	School Address: 1709 Parkview Drive		
Martin Luther King, Jr. Junior High School	**Grade Span: 7th and 8th**		
	School Mission:		
Title I Schoolwide Plan	**School Goal: By Spring 2027, Martin Luther King, Jr. Junior Hi**		
2026-2027			
School Improvement Team			
Name	**Role**		
	Principal	Michael Price	
	Asst. Principal	David McLaughlin	
	Curriculium C.	Daisy Canfield	
	Teacher	Beverly Marshal	
	Teacher	Roslyn Holmes	
	Parent	Kimberly Thornton	
	Parent	Cordarian White	

SIP REVIEW MEETING DATES			
#1 August 24, 2026			
#2 October 21, 2026			
#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
1) ELA - Literary Text	LEAP ELA 2026 Assessment- 31% of 7th & 8th grade students scored Mastery or Higher
2) Science - (7) Evaluate; (8) Investigate	LEAP Science 2026 Assessment - 7th grade: 21% @ Mastery & Advanced in Evaluate; 8th grade: 15% @ Mastery & Advanced in Investigate
3) Math - Additional and Supporting Content/Solving Linear Equations/Systems of Linear Equations	LEAP Math 2026 Assessment-8th grade-21% @ Mastery & Advanced in Additional & Supporting Content, 7thg grade-21% @ Mastery & Advanced in Solving Linear Equations/Systems of Linear Equations
4) Social Studies-(7)Advanced in World War 1 through the Great Depression; (8) First Presidents through the Era of Good Feelings	LEAP Social Stuies 2026 Assessment-8th Grade 24% @ Mastery & Advanced in The First Presidents through the Era of Good Feelings, 7th grade-26% @ Mastery & Advanced in World War 1 through the Great Depression
5	

Areas of Improvement	Data to Support Claim
1) ELA - Writing Performance	LEAP ELA 2026 Assessment- 22% of 7th grade students scored Mastery or higher; 4% of 8th grade students scored Mastery or higher
2) Science - Reason Scientifically -	LEAP Science 2026 Assessment - 7% @ Mastery & Advanced in Reason Scientifically (7th grade); 11% @ Mastery & Advanced in Reason Scientifically (8th grade)
3) Math - Operations with Rational Numbers and Mathematical Reasoning	LEAP Math 2026 Assessment-7th grade 8% @ Mastery & Advanced in operations with Rational Numbers; 8th grade 5% @ Mastery & Advanced in Mathematical Reasoning & Modeling
4) Social Studies - The Civil War and Reconstruction and Late 19th Century and Early 20th Century	LEAP Social Studies 2026 Assessment-7th grade 12% @ Mastery & Advanced in The Civil War & Reconstruction; 8th grade 17% @ Mastery & Advanced in Late 19th Century & Early 20th Century
5	

Prioritized Needs: Prioritized Student Performance Needs

Priority	Student Performance Need	Grade Level Focus for
1. Written Expressions and Organization (ELA)		7th and 8th
2. Text Based Evidence and Written Analysis (ELA)		7th and 8th
3. (Math) Support in developing computional fluency and conceptual understanding of rational numbers including integers, fractions, decimals, and their relationship on the number line.		7th and 8th
4. (Science) Emphasize claim, evidence, and reasoning (CER) during regular science instruction so students consistently practice using evidence to explain scientific rather than simply recalling facts.		7th and 8th
5. (Social Studies) Improve understanding of the major causes and consequences of the civil war and the goals, challenges, and lasting effects of Reconstruction.		7th and 8th
6. Strenthen student ability to explain major political, economic, and social development during the late 19th century, including industrialization, western expansion, changes in agriculture, and the experiences of sifferent groups during this period.		

