# Clara Hall Accelerated School

## Title I Elementary Schoolwide Plan

### 2025-2026

**School Name: Clara Hall Accelerated School**

**Address: 1000 Plum Street**

**Grade Span: PreK-2**

**School Mission: To provide high quality and equitable academic experiences for students in a positive learning environment that is engaging, rigorous, and culturally relevant resulting in the development of global citizens.**

**School Goal: By May 2027, Clara Hall will increase the DIBELS 8th Assessment percentage to 80% with a focus on the Louisiana Leadership Rubric (LLR) Domains and a continuum of learning to positively impact student achievement, teaching, and leading.**

**Actionable Item Steps: Conduct weekly Observations with specific and timely feedback; PM Lexia, Zearn, DIBELS, and STAR Reading and Math to ensure students are grasping state standards; devise and implement a POA to ensure scholars are on track to get promoted at the end of the year.**

**Principal:Shuntaye Treadway Wilson**

**Assistant Principal: NA**

**Curriculum Coach:Ashley Rushing**

**School Improvement Questionnaire**

# Master Schedule for Clara Hall Elementary School

| | PK | K | 1st | 2nd |
|---|---|---|---|---|
| 7:45-8:00 | Restroom/Attendance 7:45-8:00 | Bellwork/Bathroom | Bellwork/Bathroom | Bellwork/Bathroom |
| 8:00-8:15 | Literacy Lesson | Social Studies | Social Studies | Social Studies |
| 8:15-8:30 | 8:00-9:05 | 8:00-8:30 | 8:00-8:30 | 8:00-8:30 |
| 8:30-8:45 | | CKLA Skills | CKLA Skills | CKLA Skills |
| 8:45-9:00 | | 8:30-9:30 | 8:30-9:30 | 8:30-9:30 |
| 9:00-9:15 | Restroom & Ancillary | | | |
| 9:15-9:30 | 9:05-10:05 | | | |
| 9:30-10:00 | | EUREKA Math Squared | EUREKA Math Squared | WIN Reading/ HDT 9:30-10:00 |
| 10:00-10:15 | Read Aloud #1 | 9:30-10:30 | 9:30-10:30 | EUREKA Math Squared |
| 10:15-10:30 | 10:05-10:25 | | | 10:00-11:00 |
| 10:30-10:45 | LUNCH | WIN Reading/ HDT | Ancillary | |
| 10:45-11:00 | 10:25-10:55 | 10:30-11:00 | 10:30-11:30 | |
| 11:00-11:15 | Outdoor Play/ RR 10:55-11:20 | LUNCH/Restroom | | WIN MATH/ HDT |
| 11:15-11:30 | Eureka Math | 11:00-11:25 | | 11:00-11:30 |
| 11:30-11:45 | 11:20-11:40 | RECESS 11:25-11:45 | LUNCH/Restroom | Ancillary |
| 11:45-12:00 | Math Lesson w/ Centers | CKLA Knowledge/TWR | 11:35-12:05 | 11:30-12:30 |
| 12:00-12:15 | 11:40-12:40 | 11:45-12:45 | RECESS | |
| 12:15-12:30 | | | 12:05-12:25 | |
| 12:30-12:45 | | Reading Review (LNF/ NWF) | CKLA Knowledge/TWR | LUNCH/Restroom |
| 12:45-1:00 | STEAM w/ Centers | 12:45-1:00 | 12:25-1:25 | 12:30-12:55 |
| 1:00-1:15 | 12:40-1:40 | Ancillary | | RECESS 12:55-1:15 |
| 1:15-1:30 | Restroom & Read Aloud #2 | 1:00-2:00 | | CKLA Knowledge/TWR |
| 1:30-1:45 | 1:40-2:00 | | WIN Reading/ HDT | 1:15-2:15 |
| 1:45-2:00 | | | 1:25-2:00 | |
| 2:00-2:15 | QuietTime | WIN MATH/ HDT | WIN MATH/ HDT | Reading Review (NWF/WRF/ORF) |
| 2:15-2:30 | 2:00-2:45 | 2:00-2:30 | 2:00-2:30 | 2:15-2:30 |
| 2:30-2:45 | Snack, Restroom, & Dismissal | Science | Science | Science |
| 2:45-3:00 | 2:45-3:00 | 2:30-3:00 | 2:30-3:00 | 2:30-3:00 |

