	School Address: 1000 Plum Street Monroe, La 71201		
Clara Hall Elementary School	Grade Span: PreK-2nd		
	School Mission: At Clara Hall Elementary School, we provide		
Title I Schoolwide Plan	School Goal: Clara Hall Elementary School will be a high-perf		
2026-2027			
School Improvement Team			
Name	**Role**		
Shuntaye Treadway Wilson	**Principal**		
Becky Zeno	**Administrator**		
Althea King	**Teacher**		
Lindy White	**Teacher**		
Shernikwa Fairley	**Teacher**		
Danielle Shoulders	**Parent**		
Mr. and Mr. Demarcus White	**Parent**		

SIP REVIEW MEETING DATES			
#1 8/27/26			
#2			
#3			
#4			

Required Components of a Title I SchoolWide Plan

District Name: Monroe City Schools **School Year: 2025-2026**

Schoolwide Plan ESEA/ESSA Monitoring Checklist	
Comprehensive Needs Assessment	Examine multiple sources of data to identify the priority needs within the school. Must include the following areas: 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	
Informal observations conducted weekly; observation tracker used to ensure effective coaching & feedback implementation		Informal observation forms; observation tracker; Care Tool	
Student growth/Progress Monitoring (STAR Reading & Math) occurs monthly for all K - 2nd grade students		STAR Reading and Math Reports, Amplify	
Bi-Weekly PLC's are conducted to collaborate, analyze data, and plan ahead.		PLC Agendas	
All faculty & staff are used to assist in classrooms throughout the day; classroom teachers have consistent classroom support		Instructional schedules	
Monthly parental involvement events		School calendar; social media, Remind, JCampus, and flyers	
Areas of Improvement		Data to Support Claim	
1. Parental Engagement Opportunities		Sign In sheets	
2. Opportunitis for parents to volunteer at the school		Sign In sheets	
3. Professional Development opportunities for teachers		LER Certificates	
4. Free School Supplies		Title 1 Budget	
5. Free Field Trips		Title 1 Budget	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1. Conceptual understanding, procedural skill and fluency, and application.	Math	All grade levels	
2. Oral reading fluency	Reading	2nd grade BOY; 1ST: MOY	

3. Letter Naming Fluency	Reading	PreK	
4. Nonsense Word Fleuncy	Reading	PreK-2ND	
5. Sight Word Fluency	Reading	K-2ND	

Prior Year Data

School SPS

Achieve	59.1
Grow	
Thrive (HS Only)	[redacted]
Overall SPS	73

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	%
Kinder	78	7	9	54	4	7.0%	75	14	18.67%
1st	76	5	7	80	6	7.5%	52	8	15.38%
2nd	78	8	10	82	14	17.0%	75	6	8%
[redacted]									
Total	232	20		216	24		202	28	

[redacted]



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	Calls, emails, or notes to school staff are answered promptly.	JCampus, Facebook, Parent Group Me, Weekly flyers		
2	The school provides clear and understandable information about the Title I program.	Title 1 Parent Meeting (agenda)		
3	You feel welcomed when visiting your child's school.	Parental Involvement Sign In Sheets		
	How often do you participate in family activities or meetings at your child's school?	Parental Involvement Sign In Sheets		
Improvements				
	Parent Survey	Data Sources		
1				
2				
3				

Part B: Plans for Improvement/ State the Goals

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

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

OBJECTIVES (Up to 3)

Objective 1:Improve foundational literacy and reading comprehension skills by the end of the school year, 80% of K - 2nd grade students will score CORE or higher on the DIBELS 8 literacy screening.

Objective 2:Implement eveidence-based literacy instruction and targeted interventions daily.

Objective 3:Provide differentiated suppport to enusre economically disadvantaged students receive the instruction necessary to close achievement gaps.

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Fluency Friday	Admin Team	October 30, 2026	0	0
Daily Interventions	Faculty and Staff	August 2026	0	0
DIBELS Parent Meeting	Admin Team, ILT, LC	January 2027	$200.00	General Funds
After School Tutoring	Faculty and Staff	February 2027	$12,000.00	Title 1
Weekend School	Faculty and Staff	November 2026 and April 2027	$6,000.00	Title 1
Monthly Pogress Monitoring	Faculty and Staff	August-April	0	0

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: By May 2027, Clara Hall Elementary will increase the percentage of students scoring at the proficient level in mathematics from 37.9% to 67%, as measured by STAR mathematics assessment.