Prior Year Data

School SPS

Achieve	
Grow	
Thrive (HS Only)	
Overall SPS	

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	%
7th Grade	149	2	1	181	0	0	133	2	1
8th Grade	169	8	4	169	1	0.05	164	2	1
Total	318	10	3	350	1	0.02	297	4	1

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	Informed Schooling Decisions	100% of parent survey participants feel informed when it comes to making decisions about your child's schooling
2	Parent-Teacher Communication	75% of parent survey participants noted receiving communications from their child's teacher more than 1-2 times a week
3	Parental Involvement in Learning	75% of parent survey participants noted that the school gives them the opportunity to be involved in their child's learning

Improvements		
	Parent Survey	Data Sources
1	Provide Parent Resource Center	100% of parent survey participants noted this item on the survey.
2	Provide Parent Education Sessions	100% of parent survey participants noted this item on the survey.
3	Provide Educational Materials for Families	75% of parent survey participants noted this item on the 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: to increase the percentage of students scoring Mastery & Advanced on the LEAP 2027 ELA Assessment on Writing Performance component from 22% to 30% by May 2027

Objective 2: to strengthen reading performance (reading comprehension) on the LEAP 2027 ELA Assessment to improve written analysis, increasing the average percenta

Objective 3: to decrease the percentage of students scoring "Approaching Basic" or "Basic" on the LEAP 2027 ELA Assessment by 10% (65% to 55%) by May 2027 throug

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Implement weekly, timed writing prompts scored using the LEAP 2025 LAT/NAT/RST ru	Teachers	October 2026/April 2027	$0.00	
Conduct monthly department data-tracking meetings to analyze student writing sample	Teachers	October 2026/April 2027	$0.00	
Implement explicit instruction for textual evidence integration (e.g., using the SPO, RACE, or CER frameworks)		October 2026/April 2027	$0.00	
Utilize Louisiana Guidebooks lessons that explicitly teach students how to unpack a writing prompt based on the texts they just read.		October 2026/April 2027	$0.00	

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: Increase the percentage of students demonstrating proficiency in constructed response math problems, as measured by district progress monitoring assessments, by 10% for all students by the end of the third progress monitoring assessment

Objective 2: Increase the percentage of students completing 3 or more on grade level zearn lessons, as measured by administrator snapshot

Objective 3: Increase the percentage of bottom 25% students demonstrating growth on progress monitoring assessments, as measured by the

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Obj1 -Zearn notebook use and small group discussion	Mr. McLaughlin (Assistant Principal) and math teachers	10/12/26---03/12/26		
Obj 2-Zearn challenges	Mr. McLaughlin (Assistant Principal) and math teachers	10/12/26---03/12/26	$200 per challenge	school funds
Obj 3-RTI (notified through RTI letters)	Mr. McLaughlin (Assistant Principal) and Math teachers	10/12/26---03/12/26		

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:Social Studies- Increase the percentage of students demonstrating proficiency in constructed responses, as measured by district progress monitoring assessments, by 10% for all students by the end of the third progress monitoring assessment

Objective 2: Social Studies-Increase the percentage of students demonstrating proficiency in extended responses, as measured by district pro

Objective 3: Science - Increase the percentage of students scoring Mastery and Advanced in the Reason Scientifically category from 7% to 17% by the end of the school year

Objective 4: Science - Increase the percentage of students scoring Mastery and Advanced in the Investigate category from 15% to 25% by the

Objective 4: Science - Maintain the percentage of students scoring Mastery and Advanced in Evaluate and leverage these skills to lift the othe

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Social studies-Big Question Evidence Collectors/Big Question Extended Response Assessments	Mr. McLaughlin (Assitant Principal) and SS Teachers	10/12/26---03/12/26		
Social studies-Supporting Question Evidence Collectors/Supporting Question Constructed Response Ass	Mr. McLaughlin (Assitant Principal) and SS Teachers	10/12/26---03/12/26		
Science - Implement weekly Claim-Evidence-Reasoning (CER) writing prompts	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Use LEAP-format release items to practice analyzing data patterns	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Scaffold argumentation for struggling learners	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Ensure students participate in at least three hands-on, data-collecting lab per unit	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Focus instruction on identifying variables, designing procedures, and planning investigations	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Use peer-review sessions where students evaluate each other's scientific designs and reasonir	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Embed critique-based questions ("Which model best explains...?") into daily warm-ups	Canfield & Science Teachers	10/12/26---03/12/26		
Science - Pair strong evaluators with peers during collaborative lab analyses	Canfield & Science Teachers	10/12/26---03/12/26		

