	School Address: 3000 Burg Jones Lane Monroe, LA 71202		
Berg Jones Elementary	Grade Span: PreK - 6		
	School Mission: The mission of Berg Jones Elementary Schoc		
Title I Schoolwide Plan	School Goal: Improve proficiency rates of all learners in core		
2026-2027			
School Improvement Team			
Name	**Role**		
Kristy Hebert	**Principal**		
Jalaine Price	**Administrator**		
Kirrah Harris	**Teacher**		
Cheronda Thomas	**Teacher**		
Latesha Jackson Perry	**Teacher**		
Reita Harris	**Parent**		
Aerial Hunter	**Parent**		

SIP REVIEW MEETING DATES			
#1			
#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	
1Low Staff Turnover: 50/55 staff members returned from previous year		Comparison of 25 - 26 staff roster wtih 26-27	
2 50% of teachers are responding to professional developing and coaching conversations		Attendance at professional learning opportunities outside of school hours; walkthroughs and observations that provide evidence of classroom implementation of what they learned	
3 Committed non-certified staff who demonstrate a vested interest in improving the school		90% response rate to requests for assistance with building school culture that fall outside of their regular job descriptions and often outside of contract hours	
Areas of Improvement		Data to Support Claim	

1 Growth of instructional practices: many teachers do not implement curricula with fidelity		Classroom observations, review of annotations, lack of implementation in practice even after coaching conversations and other forms of support	
2 Most teachers do not understand the connection between their instructional delivery in the classroom and student assessments		Coaching conversations, classroom observations & walkthroughs, PLC agendas and notes	
3 Staff buy-in to culture rebuilding		Rate of non-compliance with directives & meeting deadlines; lack of implementation of school's Discipline Approach; observation of teacher interaction with students & expectation re: student consequences for student misbehavior; PBIS data base; written behavior referrals to admin.	

4 Need for staff to understand the new implementation of systems for management of an educational organization		Non-compliance with directives; refusal to engage in conversation about improvements and the roles they need to play; passive aggressive sabotage of iniatives	
Prioritized Needs: Prioritized Student Performance Needs			
Priority	Student Performance Need	Grade Level Focus for	
1 Addressing literacy needs of students	**Data indicate our students overall are at about a 17% proficiency level in reading on grade level.**	**3 -- 5**	
2 Setting high expectations for student academic work	**Students are not aware of how they are performing, not setting goals, so have no clear indication of their progress academically. Teachers must rid their apathetic approach to challenging students academically. There is a real need for this to happen in classrooms and eliminate student non-engagement.**	**K- 6**	

3 Building an understanding of how to study for and to take assessments	**Understanding of how to approach preparation for assessments, and comprehension of how to actually take the assessments**	**3 - 6**	

Prior Year Data

School SPS

Achieve	13.1
Grow	56.6
Thrive (HS Only)	
Overall SPS	34.8

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	%
PreK - 6	364	25	7	334	21	6	334	34	10
Total	364	25		334	21		334	34	

LEAP Student Demographic Data

ELA Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	41	4	n/a	
4	49	8	35	
5	34	2	10	
6	34	4	12	

Math Economically Disadvantaged

Grade	# of Students	# Proficient	# Growth	# Thrive (HS only)
3	41	4	n/a	
4	49	2	18	
5	34	1	24	
6	34	1	15	

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 "Ther has been no survey activity as of 10/21/2026."

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				
2				
3				
Improvements				
	Parent Survey	Data Sources		
1				
2				
3				

Part B: Plans for Improvement/ State the Goals

Goal 1: By the end of the school year, our school will increase the number of students scoring "proficient" or higher in ELA from a baseline of 11.0% (17 out of 154 students) to 22% (34 out of 154 students).

OBJECTIVES (Up to 3)

Objective 1: By mid-year benchmarking, 18 "bubble" students who scored in the top tier of "approaching basic" on the BOY will achieve a score of "basic" on the MOY.

Objective 2:By May 2027, 6 students currently tracking two or more grade levels behind will bridge their foundational reading gaps and score "l

Objective 3:By end of year, 50% of teachers will align their daily lesson plans and assessments with the blueprint and rigor of LEAP providing r

Activity/Strategy	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
PM Success: After school small literacy groups (grades K-3) will implement Amplify straggeies to assist students in meeting benchmark on their MOY DIbels.	Kirrah Harris	September '26 - March '27	20,000	Title I
SPIRE: Orton-Gillingham approach to small group reading instruction, addressing remediation (grades 3-5/6)	Kristy Hebert	November '26 - March '27	20,000	Title I
New Directions Consulting/Coaching	Jalaine Price	October '26 - March '27	n/a	n/a

Part B: Plans for Improvement/ State the Goals

Goal 2: By May 2027, the school will increase its overall Math proficiency rate from 5.2% to 10.4% on LEAP by doubling the number of proficient students from 8 to 16 total students (moving an additional 8 students into "basic".) through regular, standards-aligned math instruction and targeted small-group tutoring.