## School Improvement Team

| | NAME | ROLE |
|---|---|---|
| Administrator | **Shuntaye Wilson** | **Principal** |
| Administrator | **Ashley Rushing** | **Curriculum Coordinator** |
| Teacher | **Michele Stark** | **Librarian** |
| Teacher | **Danille Miles** | **SPED PreK & K** |
| Teacher | **Lisa Hammet** | **PBIS Chair** |
| Parent | **Darrika Moore** | **Parent** |
| Parent | | |
| | | |
| | | |

| SIP REVIEW MEETING DATES | | |
|---|---|---|
| #1 Beginning of Year | | September 9th |
| #2 2nd 9 Weeks | | October 24th |
| #3 3rd 9 Weeks | | |
| #4 4th 9 Weeks | | |

| Faculty and Staff Roster | | |
|---|---|---|
| **Name** | **Position/Assignment** | |
| **Delondria Goins** | **Pre-K** | **Teacher** |
| **Jasmine Fudge** | **Pre-K** | **Teacher** |
| **Kenyda Davis** | **Kindergarten** | **Teacher** |
| **Alexis Baker** | **Kindergarten** | **Teacher** |
| **Angela Bailey** | **Kindergarten** | **Teacher** |
| **Danille Miles (PK - 5)** | **Pre-K & K SPED** | **Teacher** |
| **Kimberlee Stewart** | Pre-K & K SPED (SC) | **Teacher** |
| **Althea Badger - King (Life)** | **1st** | **Teacher** |
| **Lindy White (1-6)** | **1st** | **Teacher** |
| **Bridgett Dora (1-5)** | **1st** | **Teacher** |
| **Loriann Norris (M/M 1 -12)** | **Self Contained 1st & 2nd** | **Teacher** |
| **Kimberly Williams** | **1st & 2nd SPED** | **Teacher** |
| **Jessica Wade** | **2nd** | **Teacher** |
| **Miyoshi Artist** | **2nd** | **Teacher** |
| **Shernikwa Fairley (1-5)** | **2nd** | **Teacher** |
| **Anneka Reese (K - 8)** | **2nd** | **Teacher** |
| **Christy McPherson (K- 12)** | **P.E.** | **Teacher** |
| **Michele Cobb Stark (Life)** | **Library** | **Teacher** |
| **Amanda Goforth (K -12)** | **Music** | **Teacher** |
| **Britney Strawder** | | **Computer Lab** |
| **Long Term Sub** | | **1st & 2nd SC para** |
| **Regina Williams** | | **2nd Grade Para** |
| **Agnes Moss** | | **Self Contained PreK & K** |
| **Fermia Newell** | | **Kindergarten** |
| **Arlicia Owens-Scott** | | **PreK** |

| | | |
|---|---|---|
| **Cheryl Puckett** | | **1st** |
| **Vickie Harris** | | **2nd** |
| **Modesty Zeigler** | | **2nd** |
| **Tira Webb** | | **Self Contained PreK & K** |
| **Melissa Burks** | | **Self Contained 1st & 2nd** |
| **Chelsey Goodjoint** | | **Computer Operator** |
| **Hattie Arnold** | | **Secretary** |
| | | |
| **Years of Experience** | | |
| **# of Teachers with 0-3 years of experience** | 5 | |
| **# of Teachers with 3-5 years of experience** | 4 | |
| **# of Teachers with 6-10 years of experience** | 2 | |
| **# of Teachers with more than 10 years of experience** | 9 | |

# 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:<br>Student Demographic Data<br><br>Student Achievement - including subgroup and sub-claim data<br><br>Parent Survey Data<br><br>School Organization |
| **Strategies for Improvement** | strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum; and ''<br><br>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. |