Objective 2: Implement standards-aligned mathematics instruction to strengthen students' understanding of grade-level math concepts.

Objective 3: Provide targeted small-group instruction and interventions to address identified learning gaps.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Weekly mathematics small-group interventions	Classroom Teachers	September	0	
Weekly Zearn lesson completion	Classroom Teachers	August 2026	0	
Standards-aligned mathematics instruction	Classroom Teachers	August 2026	0	
Monthly progress monitoring	Classroom Teachers	August 2026	0	
Targeted tutoring for struggling students	Classroom Teachers and Support Staff	February 2027		
Math Night	Committee	October 2026 & March 2027		
Bi-Weekly PLC's	Administration	August 2026	0	
Data assessment analysis	Administration and Faculty	September 2026	0	

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: By May 2027, at least 80% of students in Kindergarten through 2nd grade will demonstrate proficiency in grade-level Science standards, as measured by classroom assessments and common formative assessments.

Objective 2: By May 2027, at least 80% of students in Kindergarten through 2nd grade will demonstrate proficiency in grade-level Social Studies standards, as measured by classroom assessments and common formative assessments.

Objective 3: By May 2027, 100% of Kindergarten through 2nd grade teachers will implement standards-aligned Science and Social Studies instruction, incorporating literacy integration, academic vocabulary, critical thinking, and student discourse, as monitored through lesson plans and classroom walkthroughs.

Objective 4: By May 2027, 100% of Kindergarten through 2nd grade students will participate in at least two hands-on, inquiry-based learning experiences that strengthen their understanding of Science and Social Studies concepts, as documented through lesson plans and student work samples.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Implement standards-aligned Science and Social Studies instruction using district-approved curriculum and instructional resources.	Admin Team and Teachers	August 2026-May 2027	0	0
Integrate reading comprehension, informational texts, writing, and academic vocabulary into Science and Social Studies instruction.	Admin Team and Teachers	August 2026-May 2027	0	0
Incorporate hands-on investigations, experiments, STEM activities, and inquiry-based learning opportunities to increase student engagement.	Admin Team and Teachers	August 2026-May 2027	0	0
Provide professional development focused on Science and Social Studies standards, instructional practices, and cross-curricular integration.	Admin Team and Teachers	August 2026-May 2027	0	0

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:EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 51% (BOY) to 80% (EOY).

Objective 2: By June 2026, our school will raise Math proficiency in Numeracy from 64% to 75% through consistent instructional strategies, targeted support, and ongoing progress monitoring.

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Meet the Teacher	Leadership Team & Teachers	August 7, 2026	$30.00	Title
Breakfast with Books	2nd Grade Team	September 24, 2026	$170.00	GF
Math and Literacy Night	Leadership Team & Teachers	October 8, 2026	$100.00	GF
Parent Teacher Conference Night	Leadership Team & Teachers	October 22, 2026	$0.00	GF
Thanksgiving Luncheon	Leadership Team & Teachers	November 2026	$0.00	GF
Christmas Sing A Long	Leadership Team & Teachers	December 2026	$0.00	GF
Semester Awards Program	Leadership Team & Teachers	January 2027	$50.00	GF
Sweetheart Luncheon	Leadership Team & Teachers	February 2027	$0.00	GF
DIBELS and Data Meeting	Leadership Team & Teachers	March 2027	$50.00	GF
Math and Literacy Night	Leadership Team & Teachers	March 2027	$100.00	GF
Data Meeting (Informing parent of data)	Leadership Team & Teachers	April 2027	$200.00	GF
EOY Awards Programs	Leadership Team & Teachers	May 2027	$200.00	GF

Part C: Student Support Services

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

Economically Disadvantaged		Students with Disabilities		
Tier I Curriculum		Inclusion		
Acceleration/RTI – In-school Remediation		Acceleration/RTI – In-school		
Progress Monitoring		Progress Monitoring		
		Tier I Curriculum		
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
Foster and Homeless				
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				

