	School Address: 600 Forsythe Avenue, Monroe, Louisiana 71201		
Neville High School	Grade Span: 9 - 12		
	School Mission: To inspire, educate, and motivate students to achieve excellence and become productive citizens.		
Title I Schoolwide Plan	School Goal: By May 2027, Neville High School will increase its overall SPS from 44.8 to 49.8.		
2026-2027			
School Improvement Team			
Name	**Role**		
Karari Hanks	Principal		
Grisham Lenard	Administrator		
Kaki Willrich	Teacher		
Jeff Gregory	Teacher		
Beth Smith	Teacher		
Katherine Sandifer	Parent		
Jennifer Cain	Parent		

SIP REVIEW MEETING DATES			
#1 08/04/2026			
#2			
#3			
#4			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2026-2027**

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	
1 **English II LEAP Scores**		**Highest percentage of students scoring Advanced or Mastery (51%).**	
2 **English LEAP Growth**		**Largest growth of all subjects (42.8%).**	
3 **Graduation Rate**		**86.70%**	
4			
5			
Areas of Improvement		Data to Support Claim	
1 **Biology LEAP Scores**		**Lowest percentage of students scoring Advanced or Mastery (20%)**	
2 **Geometry LEAP Scores**		**Low percentage of students scoring Advanced or Mastery (30%).**	
3			
4			
5			
Prioritized Needs: Prioritized Student Performance Needs			

Priority	Student Performance Need	Grade Level Focus for	
1			
2			
3			
4			
5			

Prior Year Data

School SPS

Achieve	35.9
Grow	41.3
Thrive (HS Only)	58.6
Overall SPS	44.8

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	%
9th	278	58	20.86%	289	43	14.88%	253	52	20.56%
10th	262	33	12.60%	246	19	7.72%	246	23	9.35%
11th	249	16	6.43%	244	25	10.25%	242	30	12.40%
12th	218	1	0.46%	249	0	0.00%	240	5	2.08%
Total	1007	108		1028	87		981	110	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

ELA Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Math Non-Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)

Summary of Parent Survey Data

Title I Parent Survey		**Distribute Survey Oct. 2nd, Jan. 6th, & May 3rd**		
Here is a sample of questions that are asked on the survey:				
Which school does your child attend?				
How often do you receive communication from the teachers at your child's school?				
Do you feel informed when it comes to making decisions about your child's schooling?				
Are you satisfied with the services provided by the school to help you support your child academically?				
Does your child's school give you the opportunity to be involved in your child's learning?				
Have you been given the opportunity to participate in the planning and implementation of the parental involvement program at your child's school?				
Select how you would like to see parental involvement funds used. (dropdown options)				
Select the topics you would like to receive more information about. (dropdown options)				
What ways can parental engagement be strengthened at your child's school?				
Strengths				
	Parent Survey	Data Sources		
1	**Parents know how to keep up with their child's grades.**	**Title I Parent Survey**		
2	**Parents feel that the school values their input as a parent.**	**Title I Parent Survey**		
3	**Parents feel that their children have access to additional academic help when needed.**	**Title I Parent Survey**		
Improvements				
	Parent Survey	Data Sources		
1	**Parents would like to be more involved in the implementation of the parental involvement program.**	**Title I Parent Survey**		
2	**Parents would like to participate in the planning of the Title I Program.**	**Title I Parent Survey**		
3	**Parents feel that teachers could better communicate about the child's academic progress.**	**Title I Parent Survey**		

Part B: Plans for Improvement/ State the Goals

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

Goal 1: To improve the SPS in ELA for Economically Disadvantaged Students

OBJECTIVES (Up to 3)

Objective 1:

Objective 2:

Objective 3:

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source

Part B: Plans for Improvement/ State the Goals				
Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.				
Goal 2: To improve the SPS in Math for Economically Disadvantaged Students.				
OBJECTIVES (Up to 3)				
Objective 1:				
Objective 2:				
Objective 3:				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**

Part B: Plans for Improvement/ State the Goals				
Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.				
Goal 3: Science and Social Studies				
OBJECTIVES (Up to 4)				
Objective 1:				
Objective 2:				
Objective 3:				
Objective 4:				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**

Part B: Plans for Improvement/ State the Goals				
Sample goal: Increase the percentage of students demonstrating proficiency in reading comprehension, as measured by district-wide benchmark assessments, by 15% for all students by the end of the 2025-2026 school year. Goals should be **specific, measurable, achievable, relevant, and time-bound.** All activities and funding should align with the goals set in the school-wide plan.				
Goal 3: Parental Engagement Strategy				
OBJECTIVES (Up to 2)				
Objective 1: To increase the				
Objective 2:				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**