**Student Achievement Data - Insert Cohort Chart from Mrs. Dumas**

**List the number of students in each area.**

| Total Population | Economically Disadvantaged | # Students w/Disabilities | # Migrant | # EL | # Homeless | # Foster Care | Military Affiliated (Active Duty/ Retired parents) |
|---|---|---|---|---|---|---|---|
| 255 | 255 | 35 | 0 | 1 | 1 | 3 | 0 |

| Gender | | Ethnicity | | | | | |
|---|---|---|---|---|---|---|---|
| Male | Female | White | Black | Hispanic | Asian | Native American Hawaiian/Pacific Islander | Two or more races |
| 130 | 125 | 4 | 249 | 2 | 0 | 1 | |

| Economically Disadvantaged Profile | |
|---|---|
| % of Economically Disadvantaged | Total Student Enrollment – Oct. 1 |

| **School Goal(s) (SPS):** |
|---|
| 1. Improve foundational literacy and reading comprehension skills<br>By the end of the school year, 80% of K - 2nd grade students will score CORE or higher on the DIBELS 8 literacy screening. |
| 2. Improve mathematical fluency, reasoning, and problem solving skills<br>By the end of the school year, 80% of 1st & 2nd grade students will score benchmark or higher on the EOY district math assessment. |
| 3. Improve key number sense skills, concepts, and developmental milestones<br>By the end of the school year, 80% of K-2 students will score proficient on the The Universal Screeners for Number Sense |
| 4 Improve parental & community involvement support at the school<br>At the end of the 2025 - 2026 school year, one third of parents (89 out of 267) will attend 4 or more parental involvement school events as measured by sign-in sheets. |

**Subgroup Data: District will upload once data is available.**

**Summary of Parent Survey Data**

Clara Hall's Title I Survey          Distribute Survey Oct. 1, Jan. 6th, &  May 1

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 feel informed when it comes to making decisions about their child's schooling | |
| 2 | Parents feel satisfied with the services provided by the school to help you support your child academically | |
| 3 | Parents feel that Clara Hall gives them the opportunity to be involved in their child's learning | |

| | Improvements | |
|---|---|---|
| | Parent Survey | Data Sources |
| 1 | Parents would like to be contacted for parent involvement opportunities | |
| 2 | Parents feel that parental engagement can be strengthened | |
| 3 | | |

**STAR Reading Summative Data**

*FALL 2025*

| Student Placement Distribution (% and #) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed |
| K | | 12.6 | 8 | 31 | 20 | 14.3 | 9 | 42 | 42 | | | 79 |
| 1st | | 29 | 15 | 29.67 | 15 | 14.6 | 7 | 26.6 | 43 | | | 80 |
| 2nd | | 27.5 | 20 | 28.75 | 21 | 21 | 16 | 23 | 43 | | | 100 |
| | | | | | | | | | | | | |
| Totals | | 23.03333333 | 43 | 29.80666667 | 56 | 16.63333333 | 32 | 30.53333333 | 128 | 0 | 0 | 259 |

*WINTER 2025*

| Student Placement Distribution (% and #) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed | Difference in previous assessment score (+/-) |
| K | | | | | | | | | | | | 0 | |
| 1st | | | | | | | | | | | | 0 | |
| 2nd | | | | | | | | | | | | 0 | |
| | | | | | | | | | | | | | |
| Totals | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

*SPRING 2026*

| Student Placement Distribution (% and #) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed | Difference in previous assessment score (+/-) |
| K | | | | | | | | | | | | 0 | |
| 1st | | | | | | | | | | | | 0 | |
| 2nd | | | | | | | | | | | | 0 | |
| | | | | | | | | | | | | | |
| Totals | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**DIBELS 8th Literacy Screening Data**

*BOY*

| Student Placement Distribution (%) | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Number of Total Students | Well Below | Below | At Benchmark | Above Benchmark | Number of Students Assessed |
| K | | 43% | 22% | 19% | 16% | 63 |
| 1st | | 11% | 18% | 22% | 49% | 49 |
| 2nd | | 15% | 11% | 41% | 33% | 80 |
| | | | | | | |
| Totals | | 23% | 17% | 27% | 33% | 192 |
| | | | | 60% | | |

*MOY*

| Student Placement Distribution (%) | | | | | | | Difference in previous assessment score (+/-) |
|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | Well Below | Below | At Benchmark | Above Benchmark | Number of Students Assessed | |
| K | | 0% | 0% | 0% | 0% | 0 | 0% |
| 1st | | 0% | 0% | 0% | 0% | 0 | -49% |
| 2nd | | 0% | 0% | 0% | 0% | 0 | -33% |
| | | | | | | | |
| Totals | | 0% | 0% | 0% | 0% | 0 | |
| | | | | 0% | | | |