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	Lisa Hammet	August 2026		
Calming Spaces/Corners	Lisa Hammet and the Admin Team	August 2026		
Student Mentoring and Check in/Check out Support	Admin Team and Designated Staff	August 2026		
Conflict Resolution and Problem Solving Strategies		August 2026		
Junior Principal of the Day	Admin Team			
Parent Engagement and Home School Communication	Teachers , Admin Team, Parent Liason			
Wilbur's Warehouse -PBIS Rewards Program	PBIS Team and L. Hammet			

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

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

Post-Secondary Education Credit

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

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

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

Link your School Behavior-Mental Health Mapping Tool

Goal for Behavior:

Behavior Goal (needed/urgent intervention)
2025-2026 Data
Number of Suspension ISS/OSS: 3
Number of Referrals: 15
Number of Expulsions: 0
Goals for 2026-2027
1. By May 2027, Clara Hall Elementary School will reduce the number of student disciplinary referrals by 20% compared to the 2025–2026 school year through consistent implementation of schoolwide PBIS expectations, proactive classroom management strategies, and targeted behavioral interventions.
2. By May 2027, 90% of students will consistently demonstrate schoolwide ROAR expectations (Respectful, Optimistic, Achievers, Responsible), as measured by behavior tracking data, classroom conduct reports, and PBIS monitoring.

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 (Thursdays, 3:30, Conference Room)
ILT Member (Shuntaye Wilson, Principal)
ILT Member (Becky Zeno, Assistant Principal)
ILT Member (Althe King, Librarian)
ILT Member (Lindy White, Teacher)
ILT Member (Shernikwa Fairley, Teacher)
ILT Member (Kimberly Williams, SPED Teacher)

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

PreK and SC PLCs -	**Kindergarten PLCs**
Weekly Meeting (Tuesdays, 9:00, Room 17)	**Weekly Meeting (Tuesdays, 1:00, Room 17)**
PLC Member (name, role)	**PLC Member (Angela Bailey, Teacher)**
PLC Member (name, role)	**PLC Member (Jessica Wade, Teacher)**
PLC Member (name, role)	**PLC Member (Kenyda Davis, Teacher)**
PLC Member (name, role)	**PLC Member (Ashley Jones, SPED Teacher)**

1st Grade PLCS	**2nd Grade PLCs**
Weekly Meeting (Mondays, 10:30, Room 17)	**Weekly Meeting (Mondays, 11:30, Room 17)**
PLC Member (Lindy White, Teacher)	**PLC Member (Shernikwa Fairley, Teacher)**
PLC Member (Amelia White, Teacher)	**PLC Member (Anneka Reese, Teacher)**
PLC Member (Bridget Dora,Teacher)	**PLC Member (Miyoshi Artist, Teacher)**
PLC Member (Dalesha Davis, Teacher)	**PLC Member (Kimberly Williams, SPED Teacher)**

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Gallopade Professional Development	9/21/26	Dr. Shanae Herron	Leadership Team	Strengthen S.S. Practices
PhD Science Professional Development	9/28/26	Dr. Brittany Robinson	Leadership Team	Strengthen Science Practices
Louisiana Educator Evaluation Training for Observers & Evaluators	2/2-2/4/2027	LDOE	Admin Team	Mentor Teachers

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
_X__2nd Grade to 3rd Grade	___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
Jefferson and CHAS Transitional Meeting (Teachers)	Principals	Feb. 2027	$60.00	General Funds
DIBELS Parent Meeting	Leadership Team	March 2027	$150.00	General Funds
Jefferson and CHAS Transitional Meeting (Students)	Principals	May 2027	$0.00	

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: *Shuntaye Treadway Wilson 10/1/26*

State Assessment Data:

Latest School Profile for Principals

Latest Principal's Report Card

Perception Data:

Parent Surveys: October 2, 2026

Action	**Approximate time period:**	**Actual date:**	**District Leadership in attendance**
School-wide Plan Due Date	August	Date:	Parents, ILT, and T. McCarty
School-wide Plan Review with District Leadership	August-September	Date: 9/24/26	Anderson, McCarty, Ro. Williams, Dumas
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: December 2026		
Title I Budget Revision	Date:		