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: Integrating parents into the Ron Clark Academy House System

Objective 2:

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Back To School Parent Orientation	Faculty and Staff	August 6, 2026	$1,000.00	Title One
Parent/Student Compact Letter				
Parent Report Card Night	Faculty and Staff	October 23, 2026	0	
Academic Family Night		March 18, 2027		
Indiviual Parent/Teacher/Student Conferences				

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		Resource Services		
Acceleration/RTI – In-school Remediation		Inclusion		
Progress Monitoring		Progress Monitoring		
After School Tutoring Programs		Acceleration/RTI – In-school		
Summer Enrichment Programs				
Race/Ethnicity/Minority		**English Learners**		
Tier I Curriculum				
Acceleration/RTI – In-school Remediation				
Progress Monitoring				
After School Tutoring Programs				
Foster and Homeless				
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
Sign of Suicide Presentation & Screening	Children's Coalition of Northeast Louisiana	September 2026
Catch My Breath Vaping Prevention Program	Northeast Delta Human Services Authority	September 2026

Our Girls Rock	Assigned Staff	November 2026		
Bros for Life	Assigned Staff	November 2026		
Positive Behavior Interventions & Supports	PBIS Committee	Ongoing		
Ron Clark Student House Mentor Meetings	All Staff	Ongoing		
Social Emotional Learing Group	21st Century Afterschool Program	Septermber 2026-April 2027		
Life Skills Classes	Bosworth & Wyatt	Septermber 2026-April 2027		
MLK Food Pantry	Office Staff	Ongoing		
MLK Care Closet	Office Staff	Ongoing		
Conflict Resolution Groups	Shepherd	Ongoing		
Individual Counseling	Shepherd	Ongoing		
Small Group Counseling	Shepherd	Ongoing		
Check In Check Out (Social)	Shepherd	Ongoing		
Check In Check Out (Behavior)	Shepherd	Ongoing		
Check In Check Out (Academic)	Shepherd	Ongoing		
Student Counseling Referrals	Morris	Ongoing		
Red Ribbon Week (Drug Awareness)	Planning Committee	October 2026		

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 - (70)

Number of Referrals - (92)

Number of Expulsions - (8)

Goals for 2026-2027

1. By the end of the 2026-27 school year, Martin Luther King, Jr. Junior High School will reduce the number of student disciplinary referrals and out of School suspensions by 50% compared to the 2025-26 school year. The goal will be accomplished through proactive behavioral management, targeted teacher support, positive behavior interventions, student mentoring, and the implemention of meaningful alternatives to disciplinary referrals and suspensions.
2. By the end of the 2026-27 school year, ensure at least 90% of teachers implement the school's progressive discipline procedure appropriately, and use restorative practices and targeted interventions for students with referrals.

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 - Mondays; 10 AM; 1st Floor Conference Room
ILT Member: Elnora Myles - ELA Teacher
ILT Member: Alshundra Thomas - Math Teacher
ILT Member: Beverly Marshall - Social Studies Teacher
ILT Member: Kimberly Thornton - Science Teacher
ILT Member: Kendrick Shepherd - Counselor
ILT Member: Daisy Canfield - Curriculum Coordinator
ILT Member: David McLaughlin - Assistant Principal
ILT Member: Michael Price - Principal