*EOY*

| Student Placement Distribution (%) | | | | | | | Difference in previous assessment score (+/-) |
|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | Well Below | Below | At Benchmark | Above Benchmark | Number of Students Assessed | |
| K | | 0% | 0% | 0% | 0% | 0 | 0% |
| 1st | | 0% | 0% | 0% | 0% | 0 | 0% |
| 2nd | | 0% | 0% | 0% | 0% | 0 | 0% |
| | | | | | | | |
| Totals | | 0% | 0% | 0% | 0% | 0 | |
| | | | | 0% | | | |

**STAR Math Summative Data**

| 1st - 6th |
|---|

| Student Placement Distribution (% and #) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed |
| 1st | 50 | 50 | 25 | 24 | 12 | 23.67 | 10 | 7 | 1 | | | 48 |
| 2nd | 77 | 52.25 | 28 | 41.5 | 28 | 6.5 | 5 | 0 | 0 | | | 61 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| Totals | 127 | 51.125 | 53 | 32.75 | 40 | 15.085 | 15 | 3.5 | 1 | 0 | 0 | 109 |

| Student Placement Distribution (% and #) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed |
| 1st | | | | | | | | | | | | 0 |
| 2nd | | | | | | | | | | | | 0 |
| 3rd | | | | | | | | | | | | 0 |
| 4th | | | | | | | | | | | | 0 |
| 5th | | | | | | | | | | | | 0 |
| 6th | | | | | | | | | | | | 0 |
| Totals | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Student Placement Distribution (% and #) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade | Number of Total Students | % Unsatisfactory | # Unsatisfactory | % Apporaching Basic | # Apporaching Basic | % Basic | # Basic | % Mastery | # Mastery | % Advanced | # Advanced | Number of Students Assessed |
| 1st | | | | | | | | | | | | 0 |
| 2nd | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| | | | | | | | | | | | | 0 |
| Totals | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# K-3 Forefront Numeracy Screener

**Student Placement Distribution (%)**

| Grade | Number of Total Students | Well Below Basic | Below Basic | Basic | Proficient | Number of Students Assessed | |
|---|---|---|---|---|---|---|---|
| K | | 0 | 0 | 0 | 0 | | |
| 1st | | 0 | 0 | 0 | 0 | | |
| 2nd | | 0 | 0 | 0 | 0 | | |
| | | | | | | | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | |

**Mid-Year**

**Student Placement Distribution (%)**

| Grade | Number of Total Students | Well Below Basic | Below Basic | Basic | Proficient | Number of Students Assessed | Difference in previous assessment score (+/-) |
|---|---|---|---|---|---|---|---|
| K | | 0 | 0 | 0 | 0 | | 0 |
| 1st | | 0 | 0 | 0 | 0 | | 0 |
| 2nd | | 0 | 0 | 0 | 0 | | 0 |
| | | | | | | | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | |

**Spring**

**Student Placement Distribution (%)**

| Grade | Number of Total Students | Well Below Basic | Below Basic | Basic | Proficient | Number of Students Assessed | Difference in previous assessment score (+/-) |
|---|---|---|---|---|---|---|---|
| K | | 0 | 0 | 0 | 0 | | 0 |
| 1st | | 0 | 0 | 0 | 0 | | 0 |
| 2nd | | 0 | 0 | 0 | 0 | | 0 |
| | | | | | | | |
| Totals | 0 | 0 | 0 | 0 | 0 | 0 | |

**MCS End of Module Tests**

Enter the percent proficient (Mastery and above)

| | Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 |
|---|---|---|---|---|---|---|
| K | 64% | | | | | |
| 1st | 81% | | | | | |
| 2nd | 66% | | | | | |
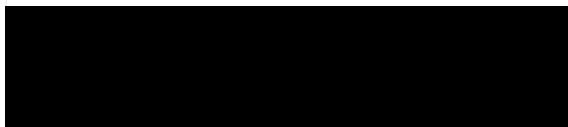
**Retentions**

| 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 | 88 | 12 | 14 | 78 | 13 | 17 | 78 | 7 | 9 | 54 | 4 | 7 |
| 1st | 76 | 9 | 12 | 79 | 12 | 15 | 76 | 5 | 7 | 80 | 6 | 8 |
| 2nd | 64 | 9 | 14 | 79 | 4 | 1 | 78 | 8 | 10 | 82 | 14 | 17 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Total | 228 | 30 | 13.33333333 | 236 | 29 | 11 | 232 | 20 | | 216 | 24 | 10.66666667 |