OBJECTIVES (Up to 3)

Objective 1:By March '27, 70% of teachers will align daily math lessons and weekly formative quizzes with the rigor and question formatting of the LEAP blueprint.

Objective 2 By May 2027, at least 8 target "bubble" students who scored just below proficiency on BOY will achieve a score of "basic" on EOY/

Objective 3:During the 2026-2027 school year, host 3 interactive "Parent Math Evenings" designed to train parents on state-aligned math strate

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Teachers will unpack state math standards during professional learning communities (PLCs) and utilize H	Jalaine Price	October '26 - May '27	n/a	n/a
Provide these 8 specific students with systematic, small-group math interventions 3 times a week, focusi	Jalaine Price	October '26 - May '27	n/a	n/a
Provide parents with physical math games, digital resource access, and concrete modeling on how students are expected to solve multi-step word problems so they can reinforce classroom learning at home.	Kristy Hebert	November '26 - March '27	2500	Title I

Goal 3: Science and Social Studies By May 2027, the school will increase academic performance across content areas on LEAP by raising the Science proficiency rate from 2.4% to 4.8% (moving 3 additional students into "basic" for a total of 7) and raising the Social Studies proficiency rate from 5.6% to 11.3% (moving 8 additional students into "basic" for a total of 17) through the integration of regular, standards-aligned content literacy instruction and targeted academic support.				
OBJECTIVES (Up to 4)				
(1) By January 2027, 100% of science lesson plans will integrate weekly data-analysis tasks where students must interpret graphs, charts, or tables modeled after state assessment items.				
(2) By May 2027, 3 target students scoring "approaching basic" on science diagnostics will achieve proficiency through bi-weekly, small-group				
(3) By February 2027, social studies teachers will embed cross-curricular reading strategies into daily instruction, requiring students to analyze at least two primary or secondary text sources per week.				
(4) By May 2027, a designated cohort of 8 "bubble" students will reach proficiency by mastering short-answer, evidence-based writing prompts				
ACTIVITY/STRATEGY	**Responsible Person**	**Start/Completion Date**	**Estimated Cost**	**Funding Source**
Teachers will use the "Claim, Evidence, Reasoning" (CER) framework during classroom activities to help	Cheronda Thomas	October '26 - May '27	n/a	n/a
Use regular formative assessment data to pull these 3 specific students during intervention blocks to clar	Jalaine Price	November '28 - March '27	n/a	n/a
By February 2027, social studies teachers will embed cross-curricular reading strategies into daily instruc	Ortadius Brass	November '28 - May '27	n/a	n/a
By May 2027, a designated cohort of 8 "bubble" students will reach proficiency by mastering short-answ	Jalaine Price	November '28 - May '27	n/a	n/a

Part B: Plans for Improvement/ State the Goals

Goal 3: Parental Engagement Strategy: By May 2027, the school will build its foundational parent engagement program from a baseline of 0% to 30% consistent family participation by hosting 3 structured Parent Math Evenings, establishing 2 community resource partnerships, and offering direct barriers-removal support (food and childcare) to establish a trusted home-school connection.

OBJECTIVES (Up to 2)

Objective 1:Objective: By November 2026, establish a reliable, two-way communication network that reaches 100% of families, securing a baseline registration of at least 30% of families for the first "Pastries w/the Principal"

Objective 2:During the 2026-2027 school year, host 3 interactive Parent Math Evenings that achieve an average attendance rate of 30% of fam

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
Launch a digital communication platform (e.g., ClassDojo or Remind) for instant text-based updates, dist	Christin Camper	September '26 - May '27	n/a	n/a
Partner with local businesses or community groups to provide a free warm dinner for families at every ev	Ortadius Brass	September '26 - May '27	1000	Title 1

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
		After School Tutoring Prograr
Race/Ethnicity/Minority		**English Learners**
Tier I Curriculum		
Acceleration/RTI – In-school Remediation		
Progress Monitoring		
After School Tutoring Programs		
Foster and Homeless		

Part C: Student Support Services (SEL) Social Emotional Learning: By May 2027, the school will reduce major behavior referrals by 30% across the student body.

Activity/Strategy	Responsible Person	Start/Completion Date
by fully integrating the "Be Good People" curriculum into daily ROAR instruction, utilizing the counseling pipeline to provide targeted individual/group sessions for 100% of referred students, and incresing effectiveness of a system-wide PBIS acknowledgment structure.	Ortadius Brass	September '26 - May '27

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 **48**

Number of Referrals **70**

Number of Expulsions **4**

Goals for 2026-2027

1 By June 2027, the school will decrease the total number of office discipline referrals by 20%, reducing the count from 70 referrals to 56 or fewer.

2 By June 2027, the school will reduce total suspensions (OSS) by 25% (from 48 to 36 or fewer) and maintain or reduce expulsions at 2 or fewer by implementing restorative practices and targeted behavior interventions.

