT Member April McLaurin, Curriculum Coordinator   |           |                          |                    |   | ILT Member April McLaurin, Curriculum Coordinator |  |  |  |  |  |  |
| ILT Member Shanette Armstrong, Literacy Coach   |           |                          |                    |   | ILT Member Shanette Armstrong, Literacy Coach     |  |  |  |  |  |  |
|   |           |                          |                    |   |   |  |  |  |  |  |  |
| PLC - 1st   |           |                          |                    |   | PLC - 2nd   |  |  |  |  |  |  |
| Weekly Meeting Thursday 1:30-2  |           |                          |                    |   | Weekly Meeting Wednesday 11:30-12                 |  |  |  |  |  |  |
| PLC Member All 1st Grade Teachers   |           |                          |                    |   | PLC Member All 2nd Grade Teachers                 |  |  |  |  |  |  |
| ILT Member Heather Kennedy, Principal   |           |                          |                    |   | ILT Member Heather Kennedy, Principal             |  |  |  |  |  |  |
| ILT Member Katherine Flowers, Assitant Principal  |           |                          |                    |   | ILT Member Katherine Flowers, Assitant Principal  |  |  |  |  |  |  |
| ILT Member April McLaurin, Curriculum Coordinator   |           |                          |                    |   | ILT Member April McLaurin, Curriculum Coordinator |  |  |  |  |  |  |
| ILT Member Shanette Armstrong, Literacy Coach   |           |                          |                    |   | 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 immediatly use in the classroom |   |  |  |  |  |  |  |
| Teacher Summitt   | May       | LDOE                     |                    |   |   |  |  |  |  |  |  |
| Numeracy Training   | Aug/May   | All K-2 Teachers         | Admin              | Teachers will know how ot use the new numeracy platform                       |   |  |  |  |  |  |  |

| Part G: Student Transition  |                               |                       |                |                   |
|---|-------------------------------|-----------------------|----------------|-------------------|
| Transition Activities: Select all that apply:   |                               |                       |                |                   |
| <input checked="" type="checkbox"/> Pre-School to Kindergarten  |                               |                       |                |                   |
| <input type="checkbox"/> Elementary to Middle School <input checked="" type="checkbox"/> 2nd grade to 3rd grade |                               |                       |                |                   |
| <input type="checkbox"/> Middle School to High School <input type="checkbox"/> 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                                    | - Evidenced 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:                     |              |                                   |