## Summary of Data Collection

| | | |
|---|---|---|
| *From ALL Sources of Data, rank order your identified areas of strengths and weaknesses. Indicate the supporting data source. | | |
| | | |
| **Areas of Strengths** | | |
| Informal observations conducted weekly; observation tracker used to ensure effective coaching & feedback implementation | Informal observation forms; observation tracker; Praise, Probe, & Polish forms | |
| Student growth/Progress Monitoring (STAR Reading & Math) occurs monthly for all K - 2nd grade students | STAR Reading and Math Reports | |
| 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** | | |
| Opportunities for parents to spend in the classroom | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| | | |
| | | |

## 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** |

**Part B: Plans for Improvement/ State the Goals**

By May 2027, Clara Hall will increase the DIBELS 8th Assessment percentage to 80% with a focus on the Louisiana Leadership Rubric (LLR) Domains and a continuum of learning to positively impact student achievement, teaching, and leading.

Yearly Goal: By May 2026, Clara Hall will meet or exceed its yearly growth target, improving Clara Hall's literacy screening benchmark percentage from 76% -78% through a focus on: developing teacher's abilities to utilize data to identify students in need of intervention, acceleration, extension or other additional supports (LLR).

Louisiana Educator Rubric Indicators: Teacher Content Knowledge, Teacher Knowledge of Students, & Instruction

**Goal 1: To improve the SPS in ELA.**

**Evidence of Effectiveness:**
___Category I: Strong Evidence ___Category II: Moderate Evidence ___ Category III: Promising Evidence ___Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

**OBJECTIVES (Up to 4)**

1. EOY K-2 Dibels data will demonstrate an increase in students scoring at benchmark from 60% (BOY) to 75% (EOY). | 3
2. By June 2026, our school will raise ELA proficiency in STAR Reading from 31% to 60% through consistent instructional strategies, targeted support, and ongoing progress monitoring. | 4

| Activity/Strategy | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| Parent Orientation Meeting | Teachers and Admin | 8/9/25 | NONE | |
| Breakfast with Books | Teachers and Admin | 9/25/25 | 200 | GF |
| Math and Literacy Night | Teachers and Admin | 10/8/25 | | |
| Parent Teacher Conference | Teachers | 10/23/25 | | |
| Parent Teacher Conference | Teachers | 1/15/26 | | |
| Semester Awards | Teachers and Admin | 1/22/26 | | |
| Read the Day Away | Librarian | 3/1/26 | | |
| (K-2 PARENT DIBELS MEETING) | Admin | 1/1/26 | | |
| Math & Literacy Night | Teachers and Admin | March 2026 | | |
| EOY Parent Data Meeting | Admin | April 2026 | | GF |

**Goal 2: To improve the SPS in Math.**

**Evidence of Effectiveness:**
___Category I: Strong Evidence ___Category II: Moderate Evidence ___ Category III: Promising Evidence ___Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

**OBJECTIVES (Up to 4)**

1. EOY K-2 Numeracy Data will demonstrate an increase in strudents scoring at benchmark from _____% (BOY) to 80%(EOY). | 3
2. By June 2026, our school will raise STAR MATH proficient in grades 1 and 2 from 3% to 60% through consistent instructional strategies, targeted support, and ongoing progress monitor | 4

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| Parent Orientation Meeting | Teachers and Admin | 8/9/25 | | |
| Breakfast with Books | Teachers and Admin | 9/25/25 | | |
| Math and Literacy Night | Teachers and Admin | 10/8/25 | | |
| Parent Teacher Conference | Teachers | 10/23/25 | | |
| Parent Teacher Conference | Teachers | 1/15/26 | | |
| Semester Awards | Teachers and Admin | 1/22/26 | | |
| Read the Day Away | Librarian | 3/1/26 | | |
| (K-2 PARENT DIBELS MEETING) | Admin | 1/1/26 | | |
| Math & Literacy Night | Teachers and Admin | March 2026 | | |
| EOY Parent Data Meeting | Admin | April 2026 | | |
| Academic Parent Newsletters | Principal | Monthly | | |