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

PLC - ELA	PLC - Math
Weekly Meeting - Tuesdays; 9:15 AM; Library	**Weekly Meeting (**Wednesdays; 10:05 AM; Multi-purpose room**)**
PLC Member: Nakia Gray - ELA Teacher	**PLC Member:** Alshundra Thomas - Math Teacher
PLC Member: Andrea Dean - ELA Teacher	**PLC Member:** Kiara Johnson - Math Teacher
PLC Member: Anjelicia Shelton - ELA Teacher	**PLC Member:** Gertrude Roebuck - Math Teacher
PLC Member: Kay Benjamin - ELA Teacher	**PLC Member:** Esonyo Roebuck - Math Teacher
PLC Member: Elnora Myles - ELA Teacher	**PLC Member:** Amber Sanunders - Math Teacher
PLC Member: Mabel Price - Inclusion Teacher	**PLC Member:** LaZaia Davis - Inclusion Teacher
PLC Member: Tracy Cooper - Inclusion Teacher	**PLC Member:** Patrick Sumbler - Inclusion Teacher
PLC Member: Laura McGee - Librarian	**PLC Member:** Daisy Canfield - Curriculum Coordinator
PLC Member: Daisy Canfield - Curriculum Coordinator	**PLC Member:** David McLaughlin - Assistant Principal
PLC Member: David McLaughlin - Assistant Principal	**PLC Member:** Michael Price - Principal
PLC Member: Michael Price - Principal	

PLC - Science	PLC - Social Studies
Weekly Meeting - Wednesdays; 10:55 AM; Teacher Classroom	**Weekly Meeting** - Tuesdays; 8:25 AM; Multi-purpose Room
PLC Member: Angelle Antwine - Science Teacher	**PLC Member:** Beverly Marshall - Teacher
PLC Member: Roxanne Santos - Science Teacher	**PLC Member:** Shamika Mitchell - Teacher
PLC Member: Kimberly Thornton - Science Teacher	**PLC Member:** Trinity Humphrey - Teacher
PLC Member: Daisy Canfield - Curriculum Coordinator	**PLC Member:** Daisy Canfield - Curriculum Coordinator
PLC Member: David McLaughlin - Assistant Principal	**PLC Member:** David McLaughlin - Assistant Principal
PLC Member: Michael Price - Principal	**PLC Member:** Michael Price - Principal

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Science of Reading for Tutoring	Oct. 26, 2026 - Jan. 29, 2027	LDOE - Canopy	Canfield; ELA Teachers	to build teacher knowledge capacity in foundational literacy so that literacy RTI planning & instruction improves
2026 LATM/LSTA Joint Conference	Nov. 12-13, 2026	LATM/LSTA	Canfield; Science Teachers	to access specialized sessions, workshops, and training tailored for math and science instructors across all grade levels to implemnt into lesson planning and instruction
2027 Plain Talk Conference	Feb. 24-26, 2027	Center for Literacy & Learning	Canfield; ELA Teachers	grade levels (pre-K through college)
Lexia PD	Oct. 6, 2026 / 9:10 AM	Janet Jones	Canfield; ELA Teachers	to reinforce RTI implementation best practices
Common Lit PD	January 2027 / 9:10 AM	Jessica Radecki	Canfield; ELA Teachers	to review data & to plan next steps
Lexia PD	TBA	Janet Jones	Canfield; ELA Teachers	to review data & plan next steps; to reinforce RTI implementation best practices

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	___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
Grade Band Vertical Team (Feeder Patterns)	Admin Team	November/May	0	0
MLK Saturday School	R. Holmes	November	$5,000.00	Title One
After School Tutoring	R. Holmes	September/April	$5,000.00	Title One
RTI	Core Teachers	August/ May	0	
21st CCLC Tutoring	Core Teachers	September/April	$85,000.00	21st CCLC
Individual Graduation Plans	Shepherd	April		
ULM TRIO Program	Roebuck	ongoing		
Wossman "Move On Up Day"		April		
Heritage Quiz Bowl				

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:

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	8-12-2026	
School-wide Plan Review with District Leadership after 1st 9 weeks	End of October - November	10-21-2026	
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:		