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 Meetings: Fridays, 1:30 -2:15, CC room
ILT Member Kristy Hebert, principal
ILT Member: Ortadius Brass, assistant principal
ILT Member Jalaine Price, curriculum coordinator
ILT Member Cheronda Thomas, librarian & test coordinator
ILT Member Latesha Perry, Special Services 6th grade
ILT Member Mary Snell, 6th grade ELA/SS teacher
ILT Member Comernitia Morison, 1st grade teacher
ILT M ember Kirrah Harrs, 2nd grade teacher
ILT Member Jayla Thompson, PreK teacher
ILT Member Shandon Armstrong, Literacy Coach

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

PLC - ELA	PLC - Math
Meeting: Bi-weekly Mondays, library, 3:30 - 4:30	Meeting: Bi-weekly Mondays, library, 3:30 - 4:30
PLC Member M. Snell, facilitator, 6th grade ELA teacher (3-6)	PLC Member C. Thomas, facilitator, librarian
PLC Member J. Price, facilitator, curriculum coordinator (PreK - 2	PLC Member A. Wilhite, 6th grade teacher
PLC Member T. Briggs, 5th grade teacher	PLC Member E. Ford, 5th grade math teacher
PLC Member G. Brisco, 4th grade teacher	PLC Member K. Jackson, 3rd grade teacher
PLC Member C. Camper, 3rd grade teacher	PLC Member M. Jones, 4th grade teacher
PLC Member K. Harris, 2nd grade teacher	PLC Member K. Woods, 2nd grade teacher
PLC Member C. Morrison, 1st grade teacher	PLC Member C. Morrison, 1st grade teacher
PLC Member S. Bordelon, 1st grade teacher	PLC Member S. Bordelon, 1st grade teacher
PLC Member C. Ellis, K teacher	PLC Member C. Ellis, K teacher
PLC Member B. Washington, K teacher	PLC Member B. Washington, K teacher
PLC Member K. Mendoza, PreK teacher	PLC Member J. Thompson, PreK teacher
PLC Member J. Thompson, PreK teacher	PLC Member K. Mendoza, PreK teacher

PLC - Science	PLC - Social Studies
Meeting: Bi-weekly Wednesdays, library, 3:30 - 4:30	Meeting: Bi-weekly Wednesdays, library, 3:30 - 4:30
PLC Member K. Hebert, facilitator	PLC Member O. Brass, facilitator
PLC Member A. Wilhite, 6th grade teacher	PLC Member M. Snell, 6th grade teacher
PLC Member E. Ford, 5th grade teacher	PLC Member T. Briggs, 5th grade teacher
PLC Member K. Jackson, 3rd grade teacher	PLC Member G. Brisco, 4th grade teacher
PLC Member M. Jones, 4th grade teacher	PLC Member C. Camper, 3rd grade teacher
PLC Member F. White, 2nd grade teacher	PLC Member K. Harris, 2nd grade teacher
PLC Member C. Morrison, 1st grade teacher	PLC Member C. Morrison, 1st grade teacher
PLC Member S. Bordelon, 1st grade teacher	PLC Member S. Bordelon, 1st grade teacher
PLC Member C. Ellis, K teacher	PLC Member C. Ellis, K teacher
PLC Member B. Washington, K teacher	PLC Member B. Washington, K teacher
PLC Member J. Thompson, PreK teacher	PLC Member J. Thompson, PreK teacher
PLC Member K. Mendoza, PreK teacher	PLC Member K. Mendoza, PreK teacher

Additional Professional Development

Title	Date/Time	Presenter or Vendor Name	Responsible Person	Intended Outcomes
Classroom Management	09/26/26 9 - 11:3	Amy Cooper	Kristy Hebert	Teachers to implement strategies re: behavior management to improve iinstructional delivery
How Teacher Behavior Impacts Student Achievement	10/23/26 7:30 - 1	BJES Faculty	Kristy Hebert	Teacher connect behavior with the data that is presented re: student achievement; teachers will see how to engage students so they will address higher-order thinking
Understanding and Teaching LEAP	10/26&27/26 8:0	New Directions	Kristy Hebert	Teachers will understand how to teach students to perform successfully when taking a standardized assessment; techers will comprehend the strategies by taking the assessments themselves.
Class Engagement	11/26 9 - 11:30	Amy Cooper	Kristy Hebert	Teachers will engage students more throughout their classrooms while delivery lessons

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:				
YES PreK - K	YES K to 1st grade			
YES 2nd Grade to 3rd Grade	___High School to Careers/College			
YES Elementary to Middle School	___Middle School to High School			

ACTIVITY/STRATEGY	Responsible Person	Start/Completion Date	Estimated Cost	Funding Source
incoming students visit next grade classrooms.	Kristy Hebert	April & May '27	n/a	n/a
Teachers to connect to discuss student placement and strate	Kristy Hebert	March & April 27	n/a	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.

Kristy Hebert

State Assessment Data:

Latest School Profile for Principals n/a

Latest Principal's Report Card n/a

Perception Data:

Parent Surveys n/a

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:		