**Goal 3** | Parental Engagement Strategy

**Evidence of Effectiveness:**
___Category I: Strong Evidence ___Category II: Moderate Evidence ___ Category III: Promising Evidence ___Category IV: Theory of Action
(Experimental Study) (Quasi-Experimental Study) (Promising Evidence) (Demonstrates Rationale)

**OBJECTIVES (Up to 4)**

1 | 3
2 | * Currently an assessment index score of 60 is proficiency.

| 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 | | Progress Monitoring | | |
| Acceleration/RTI – In-school Remediation | | Acceleration/RTI – In-school | | |
| Progress Monitoring | | Resource Services | | |
| After School Tutoring Programs | | After School Tutoring Program | | |
| | | | | |
| **Race/Ethnicity/Minority** | | **English Learners** | | |
| Acceleration/RTI – In-school Remediation | | Acceleration/RTI – In-school | | |
| Tier I Curriculum | | Progress Monitoring | | |
| After School Tutoring Programs | | Tier I Curriculum | | |
| Progress Monitoring | | After School Tutoring Program | | |
| **Foster and Homeless** | | | | |
| Excused absences for court/family visits | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Part C: Student Support Services (SEL) Social Emotional Learning

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment.

| Activity/Strategy | Responsible Person | Start/Completion Date | |
|---|---|---|---|

**Part E: Multi-Tiered Systems of Support (MTSS) Behavior of support to prevent and address problem behavior**

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

**Goal for Behavior:**

| | |
|---|---|
| Behavior Goal (needed/urgent intervention) | |
| Desired Outcomes from EOY 2023 to EOY 2025 | |
| 2024-2025 Data: | |
| Number of Suspension ISS/OSS | |
| Referral Data | |
| Expulsion Data | |
| Goals for 2025-2026 | |
| 1 | |
| 2 | |

# 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 (Mondays (biweekly: 3:30-4:30)**

**ILT Member (Shuntaye Wilson, principal)**

**ILT Member (Ashley Rushing, curriculum coordinator)**

**ILT Member (Michels Stark, librarian)**

**ILT Member (Danielle Miles, SPED)**

**ILT Member (Lindy White, 1st Grade )**

**ILT Member (Shernikwa Fairley, 2ND Grade)**

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

| PLC - KINDER | | PLC - 1st Grade | |
|---|---|---|---|
| **Weekly Meeting (Tues. @ 1:00-2:00)** | | **Weekly Meeting (Mondays @ 10:30-11:30)** | |
| **PLC Member: K. Davis, teacher** | | **PLC Member: Lindy White, teacher** | |
| **PLC Member: A. Bailey, teacher** | | **PLC Member: Althea Badger, teacher** | |
| **PLC Member:  A. Baker, teacher)** | | **PLC Member: B. Dora, teacher)** | |
| **PLC Member (name, role)** | | **PLC Member (name, role)** | |

| PLC - 2nd Grade | | PLC - PreK and SC | |
|---|---|---|---|
| **Weekly Meeting (Mondays @ 11:30-12:30)** | | **Weekly Meeting (Tuesdays @ 9:10-10:10)** | |
| **PLC Member: Lindy White, teacher** | | **PLC Member: Jasmin Fudge, PreK teacher** | |
| **PLC Member: Althea Badger, teacher** | | **PLC Member: (Delondria Goins, PreK teacher)** | |
| **PLC Member: B. Dora, teacher)** | | **PLC Member: Lorian Norris, SC teacher** | |
| **PLC Member (name, role)** | | **PLC Member: Kimberlee Stewart, SC teacher** | |

| Additional Professional Development | | | | |
|---|---|---|---|---|
| **Title** | **Date/Time** | **Presenter or Vendor Name** | **Responsible Person** | **Intended Outcomes** |

# Part G: Student Transition

**Transition Activities: Select all that apply:**

__ Elementary to Middle School __X__ 2nd grade to 3rd grade

_____Middle School to High School _____High School to Careers/College

| ACTIVITY/STRATEGY | Responsible Person | Start/Completion Date | Estimated Cost | Funding Source |
|---|---|---|---|---|
| Jefferson and CHAS Transitional Meeting | Principals | Feb. 2026 | 60 | General Funds |

# 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* | | |

## 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: | | |