Part C: Student Support Services

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

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Tier I Curriculum		
Acceleration/RTI – In-school Remediation		Resource Services		
Progress Monitoring		Inclusion		
After School Tutoring Programs		Progress Monitoring		
School Supplies		Acceleration/RTI – In-school		
		After School Tutoring Prograr		
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 Prograr		
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
After School Tutoring Programs				
School uniforms, school supplies, shoes, &				

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	**Melanie Soignier**	**All Year**		
SEL Curriculum	**Kathy Rasco**	**All Year**		

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		**87**	**81**	**65**	**117**	**52**
Dual Enrollment		**59**	**68**	**70**	**96**	**67**
Business: Industry Based Credentials		**107**	**202**	**195**	**97**	**189**
Health Sciences: Industry Based Credentials		**46**	**80**	**94**	**8**	**141**
Architecture and Construction: Industry Based Credentials		**145**	**185**	**198**	**167**	**159**
Manufacuring: Industry Based Credentials		**173**	**258**	**113**	**100**	**101**

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: **215**

Number of Referrals: **217**

Number of Expulsions: **11**

Goals for 2026-2027

1. **Improve attendance through truancy enforcement (new person in charge of truancy).**
2. **Reduce overall number of major referrals (utilize Check In - Check Out with Behavior Coach).**

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 (Tuesday, 8:30, Conference Room)
ILT Member (Karari Hanks, Principal)
ILT Member (Grisham Lenard, Assistant Principal)
ILT Member (Margaret Gaumnitz, Accountability Specialist)

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

PLC - ELA	PLC - Math
Weekly Meeting (Wednesday, 12:20 - 12:50, Room #337)	Weekly Meeting (Wednesday, 12:20 - 12:50, Room #332)
PLC Member (Katherine Sandifer, English Department Chair)	PLC Member (Beth Smith Math Department Chair)
PLC Member (Nils Borquist, Teacher)	PLC Member (Billy Beaird, Teacher)
PLC Member (Ashley Burkett, Teacher)	PLC Member (Michelle Crow, Teacher)
PLC Member (Ronald Donn, Teacher)	PLC Member (Kim Garza, Teacher)
PLC Member (Jennifer Etzel, Teacher)	PLC Member (Holly Scott, Teacher)
PLC Member (McKenna Kicey, Teacher)	PLC Member (Wendy Waller, Teacher)
PLC Member (Max Pennington, Teacher)	PLC Member (Kaki Willrich, Teacher)
PLC Member (Anna Rambin, Teacher)	PLC Member (Suzie Wilson, Teacher)
PLC Member (Jessica Smith, Teacher)	
PLC Member (Mary Tucker, Teacher)	
PLC Member (Sharon White, Special Education Teacher)	

PLC - Science	PLC - Social Studies
Weekly Meeting (Wednesday, 11:22 - 11:52, Room #9)	Weekly Meeting (Wednesday, 11:22 - 11:52, Room #514)
PLC Member (Rachel Gray, English Department Chair)	PLC Member (Jeff Gregory, English Department Chair)
PLC Member (Tajh Alston, Teacher)	PLC Member (Jaiden Cole, Teacher)
PLC Member (Anna Gail Cain, Teacher)	PLC Member (Aaron Hester, Teacher)
PLC Member (Ridge Heisler, Teacher)	PLC Member (Ben Rogers, Teacher)
PLC Member (John Kade Lawrence, Teacher)	PLC Member (Jalen Tolliver, Teacher)
PLC Member (Katelyn Morson, Teacher)	PLC Member (Daniel Vanderberg, Teacher)
PLC Member (Addie Nickelson, Teacher)	PLC Member (Reagan Wise, Teacher)
PLC Member (Michael Sandifer, Teacher)	

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes

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

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Senior Meetings	**Guidance Department (Laura Bryan, Shannon Hindmon, Andy Robinson)**	**09/2026 - 05/2027**	**$0.00**	**N/A**
LOSFA / TOPS / Financial Aid Parent & Student Meeting	**Guidance Department with LOSFA Represenative (Summer Clark)**	**09/15/2026**	**$0.00**	**N/A**

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: **Karari Hanks**

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: **08/04/2026**	**None**
School-wide Plan Review with District Leadership	August-September	Date:	**None**
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:		